Genre Matters in Contextualized World Language Learning

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The Ohio State University

LaTeS Fall 2019 Language Teacher Symposium

THE UNIVERSITY OF ARIZONA
CERCLL
Center for Educational Resources in
Culture, Language and Literacy

Genre Matters

Can-Do Statements

I can describe genre theory and how it helps us to contextualize language use.

I can use the register features of field, tenor, and mode, to describe what is happening with language in a particular example of a genre.

I can describe how genre helps us to understand and select appropriate authentic texts for the world language classroom.

I can apply genre knowledge in the design of Integrated Performance Assessment

Genre Matters

Think

Take a minute and think about "Genre." What does this word mean to you

Pair
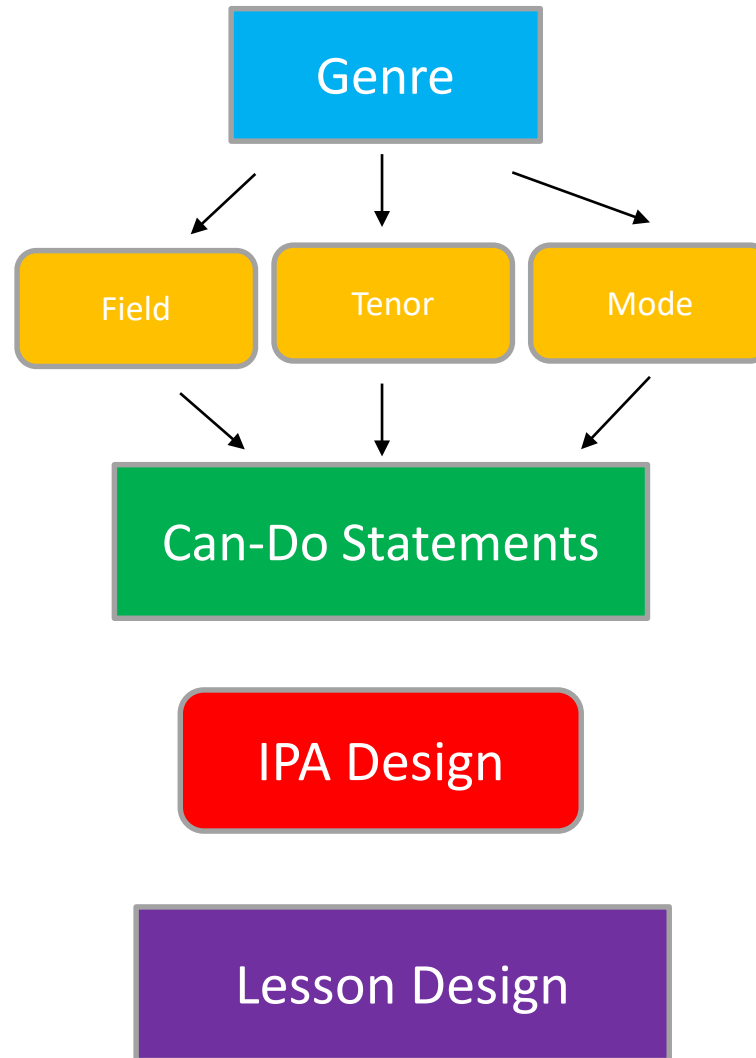
Talk to people around you and share your definitions

Share

Enter a one-, two-, or three-word response at the following:

https://pollev.com/francistroya261

Or

Text **FRANCISTROYA261 to 22333**

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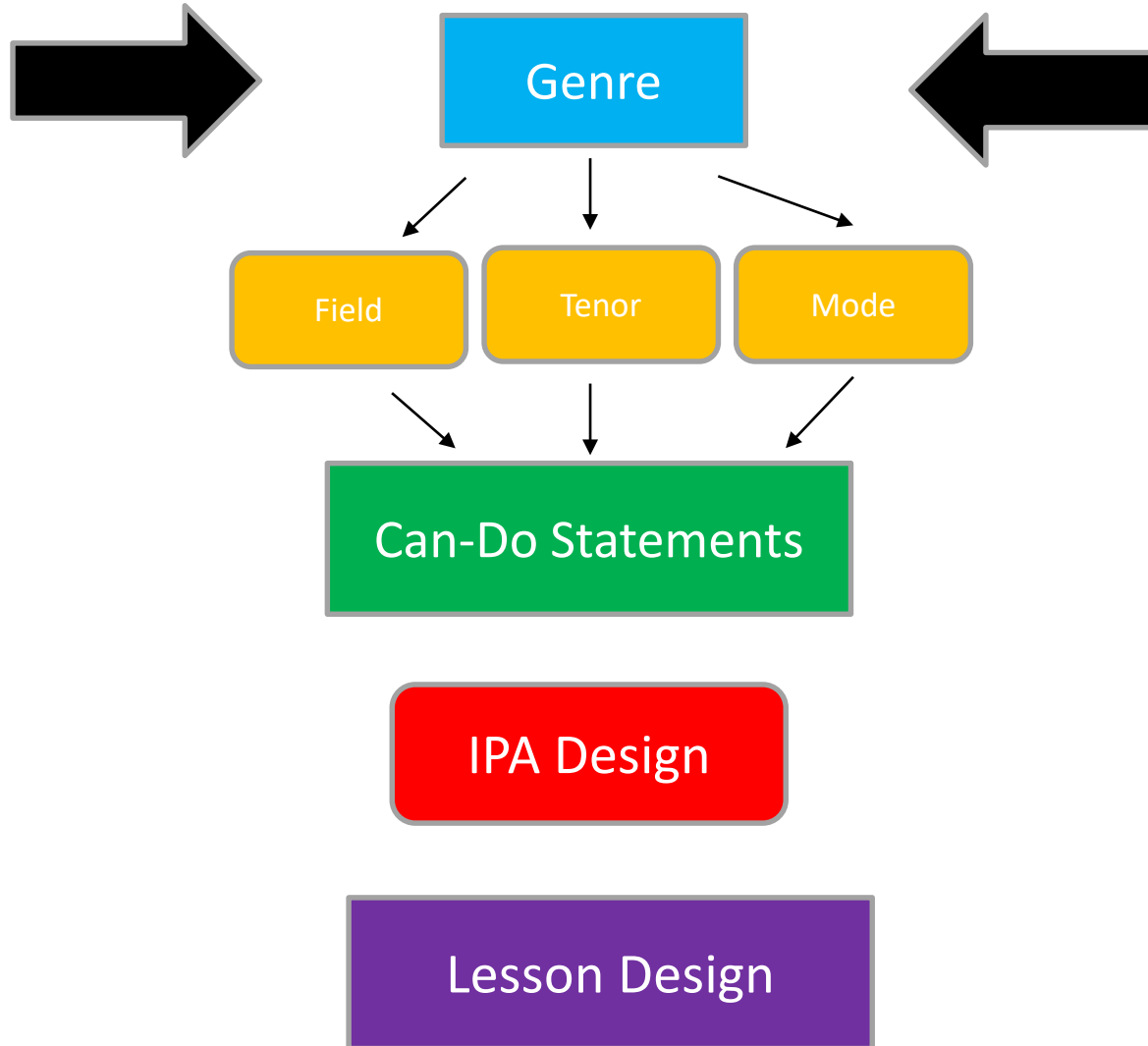
Genre in Backward Design

