Celebrating a Year of Learning
A Webinar by Concordia Language Villages
www.ConcordiaLanguageVillages.org
A Year of Learning

“I am always doing that which I cannot do, in order that I may learn how to do it.”

~ Pablo Picasso
Celebrate...individual accomplishments

- Top Ten “Can Do” Communication Skills
  - Asking and responding to questions
  - Expressing feelings and emotions
  - Expressing preferences and opinions
  - Telling or retelling stories
  - Maintaining a conversation
  - Describing people, places, things
  - Listening: live and broadcast
  - Reading: personal messages and authentic texts
  - Speaking: presentations and reports for an audience
  - Writing: personal messages and formal texts for an audience
Global Self-assessment Grid

<table>
<thead>
<tr>
<th>INTERPERSONAL: Person-to-Person Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SURVIVING</strong> (Novice Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can understand greetings and a few words accompanied by gestures and strong visual support.</td>
</tr>
<tr>
<td><strong>EXPLORING</strong> (Intermediate Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can understand the main idea and some supporting details of some short, simple authentic texts such as news stories, menus, maps, schedules, signs, invitations, poems, stories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL: Interpersonal Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SURVIVING</strong> (Novice Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can use short, memorized phrases to introduce myself.</td>
</tr>
<tr>
<td><strong>EXPLORING</strong> (Intermediate Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can write about my daily life, interests, and experiences in a series of sentences; I can write a description or story using a limited number of sequencing and transition words to connect sentences into paragraphs; I can write about an event in different time frames.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL: Intercultural Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SURVIVING</strong> (Novice Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can participate in a simple conversation on very familiar topics using memorized words and phrases; I can respond to simple questions.</td>
</tr>
<tr>
<td><strong>EXPLORING</strong> (Intermediate Level on the ACTFL Proficiency Scale)</td>
</tr>
<tr>
<td><strong>Low</strong></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>I can understand conversations on familiar topics and the main point in short, clear messages and announcements when there is some visual support.</td>
</tr>
</tbody>
</table>
# Global Self-assessment Grid

<table>
<thead>
<tr>
<th><strong>ENGAGING</strong></th>
<th><strong>ESTABLISHED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High</strong></td>
<td><strong>Low</strong></td>
</tr>
<tr>
<td><strong>Low</strong></td>
<td><strong>High</strong></td>
</tr>
</tbody>
</table>

**INTERPERSONAL**

**Person-to-Person Communication**
- I can sustain a conversation on a wide variety of topics, asking and responding to a variety of questions, making recommendations; I can describe in detail and narrate in all major time frames; I can appropriately handle a complication or unexpected event.
- I can express myself fluently and spontaneously with only occasional hesitations, using language flexibly and effectively for both social and professional purposes.

**Listening**
- I can understand extended speaking and follow discussions that are based on a variety of topics that are familiar and unfamiliar to me; I can understand a variety of media programs and the story line of feature films.
- I can understand most spoken language—whether live or broadcast—on any topic, even when delivered at a fast native speed; I can deduce meaning from the context.

**READING**
- I can understand the main idea and several supporting details of authentic texts on topics of interest to me.
- I can understand long and complex texts as well as recognize a variety of styles; I can distinguish subtlety, humor, and tone.

**PRESENTATIONAL**

**Speaking**
- I can give a clear and detailed presentation based on factual information and respond to audience questions and comments; I can dramatize a variety of authentic texts.
- I can deliver a clear and well-organized presentation on a topic of personal, academic, or professional interest; I can follow directions in my presentation to address the needs and questions of my audience.

**Writing**
- I can meet my personal and academic writing needs; I can narrate and describe in basic time frames; I can combine and link sentences into cohesive paragraphs.
- I can write on a topic of personal, academic, or professional interest in a style appropriate to the context and audience, using an effective and logical structure, precisely conveying finer shades of meaning.
Learning that lasts…

“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

~Clay P. Bedford
Integrated Performance Assessment

- Pick a high-interest topic
  - Example: How does music reflect time and place?
- Think of how the three modes are connected
Integrated Performance Assessment

- Think about the Culture Triangle

Product  Perspective  Practice
Consider using the *Interpretive Mode* (reading, listening, viewing) to generate ideas for the *Presentational Mode* (speaking or writing for an audience).

Reflect using the *Interpersonal Mode*
Scored Discussion

- Offers relevant ideas, information
- Supports opinions
- Disagrees respectfully
- Asks questions
- Actively listens
- Encourages others to participate
Hierarchy of Questions

- Yes/No
- Either/or
- “W” questions: what, when, where, who
- Why/How
- Give me an example....
- Describe....
- Explain....
- “Tell me more....”
- Tell me about a time....
- Can you summarize....
Celebrate Learning

“Learning is not a spectator sport.”

~D. Blocher
Create a Gallery Walk

- Visually represent what you have learned about
  - Cultures
  - Connections
  - Comparisons
  - Communities
Celebrate Connections

- How have you used what you learned in (French) class in your other classes this year?
- What resources have you accessed in (French) that provided additional information for discussion in another class?
- What have you learned in other classes that provided additional information for (French) class?
Celebrate Comparisons

- What similarities and differences have you noticed between (French) and English?
- What similarities and differences between (France) and the United States have you learned about?
Celebrate Communities

- How have you used what you learned in (French) class outside of school?

- What (French) activities have you done with friends/family: concerts, movies, reading fiction and nonfiction, festivals, eating out, making special meals, reading international news, listening to (French) music, exploring French websites, videogames, etc.? 
Celebrate Understanding

“We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time…”

--T.S. Eliot *Four Quartets*
End of Year Reflections

- Level One: Reread what you wrote about the (French-speaking) world. What would you change, add to what you wrote
- Level Two: What do I have in common with young people my age in (France)?
- Level Three: What can we learn through virtual/real travel to other places?
- Level Four: How is our culture enriched by the influence of (French) culture?
- Level Five: How has learning another language and culture changed/influenced my view of the world?
## Celebrate Knowledge: Jeu du baccalauréat

<table>
<thead>
<tr>
<th>Francophone countries</th>
<th>Francophone Writers</th>
<th>Impressionist Artists</th>
<th>Francophone Composers</th>
<th>French words in English language</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>Senegal</td>
<td></td>
<td></td>
<td>Saint-Saens</td>
</tr>
<tr>
<td>t</td>
<td>Tchad</td>
<td></td>
<td></td>
<td>Tete-a-tete</td>
</tr>
<tr>
<td>m</td>
<td>Maroc</td>
<td>Maupassant</td>
<td>Monet</td>
<td>menu</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>Renoir</td>
<td>Ravel</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Camus</td>
<td></td>
<td></td>
<td>Cul de sac</td>
</tr>
</tbody>
</table>
Celebrate Knowledge: Outburst

- Divide students into teams
- Announce a category
- Set a timer for 2 minutes
- At the end of 2 minutes, tell the teams to “Pick your Six”
- Teacher reads the Super Six: teams get one point for each circled item that matches
Celebrate Learning!

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.” ~ Albert Einstein