Genre in Backward Design

1. Identify Desired Results

2. Determine Acceptable Evidence

3. Plan Learning Activities
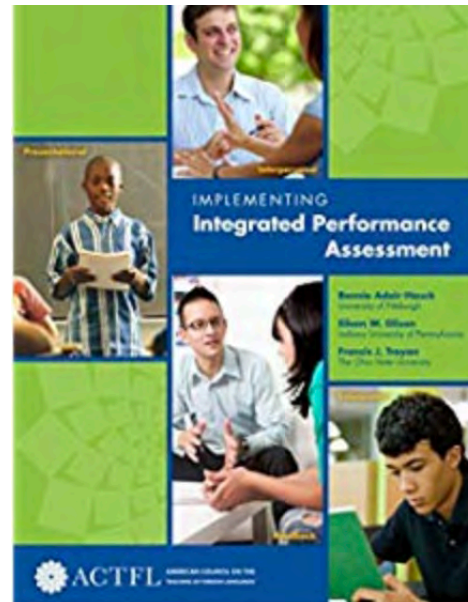
(Wiggins & McTighe, 2005)

Genre in Backward Design

Genre Matters

Genre Matters
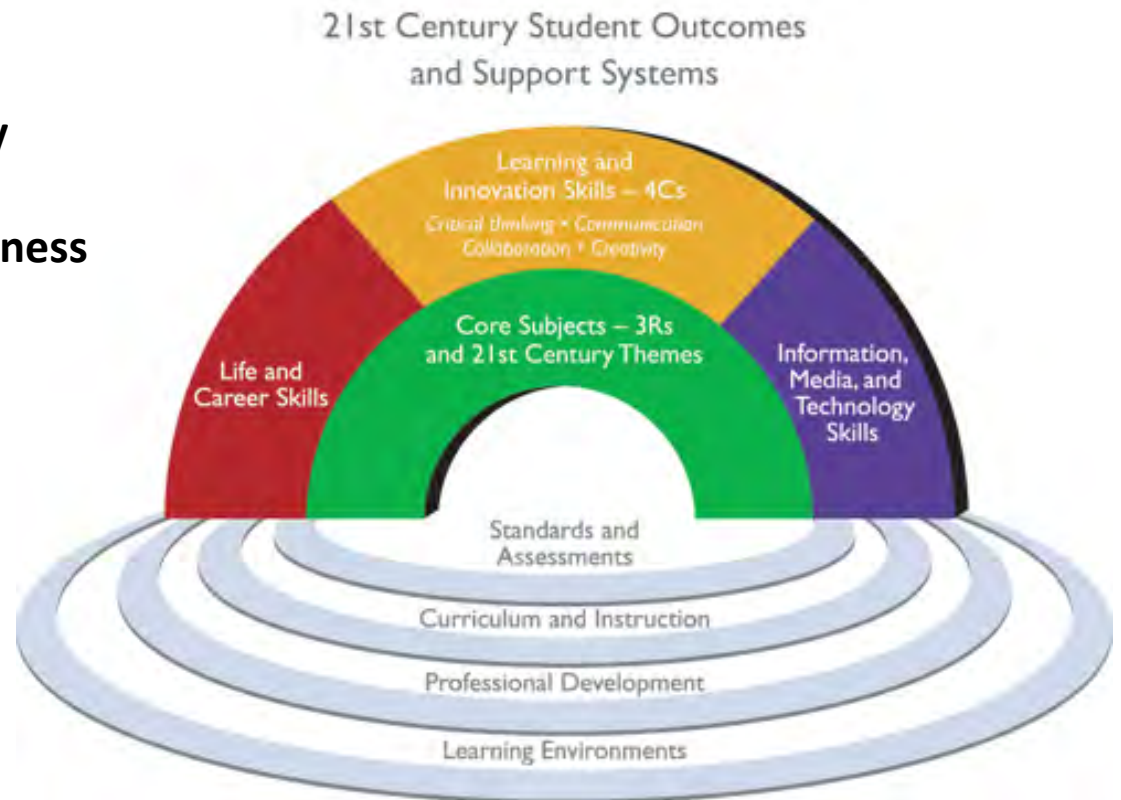
Contextualizing Genre in the Field

Genre Matters

Contextualizing Genre in the Field

Visual and Information Literacy

Cultural Literacy/Global Awareness

**21st Century Themes
(interdisciplinary approach)**

21st Century Student Outcomes
and Support Systems

Learning and
Innovation Skills – 4Cs
Critical Thinking • Communication
Collaboration • Creativity

Core Subjects – 3Rs
and 21st Century Themes

Life and
Career Skills

Information,
Media, and
Technology
Skills

Standards and
Assessments

Curriculum and Instruction

Professional Development

Learning Environments

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Contextualizing Genre in the Field

According to the Asia Society, educating for Global Competence involves five categories of knowledge and skills:

- Investigate the World
- Weigh Perspectives
- Communicate Ideas
- Take Action
- Apply Disciplinary and Interdisciplinary Expertise

(Asia Society & CCSSO, 2011)

Genre Matters

Contextualizing Genre in the Field

If we, as a profession are to use the term "bilingual"…

We need to understand:
Bilingual ideologies about *language*, *language use*, and *languaging* for **bilingualism and biliteracy** in the classroom (Troyan & King, 2018).

***Genre* as a means for developing *bilingualism* and *biliteracy*.**

Genre Matters

Genre **as a means for developing** ***bilingualism*** **and** ***biliteracy.***

Decades of research on the development of bilingualism has highlighted the importance of:

Genre (Purpose)
Context
Interlocutor

(Grosjean, 1982)

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Genre in the Assessment Frameworks for WL Education

Genre Matters

Genre in the Assessment Frameworks for WL Education

Both frameworks describe global proficiency, they do not consider the specific features of genre.

The Can Do Statements and the IPA rubrics do not include specific performance criteria address the features of genre.

Genre Matters

Genre in the Assessment Frameworks for WL Education

A Genre-based Approach to Contextualized World Language Assessment and Learning provides:

- principles, practices, and assessment models

- a framework to deconstruct authentic spoken and written texts for students

- access to the full "meaning potential" of language in communicative contexts (Halliday & Matthiessen, 2004) described in the assessments frameworks in the field.

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Contextualizing Genre in the Field

In order to communicate ideas in the target language, students need to know the language AND know how to organize the language in ways that represent effective communication.

The role of a _genre-based approach_

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Genre as the Knowledge Base for World Language Teacher Preparation

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What is it?

The "Sydney School" Theory of Genre
School-based research that deconstructed student texts to identify primary school genres (e.g., Martin & Rose, 2008; Rothery, 1989, 1996)

Genre defined as:
social processes because members of a culture interact with each other to achieve them; as *goal oriented* because they have evolved to get things done; and as *staged* because it usually takes more than one step for participants to achieve their goals (Martin, Christie, & Rothery, 287, p. 59).

Genre Matters

Recounts

Histories

Procedures

Narratives

Literary Analysis

INFORMATION REPORTS

Arguments

(Derewianka, 1991; 2012; Derewianka & Jones, 2012; Martin & Rose, 2009)

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Why does Genre matter?

The HISTORY of the theory of language in schools

- Revolutionary
- Empowering
- Critical Pedagogy

   GENRE pedagogies were developed to provide access to powerful texts.

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Why does Genre matter?

Role of genre, context, and interlocutor

WHY would I use language in this way? (**genre/purpose**)
In what **context** would I use language in this way?
WITH WHOM would I use language in this way?
(**interlocutor)**

GENRE defines COMMUNICATIVE CONTEXT.

Genre Matters

Why does Genre matter?

Authentic Texts

What is an authentic text?
What are the challenges of using authentic texts?

How is language organized in authentic texts?
Genre-Based Approach

Genre Matters

Why does Genre in Assessment and Instructional Design?

- University Laboratory School

- 15 students from 1 class of 19 4th grade students

- Novice–Low to Novice–High with 3 approaching Intermediate-Low

The case of Jackie
- Novice-Mid writer in Spanish

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Presentational Task (Pre-Test)

You have just begun working for a tourist website in Spain. Your boss has asked you to write a description of a landmark in Salamanca, La Plaza Mayor. This landmark is one of Salamanca's most well known locations. Your job is to write a detailed description of La Plaza Mayor following the model that your boss has provided. Be sure to include all of the important information that a tourist would need to know about La Plaza Mayor. Use as much detail as possible and as many complete sentences as you can.

How do you think students responded?
What did they write?
Discuss with a partner.

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

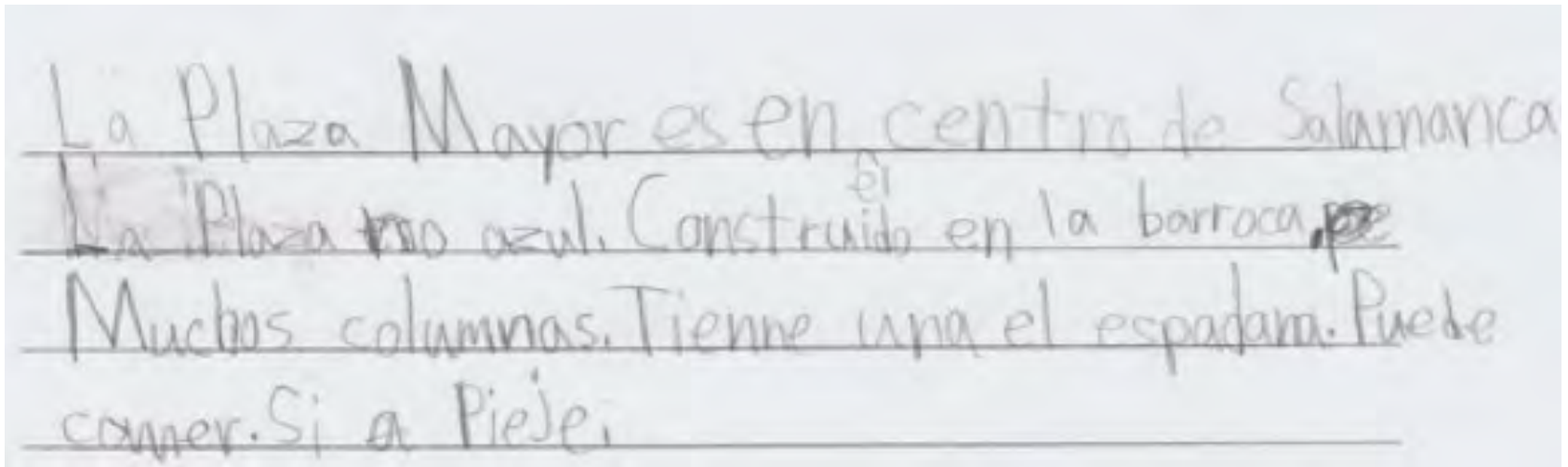### Jackie's Text 1 (Pre-Test)

Read Jackie's response

Rate her response using the Novice Level Rubric

What is Jackie able to do?

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Jackie's Text 1 (Pre-Test)

Genre Matters

IPA Presentational Mode Rubric (Adair-Hauck, Glisan, & Troyan, 2013)

Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	**Minimal**	
Language Function				
Text Type	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility				
Language Control				

Genre Matters

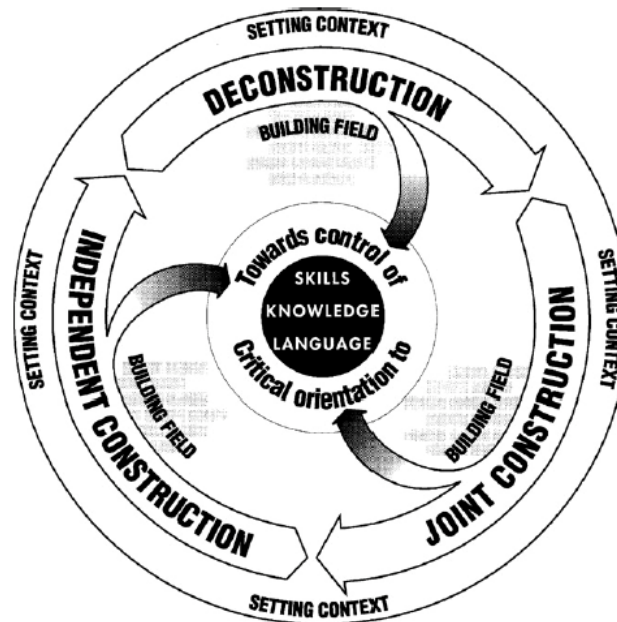**Evidence from a Grade 4 Spanish FLES Classroom**

Unit Overview (see Troyan, 2020)

In the unit on Segovia, content included,

- Buildings and important locations in cities in Spain
- Architectural Terms
- Types of Building Materials
- Directions (i.e., next to, to the left of, to the right of)

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Teaching/learning cycle for mentoring genre.
Source: Derewianka & Jones, 2016; Rothery and Stenglin, 1994

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El Alcázar de Segovia se alza en la confluencia de los ríos Eresma y Clamores. Se cree que la fortificación existía ya desde la dominación romana. El edificio se divide en dos núcleos. El primero lo forma un patio herreriano con foso, el puente levadizo, la torre del homenaje y dos cubos circulares con chapiteles. El segundo es el interior y cuenta con una estupenda capilla y las salas nobles de la Galera, las Piñas y el Tocador de la Reina. Además, tiene cuatro pisos con buhardillas y amplios sótanos.

Destaca la sala de los Reyes que está decorada con un artesonado de hexágonos y rombos dorados y con un curioso friso con 52 imágenes policromadas y sedentes. En la sala del Trono, sobresale la cúpula mudéjar y las yeserías gótico-mudéjares. Sus paredes están recubiertas con terciopelo y con retratos de distintos reyes. La torre del homenaje fue edificada por Juan II en plena transición del románico al gótico. Mide 80 metros de altura y se encuentra decorada con excelentes esgrafiados y doce magníficas torrecillas. Se accede a través de un pasadizo. Destaca la torre de Alfonso X el Sabio, desde la cual el monarca estudiaba el firmamento, y las estupendas salas interiores decoradas con artesonados mudéjares y ricas yeserías.

Organiza tu visita

Dirección y teléfono
Plaza de la Reina Victoria Eugenia, s/n 40003 Segovia (Segovia)
Teléfono: +34 921460759

Horarios
Del 1 de abril al 30 de septiembre:
Horario ininterrumpido, de 10.00 a 19.00 h.

Del 1 de octubre al 31 de marzo:
De lunes a jueves, de 10:00 a 18:00 h. Viernes, sábados y domingos, de 10.00 a 19.00 h.

Tarifas / Precios de las entradas
General:3,50 !

Reducida: 2,30 ! (grupos concertados, jubilados, mayores de 65 años, asociaciones y estudiantes)
Gratuito: (menores de 6 años y los martes para los ciudadanos de la UE)
Cerrado: 1 y 6 de enero, 25 de junio y 25 de diciembre. 24 y 31 de diciembre por la tarde.
Torre de Juan II: 1! .

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Título	Alcázar de Segovia

La Frase de Gancho	El Alcázar de Segovia se alza en la confluencia de los ríos Eresma y Clamores.

Un Dato Histórico	Se cree que la fortificación existía ya desde la dominación romana.

Los Datos Arquitectónicos	Mapa Del Edificio	El edificio se divide en dos núcleos. El primero lo forma un patio herreriano con foso, el puente levadizo, la torre del homenaje y dos cubos circulares con chapiteles. El segundo es el interior y cuenta con una estupenda capilla y las salas nobles de la Galera, las Piñas y el Tocador de la Reina. Además, tiene cuatro pisos con buhardillas y amplios sótanos.
	Características Especiales	Destaca la sala de los Reyes que está decorada con un artesonado de hexágonos y rombos dorados y con un curioso friso con 52 imágenes policromadas y sedentes. En la sala del Trono, sobresale la cúpula mudéjar y las yeserías gótico-mudéjares. Sus paredes están recubiertas con terciopelo y con retratos de distintos reyes. La torre del homenaje fue edificada por Juan II en plena transición del románico al gótico. Mide 80 metros de altura y se encuentra decorada con excelentes esgrafiados y doce magníficas torrecillas. Se accede a través de un pasadizo. Destaca la torre de Alfonso X el Sabio, desde la cual el monarca estudiaba el firmamento, y las estupendas salas interiores decoradas con artesonados mudéjares y ricas yeserías.

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Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Genre-Based Interactive Model (Troyan, 2014, 2016, 2020)

Phases of the Genre-Based Interactive Model

Phase of the Genre-Based Interactive Model	Phase of the Interactive Model	Phase of the Sydney School Genre-Based Model	Mode of Communication
1	Preparation and Comprehension	Deconstruction	Interpretive
2	Interpretation and Discussion	Deconstruction	Interpretive and Interpersonal
3	Creativity/Extension (Group Creation of Text)	Joint Construction	Interpersonal and Presentational
4	Extension (Creation of New Text)	Independent Construction	Presentational

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Aspects of functional grammar addressed in the unit of instruction

Register Variable	Meaning	Tradition understanding of language
Field	What is happening? (process) Who or what is taking part? (participants) What's it like? (attributes) What are the details surrounding the activity (circumstances)	verb group noun group adjective group adverbs/adverb groups, prepositional phrases, noun groups
Tenor	What attitude is expressed? What is the intensity of the attitude? How is the reader engaged?	positive vs. negative word choice familiarity and formality
Mode	How is the text organized?	text organization cohesion coherence

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Instructional activities included:

Interpretive
Teacher provided an oral description and the students had to guess the location in the city.

Interpersonal
Students completed an info-gap activity with a map of Salamanca.

Presentational
Students prepared short oral presentations related to the different landmarks around the city.

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Evidence from a Grade 4 Spanish FLES Classroom

Presentational Task (Post-Test)

It is not possible to visit all of the sites in Oakland in one day. So, we will need to prepare a guidebook for our friends from Segovia so that they will know which sites we recommend. Your job is to write a description of the Cathedral of Learning. Later, we will create the rest of the pages for the guidebook for our friends from Spain.

How do you think students responded?
What did they write?
Discuss with a partner.

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Jackie's Text 2 (Post-Test)

Read Jackie's response

Rate her response using the Novice Level Rubric

What is Jackie able to do?

Genre Matters

Jackie's Text 2 (Post-Test)

La Eathedral se alza la Pitt
Univercidad. La of learning of cathedral of learning Constra
1926-1937. La arcitectura es
neogotico. La Cathedral tiene 42 pisos.
La cathedral tiene piedra y vidrio.

Direccion: 4200 Fifth Avenue
Pittsburgh, PA 15260

Horarios: Lunes-Sabado 9-2:30
domingo y celebracion 11-2:30

Genre Matters

IPA Presentational Mode Rubric (Adair-Hauck, Glisan, & Troyan, 2013)

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Comprehensibility				
Language Control				

Genre Matters

Evidence from a Grade 4 Spanish FLES Classroom

Features of Jackie's text 2 (Post-Test) writing:

- sentences were more rich in vocabulary and deeper in content than those than may be typical of most writers at the Novice Low or Mid proficiency levels

- attributes and nouns—that describe these aspects (architecture → neogothic; Cathedral → stone and glass).

- In terms of tenor, Jackie maintained a distance from the reader when providing her description

- follow the steps outlined by the teacher during instruction when selecting and sequencing sections that are commonly used in this type of text

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Evidence from a Grade 4 Spanish FLES Classroom

Considerations:

In what ways does the rubric represent what Jackie able to do in a comprehensive way?

What is missing?

What does this mean for us in classroom?

In what ways can the focus on the organizational and linguistic features of genre help us?

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Evidence from a Grade 4 Spanish FLES Classroom

A genre-based approach:

- facilitates inquiry that unpacks organizational and linguistic features of content.

- Our assessment and instruction of communication across the modes of communication needs a focus on the **"linguistic representation of content"** (Troyan, 2016).

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Genre Matters

How do we leverage Genre in the design of instruction and assessment?

Leveraging Genre in Design

Genre

Field

Tenor

Mode

Can-Do Statements

IPA Design

Lesson Design

Genre Matters

Recount

A Trip to the Zoo

Yesterday, my family went to the zoo to see lots of different exciting animals.

First, we went to the small shop to buy food to give to the animals. It was the smelliest food ever! Next, we went to the nocturnal house, where we saw some birds and reptiles that only come out at night. The reptiles looked bigger than the birds. Then, we went to see the greatest elephants. They were stomping up and down in their enclosure. Finally, we had a little bit of lunch before we started to make our way home.

What a fantastic day we had!

Genre Matters

The Recount Genre
Analysis task

In your groups analyze the key features of the text, "A Trip to the Zoo", an example of the recount genre.

Identify:
Genre, Context, and Interlocutor

Try to identify the "stages."
"What are the key features in each stage?

Genre Matters

The Recount Genre

Orientation
   Participants, time, and location
Events
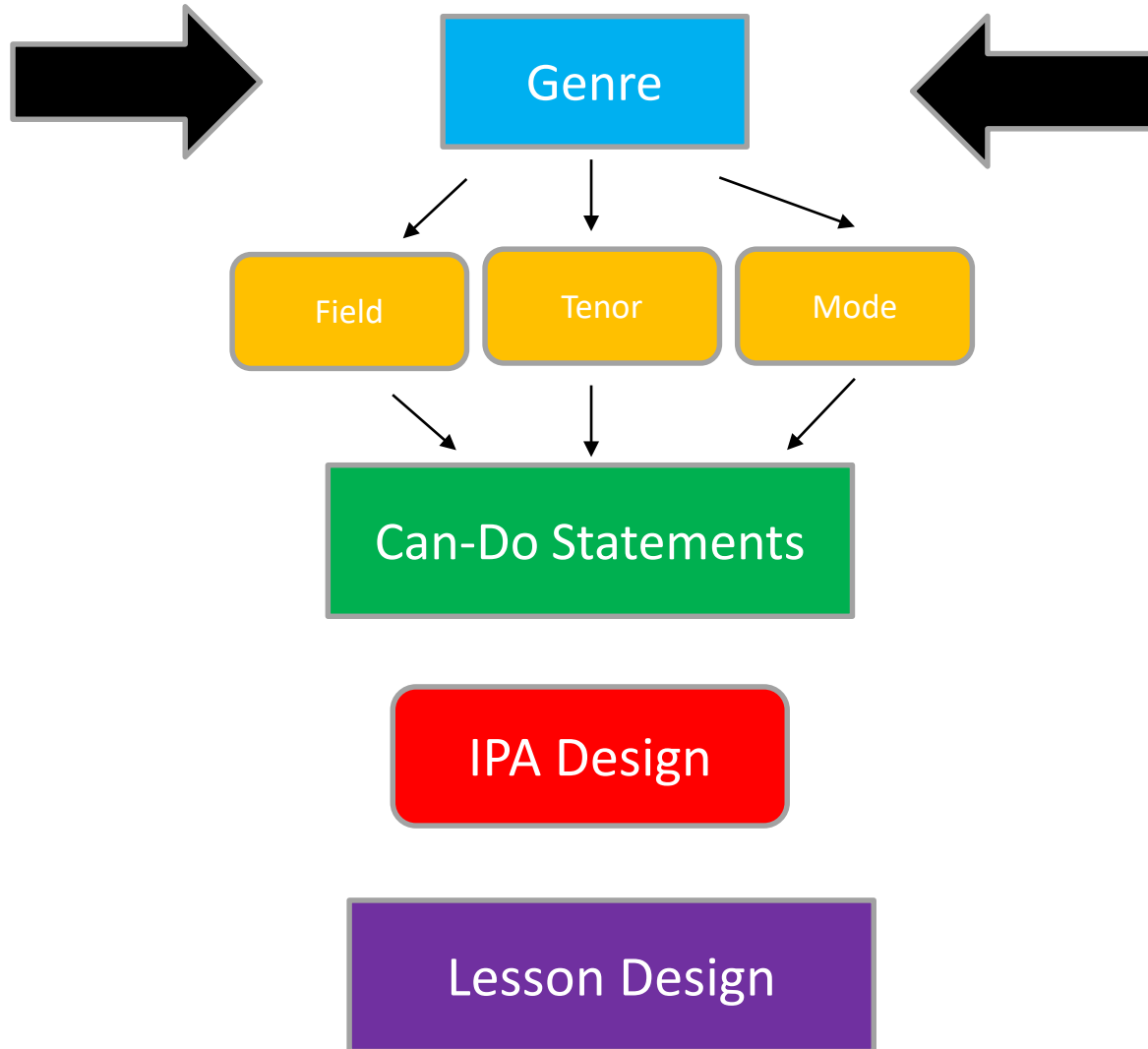   What happened and in what order
Reorientation
   Revisits the event (optional)

(Martin & Rose, 2008)

Leveraging Genre in Design

Genre

Field → Tenor → Mode

Can-Do Statements

IPA Design

Lesson Design

Leveraging Genre in Design
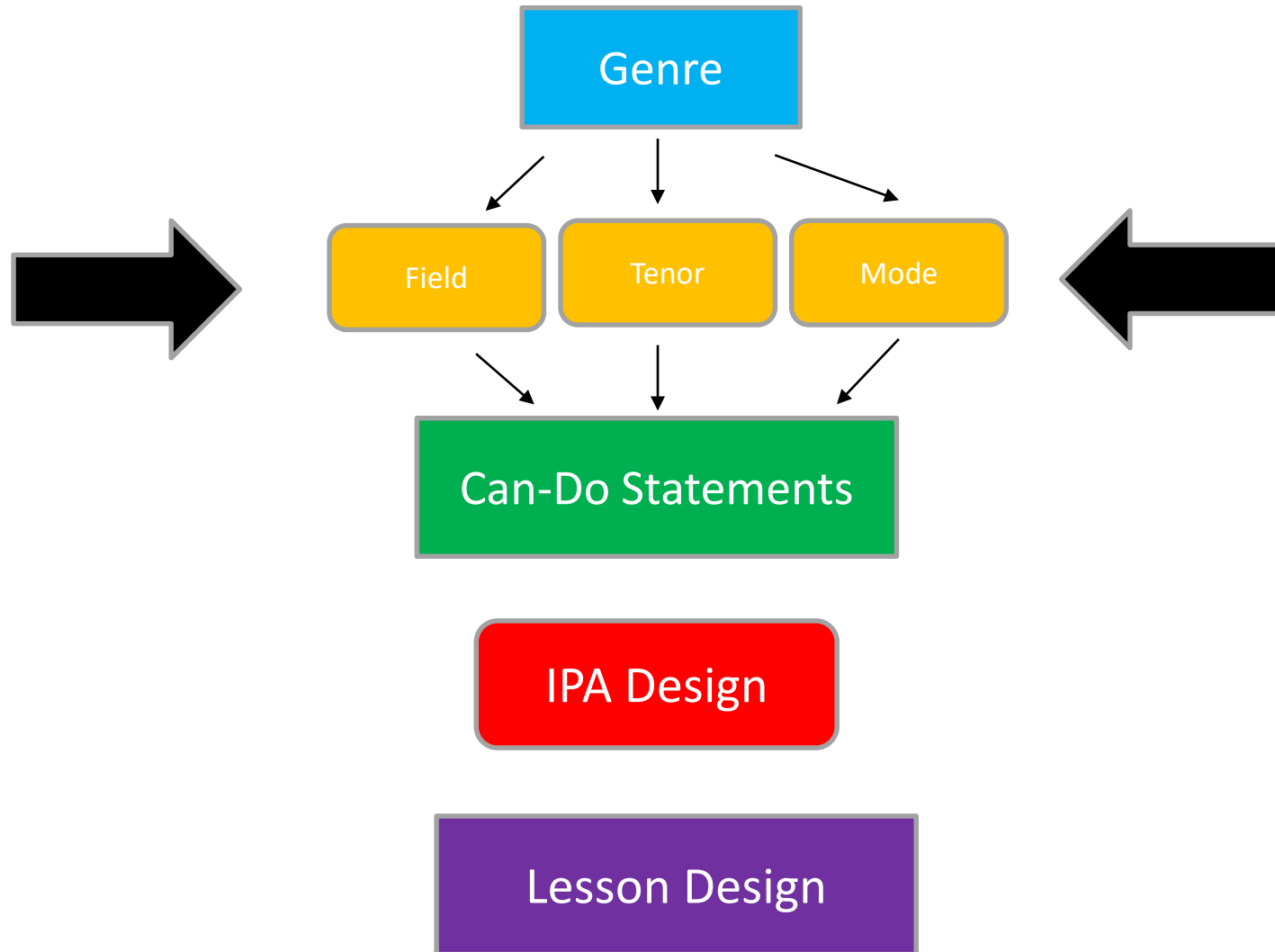
Genre Matters

How do we use LANGUAGE in CONTEXT?
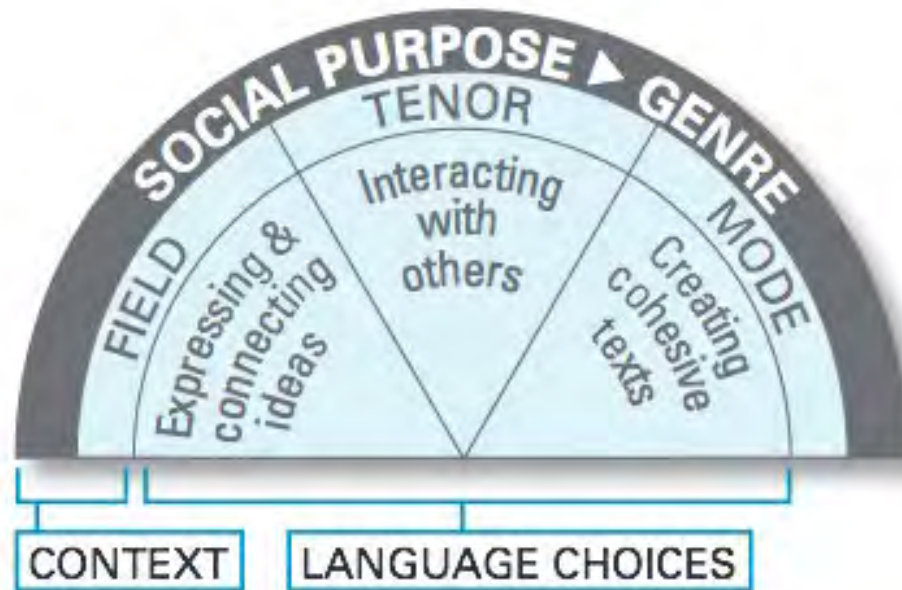
From Derewianka and Jones (2016)

Genre Matters

Recount

A Trip to the Zoo

Orientation

Yesterday, my family went to the zoo to see lots of different exciting animals.

Events

First, we went to the small shop to buy food to give to the animals. It was the smelliest food ever! Next, we went to the nocturnal house, where we saw some birds and reptiles that only come out at night. The reptiles looked bigger than the birds. Then, we went to see the greatest elephants. They were stomping up and down in their enclosure. Finally, we had a little bit of lunch before we started to make our way home.

Re-Orientation

What a fantastic day we had!

Genre Matters

CONTEXT   **LANGUAGE**

Register Variable	Meaning	Tradition understanding of language	Notes
Field			
Tenor			
Mode			

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Genre Matters

CONTEXT **LANGUAGE**

Register Variable	Meaning	Tradition understanding of language	Notes
Field	What is happening? (process) Who or what is taking part? (participants) What's it like? (attributes) What are the details surrounding the activity (circumstances)		
Tenor	What attitude is expressed? What is the intensity of the attitude? How is the reader engaged?		
Mode	How is the text organized?		

Genre Matters

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CONTEXT   **LANGUAGE**

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Register Variable	Meaning	Tradition understanding of language	Notes
Field	What is happening? (process) Who or what is taking part? (participants) What's it like? (attributes) What are the details surrounding the activity (circumstances)	verb group noun group adjective group adverbs/adverb groups, prepositional phrases, noun groups	
Tenor	What attitude is expressed? What is the intensity of the attitude? How is the reader engaged?	positive vs. negative word choice familiarity and formality	
Mode	How is the text organized?	text organization cohesion coherence	

Genre Matters

How do we use LANGUAGE in CONTEXT?

Understanding FIELD

CONTEXT   **LANGUAGE**

Register Variable	Meaning	Tradition understanding of language	Notes
Field	What is happening? (process)	verb group	being; actions; past tense
	Who or what is taking part? (participants)	noun group	we; my family; zoo; animals; birds; reptiles
	What's it like? (attributes)	adjective group	Exciting; small; smelliest; bigger
	What are the details surrounding the activity (circumstances)	adverbs/adverb groups, prepositional phrases, noun groups	N/A

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Genre Matters

How do we use LANGUAGE in CONTEXT?

Understanding TENOR

CONTEXT		LANGUAGE	
Register Variable	**Meaning**	**Tradition understanding of language**	**Notes**
Tenor	What attitude is expressed?	positive vs. negative word choice	exciting; different; smelliest; greatest; stomping; fantastic
	What is the intensity of the attitude?	familiarity and formality	engaging; relatively informal; inclusive use of we
	How is the reader engaged?		

Genre Matters

How do we use LANGUAGE in CONTEXT?

<u>Understanding MODE</u>

CONTEXT   **LANGUAGE**

Register Variable	Meaning	Tradition understanding of language	Notes
Mode	How is the text organized?	text organization cohesion coherence	progression of events organized (First, Next…) Reference (reptiles --> they; my family → we)

Genre Matters

Why does Genre matter?

Utility for world language learning?

    "Traditional" World Language Education
    Immersion Education
    Content and Language Integrated Instruction

    GENRE defines COMMUNICATIVE CONTEXT.

    A GENRE-BASED approach makes language use <u>VISIBLE</u>

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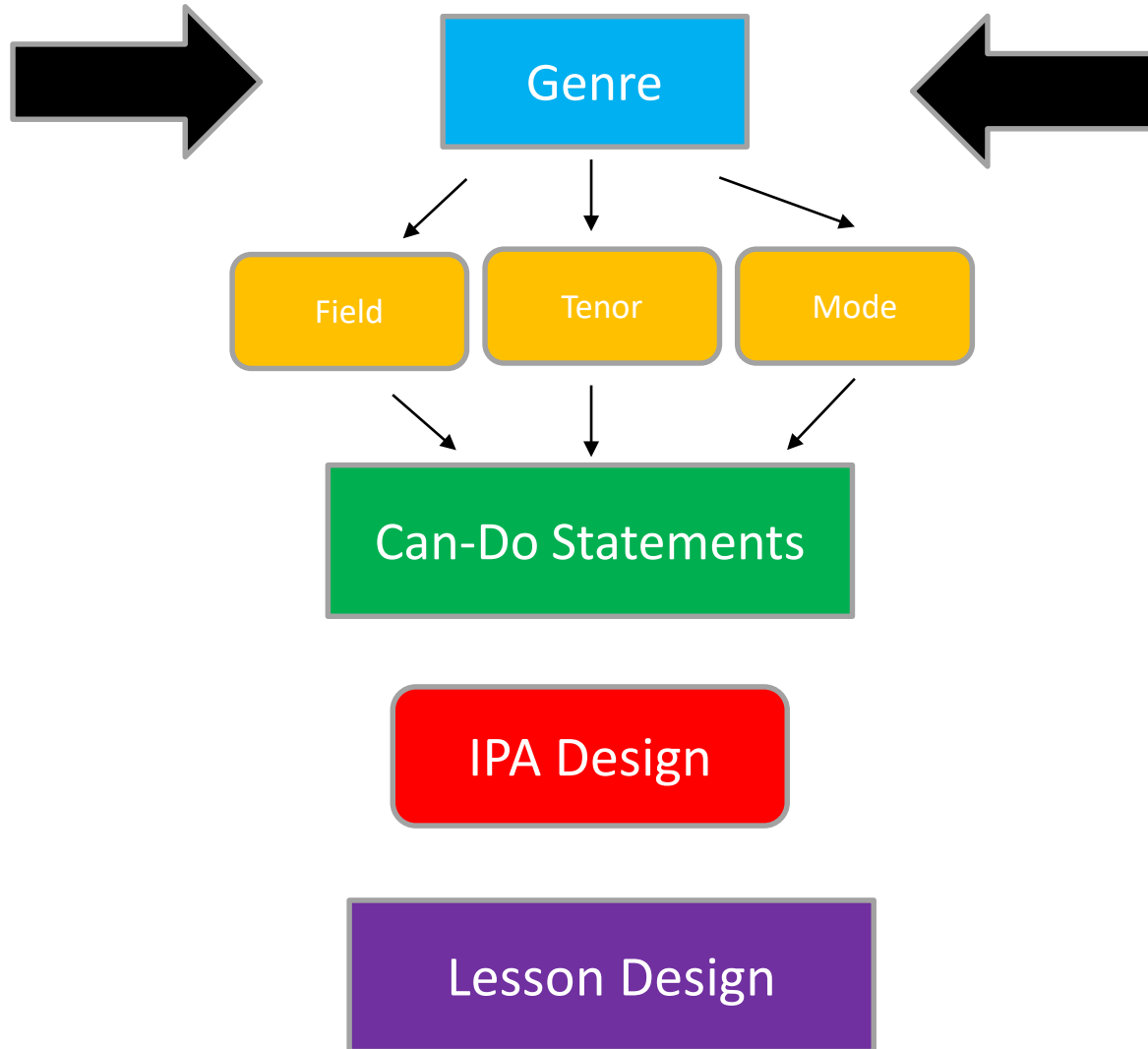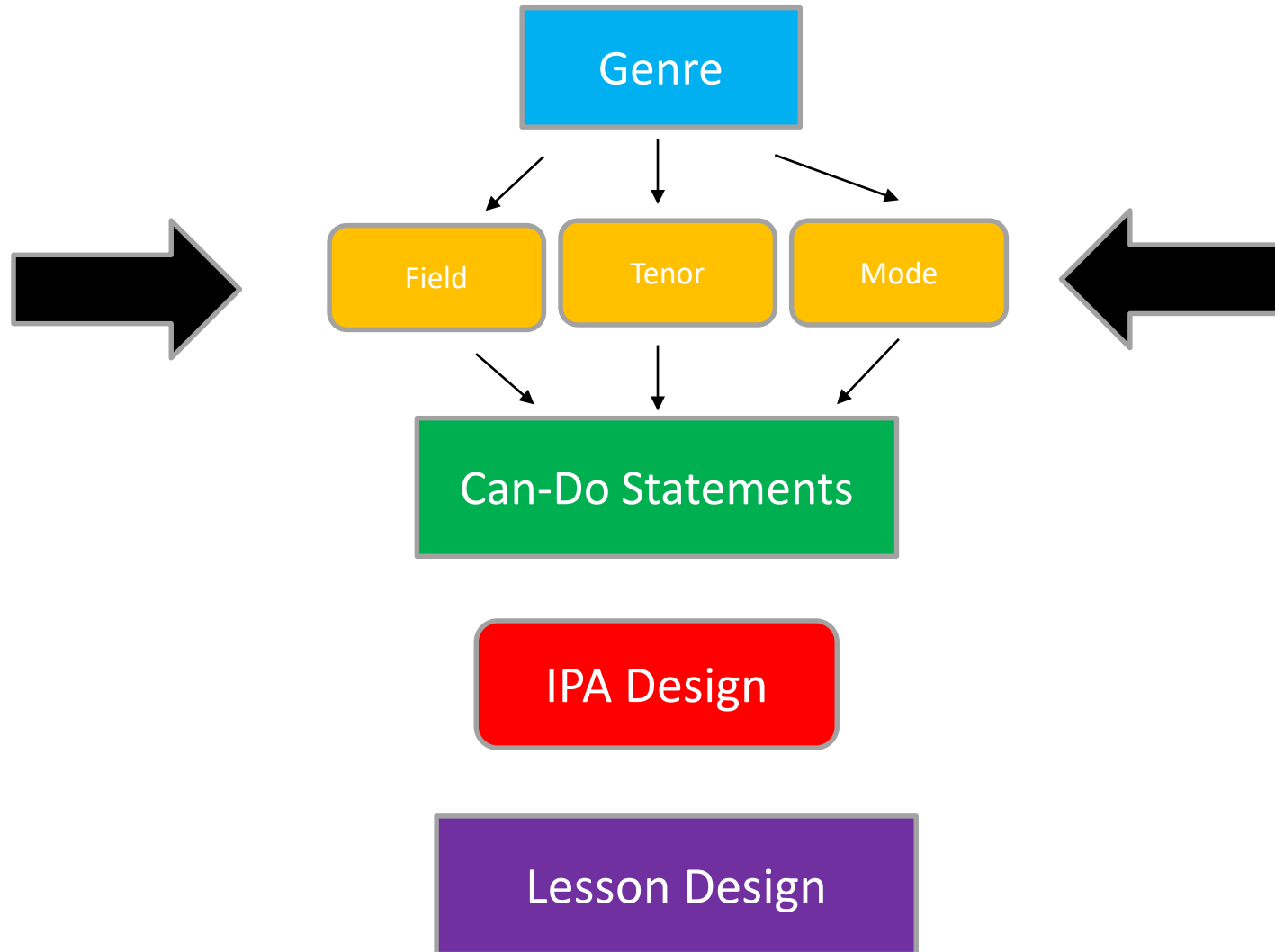EDUCATION AND HUMAN ECOLOGY

Genre Matters

Getting to work with Genre

- Identifying Genre in the Can-Do Statements
- Layering the Intercultural Can-Do Statements.

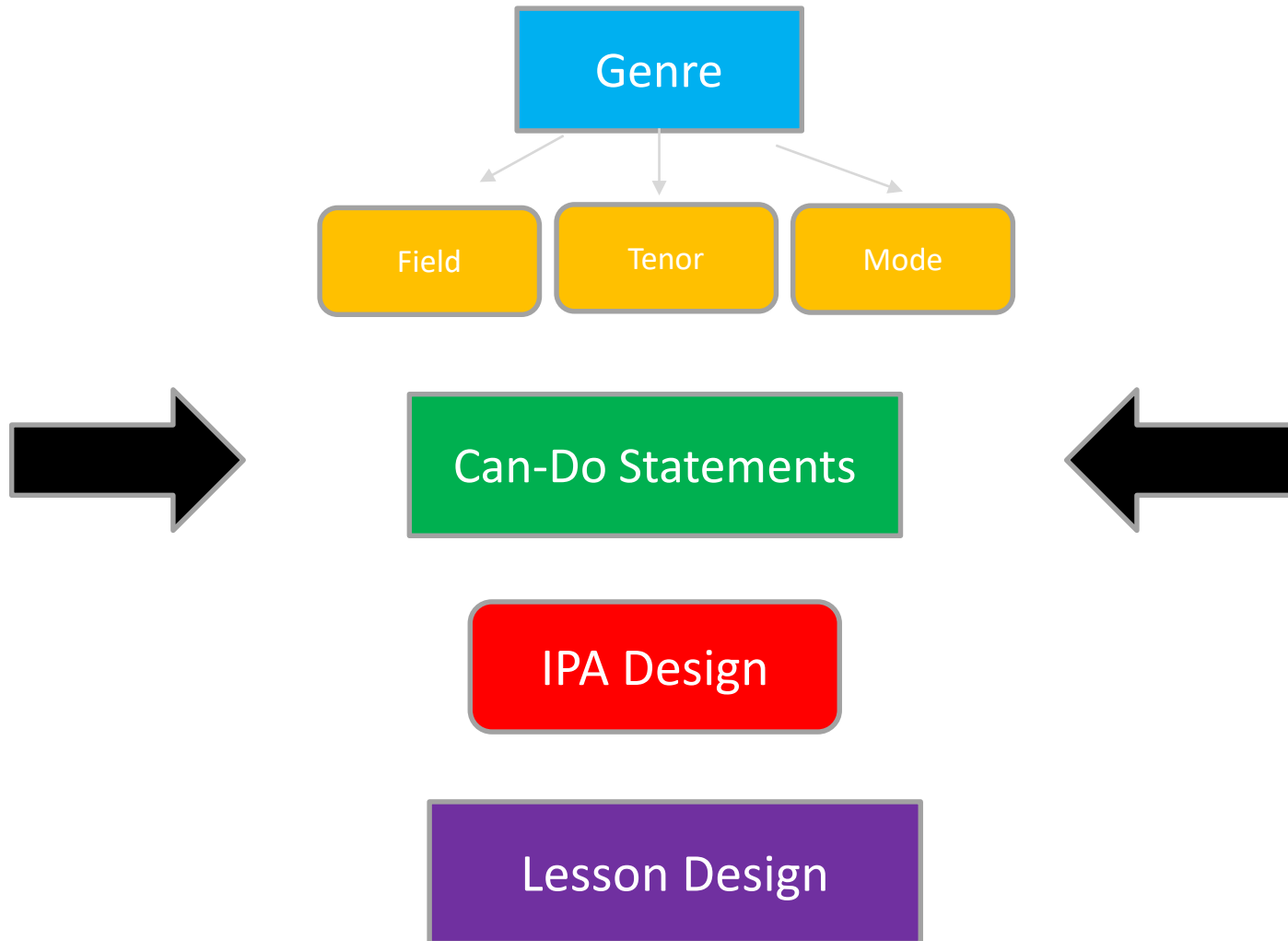# Leveraging Genre in Design

Genre

Field   Tenor   Mode

Can-Do Statements

IPA Design

Lesson Design

Leveraging Genre in Design

Leveraging Genre in Design

Genre Matters

Identifying the Genre in a Can-Do Statements

Intermediate-Low	Intermediate-Mid	Intermediate-High
I can provide a simple description of a field trip or work experience.	*I can write a simple review of a movie, book, play or exhibit.*	*I can write about similarities and differences between art and music festivals in my own and other cultures.*
Target Genre	**Target Genre**	**Target Genre**
recount of a past event	*book review* *movie review* *theater review*	*comparative analysis*
Others?	***Others?***	***Others?***

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Genre Matters

Recount

A Trip to the Zoo

Orientation

Yesterday, my family went to the zoo to see lots of different exciting animals.

Events

First, we went to the small shop to buy food to give to the animals. It was the smelliest food ever! Next, we went to the nocturnal house, where we saw some birds and reptiles that only come out at night. The reptiles looked bigger than the birds. Then, we went to see the greatest elephants. They were stomping up and down in their enclosure. Finally, we had a little bit of lunch before we started to make our way home.

Re-Orientation

What a fantastic day we had!

Genre Matters

Why are Authentic Texts are _CRITICAL_?

Intermediate-High
I can provide a simple description of a field trip or work experience.
Target Genre
recount of a past event

GENRE defines COMMUNICATIVE CONTEXT.
Authentic texts define COMMUNICATIVE CONTEXT.

Genre Matters

Layering the Intercultural Statement

Intermediate-Low CAN-DO STATEMENT	
I can provide a simple description of a field trip or work experience.	
INTERCULTURAL CAN-DO STATEMENT I CAN…	
INVESTIGATE	What the typical young person in the target culture does for field trip activities.
INTERACT	I can talk with a peer in another culture about their favorite field trip experience at school.

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Genre Matters in Design

Genre-Based Backward Design (Refer to Planning Template)

1. **Desired Results**
   a. **Identify the Genre**
   b. **Analyze the Genre**
   c. **Establish Goals**
      i.) **Traditional Can-Do Statement (s)**
      ii.) **Intercultural Can-Do Statement (s)**
2. **Assessment Evidence**
   a. **Summative (IPA) Assessments**
   b. **Formative Assessments**
3. **Learning Plan**
   a. **See Genre-Based Template**

1. **Desired Results**
   a. **Identify the Genre**

   Landmark description from inspain.org about the Alcázar de Segovia

El Alcázar de Segovia se alza en la confluencia de los ríos Eresma y Clamores. Se cree que la fortificación existía ya desde la dominación romana. El edificio se divide en dos núcleos. El primero lo forma un patio herreriano con foso, el puente levadizo, la torre del homenaje y dos cubos circulares con chapiteles. El segundo es el interior y cuenta con una estupenda capilla y las salas nobles de la Galera, las Piñas y el Tocador de la Reina. Además, tiene cuatro pisos con buhardillas y amplios sótanos.

Destaca la sala de los Reyes que está decorada con un artesonado de hexágonos y rombos dorados y con un curioso friso con 52 imágenes policromadas y sedentes. En la sala del Trono, sobresale la cúpula mudéjar y las yeserías gótico-mudéjares. Sus paredes están recubiertas con terciopelo y con retratos de distintos reyes. La torre del homenaje fue edificada por Juan II en plena transición del románico al gótico. Mide 80 metros de altura y se encuentra decorada con excelentes esgrafiados y doce magníficas torrecillas. Se accede a través de un pasadizo. Destaca la torre de Alfonso X el Sabio, desde la cual el monarca estudiaba el firmamento, y las estupendas salas interiores decoradas con artesonados mudéjares y ricas yeserías.

Organiza tu visita

Dirección y teléfono
Plaza de la Reina Victoria Eugenia, s/n 40003 Segovia (Segovia)
Teléfono: +34 921460759

Horarios
Del 1 de abril al 30 de septiembre:
Horario ininterrumpido, de 10.00 a 19.00 h.

Del 1 de octubre al 31 de marzo:
De lunes a jueves, de 10:00 a 18:00 h. Viernes, sábados y domingos, de 10.00 a 19.00 h.

Tarifas / Precios de las entradas
General: 3,50 !

Reducida: 2,30 ! (grupos concertados, jubilados, mayores de 65 años, asociaciones y estudiantes)
Gratuito: (menores de 6 años y los martes para los ciudadanos de la UE)
Cerrado: 1 y 6 de enero, 25 de junio y 25 de diciembre. 24 y 31 de diciembre por la tarde.
Torre de Juan II: 1! .

Genre Matters

Genre-Based Backward Design

1. Desired Results
    a. Identify the Genre
    b. Analyze the Genre

In your groups analyze the key features of the text, "Alcazar de Segovia," a landmark description genre.

Identify:
Genre, Context, and Interlocutor

Identify the "stages." What are the key features in each stage?

Identify features of:
Group 1: Field
Group 2: Tenor
Group 3: Mode

Genre Matters

<div align="center">CONTEXT   LANGUAGE</div>

Register Variable	Meaning	Tradition understanding of language	Notes
Field	What is happening? (process) Who or what is taking part? (participants) What's it like? (attributes) What are the details surrounding the activity (circumstances)	verb group noun group adjective group adverbs/adverb groups, prepositional phrases, noun groups	
Tenor	What attitude is expressed? What is the intensity of the attitude? How is the reader engaged?	positive vs. negative word choice familiarity and formality	
Mode	How is the text organized?	text organization cohesion coherence	

Genre Matters

Identify Desired Results

Identify the Genre

Analyze the Genre

Establish Goals

Traditional Can-Do Statement (s)

Intercultural Can-Do Statement (s)

	Intermediate-High	
Interpretive Mode	**Interpersonal Mode**	**Presentational Mode**
Target Genre	**Target Genre**	**Target Genre**
written landmark description	*written landmark description*	*written landmark description*

Genre Matters

Identify Desired Results

Identify the Genre

Analyze the Genre

Establish Goals

Traditional Can-Do Statement (s)

Intercultural Can-Do Statement (s)

	Intermediate-High	
Interpretive Mode	**Interpersonal Mode**	**Presentational Mode**
I can gather information about landmarks in order to draw comparisons between landmarks in my city/town and X.		
Target Genre	**Target Genre**	**Target Genre**
written landmark description	*oral landmark description*	*written landmark description*

Genre Matters

Identify Desired Results
> Identify the Genre
> Analyze the Genre
> **Establish Goals**
>> **Traditional Can-Do Statement (s)**
> Intercultural Can-Do Statement (s)

	Intermediate-High	
Interpretive Mode	**Interpersonal Mode**	**Presentational Mode**
I can gather information about landmarks in order to draw comparisons between landmarks in my city/town and X.	I can provide a description of landmarks in my city/town and make suggestions about which ones a visitor should visit.	
Target Genre	**Target Genre**	**Target Genre**
written landmark description	*oral landmark description*	*written landmark description*

Genre Matters

Identify Desired Results

    Identify the Genre

    Analyze the Genre

    Establish Goals

        Traditional Can-Do Statement (s)

        Intercultural Can-Do Statement (s)

Intermediate-High		
Interpretive Mode	**Interpersonal Mode**	**Presentational Mode**
I can gather information about landmarks in order to draw comparisons between landmarks in my city/town and X.	I can provide a description of landmarks in my city/town and make suggestions about which ones a visitor should visit.	I can write a description of a landmark that persuades an individual to visit in the future.
Target Genre	**Target Genre**	**Target Genre**
written landmark description	*oral landmark description*	*written landmark description*

Genre Matters

Add the Intercultural Statement

Intermediate-High CAN-DO STATEMENT
I can write a description of a landmark that persuades an individual to visit in the future.

INTERCULTURAL CAN-DO STATEMENT **I CAN…**	
INVESTIGATE	
INTERACT	

Genre Matters

Add the Intercultural Statement

Intermediate-High CAN-DO STATEMENT	
I can write a description of a landmark that persuades an individual to visit in the future.	
INTERCULTURAL CAN-DO STATEMENT **I CAN…**	
INVESTIGATE	**What the important historical and architectural features of the particular landmark are and why it is important to the target culture.**
INTERACT	

Genre Matters

Add the Intercultural Statement

Intermediate-High CAN-DO STATEMENT
I can write a description of a landmark that persuades an individual to visit in the future.
INTERCULTURAL CAN-DO STATEMENT   **I CAN…**

INVESTIGATE	**What the important historical and architectural features of the particular landmark are and why it is important to the target culture.**
INTERACT	**In a way that is culturally appropriate and uses language in a way that persuades the reader to visit the landmark.**

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Leveraging Genre in Design
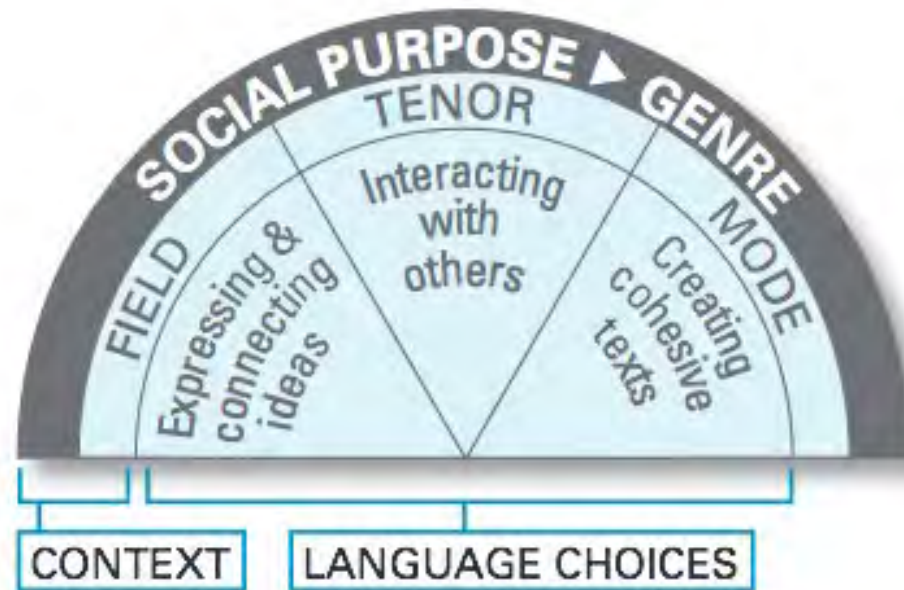
In what ways do you see this as useful?

What needs to come next?

What needs to change?

Genre Matters

How do we use LANGUAGE in CONTEXT?

How do we teach students to USE LANGUAGE in CONTEXT?

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Genre Matters

GENRE-BASED APPROACH
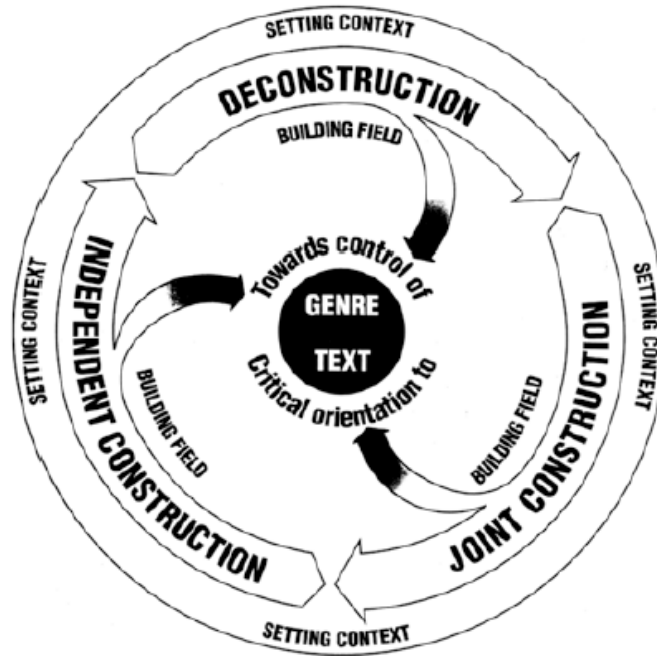
Teaching and learning cycle for mentoring genre.
Source: Rothery and Stenglin (1994).

Genre Matters in Design

Genre-Based Backward Design

1. **Desired Results**
   a. **Identify the Genre**
   b. **Analyze the Genre**
   c. **Establish Goals**
      i.) Traditional Can-Do Statement (s)
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2. **Assessment Evidence**
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   b. **Formative Assessments**
3. **Learning Plan**
   a. **See Genre-Based Template**

Oral Genres in the WL Classroom

1. Oral Genres (like written Genres) are
   - Social Processes
   - PURPOSEful
   - Staged

2. Oral Genres can be made visible to students

3. Oral Genres can help teachers to design better interpersonal mode assessment, instruction, and learning

Oral Genres in the WL Classroom

Using Genre to *think beyond theme*

Theme	Oral (Interpersonal) Genre
Food & Nutrition	

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Oral Genres in the WL Classroom

Using Genre to *think beyond theme*

Theme	Oral (Interpersonal) Genre
Food & Nutrition	Ordering Food in a Restaurant
	Buying Food at a Farmer's Market
	Making a Nutritional Plan with my doctor

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Oral Genres in the WL Classroom

Using Genre to *think beyond theme*

Theme	Oral (Interpersonal) Genre
Food & Nutrition	Ordering Food in a Restaurant
	Buying Food at a Farmer's Market
	Making a Nutritional Plan with my doctor
	Discussing my diet with a Friend
	Planning a menu for a pot luck or dinner party
	Discussing culinary practices
	Sharing a recipe with a friend
	Deciding where to go for dinner
	Persuading someone to follow a particular diet

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Oral Genres in the WL Classroom

Using Genre to *think beyond theme*

Group	Theme
1	Family
2	Sports and Leisure
3	Getting Around Town
4	Traveling to X Target Location
5	Engaging in the Community
6	Sharing a recipe with a friend
7	Deciding where to go for dinner
8	Persuading someone to follow a particular diet

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Genre Matters

Oral Genre Group Design Task

I. Identify the Oral Genre.

II. Analyze the Oral Genre (Attach a copy of the transcript of the text and its stages).

III. Present/Describe the Oral Genre Flowchart (see example) that you create based on your analysis of the oral genre (on the available chart paper).

At 3pm, Groups will report out on their work related to the oral genre.

Genre Matters

Oral Genre Group Design Task

I.   Identify the Oral Genre.

Hotel Check-In genre

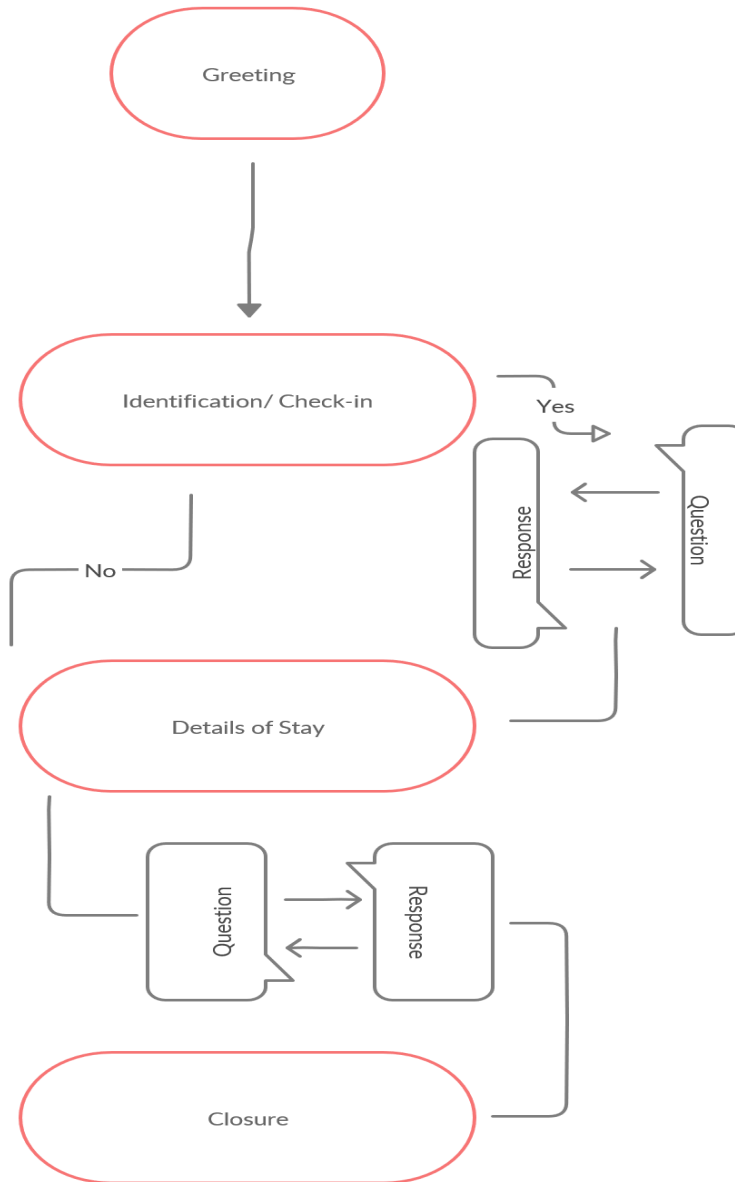Purpose: Checking into the hotel
Context: Hotel in Target Location
Interlocutor: Front desk receptionist and the hotel guest.

Genre Matters

Oral Genre Group Design Task

II. Analyze the Oral Genre (Attach a copy of the transcript of the text and its stages).

Greeting

Identification/ Check-in

Yes

Question

Response

No

Details of Stay

Question

Response

Closure

Genre Matters

Oral Genre Group Design Task

If you have time, proceed to Parts IV, V, and VI.

IV. Create and Describe the Assessment of the Genre, the CAN DO STATEMENTS, and a rubric that EXPANDS the IPA Interpersonal Rubric to address features of the Oral Genre.

V. Develop a Learning Plan that articulates the activities of the lesson plan(s) that will lead to the performance in this oral genre.

VI. Reflect on the task of design; the issues that you anticipate you might encounter in instruction; and any other significant observations on the process.

At 3pm, Groups will report out on their work related to the oral genre.

Leveraging Genre in Design

I can describe genre theory and how it helps us to contextualize language use.

I can use the register features of field, tenor, and mode, to describe what is happening with language in a particular example of a genre.

I can describe how genre helps us to understand and select appropriate authentic texts for the world language classroom.

I can apply genre knowledge in the design of Integrated Performance Assessment

Leveraging Genre in Design