Genre Matters in Contextualized World Language Learning

Francis John Troyan, PhD
The Ohio State University

LaTeS Fall 2019 Language Teacher Symposium
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
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*
Genre in Backward Design

- Genre
  - Field
  - Tenor
  - Mode
- Can-Do Statements
- IPA Design
- Lesson Design
Genre in Backward Design

1. Identify Desired Results

2. Determine Acceptable Evidence

3. Plan Learning Activities

(Wiggins & McTighe, 2005)
Genre in Backward Design

Can-Do Statements

IPA Design

Lesson 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)
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)
Genre Matters

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.
Genre Matters

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*
Genre Matters

Genre as the Knowledge Base for World Language Teacher Preparation
Genre Matters

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)
Genre Matters

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.
Genre Matters

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)

La Plaza Mayor es en centro de Salamanca.
La Plaza tiene azul. Construido en la barroca.
Manyas columnas. Tiene una el espandana. Puede comer. Si a Pieje.
## Genre Matters

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td>Language Function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Type</td>
<td>Uses simple sentences and some strings of sentences.</td>
<td>Uses simple sentences and memorized phrases.</td>
<td>Uses words, phrases, chunks of language, and lists.</td>
</tr>
<tr>
<td>Impact</td>
<td>Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.</td>
<td>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.</td>
<td>Presented in a clear and organized manner. Some effort to maintain audience’s attention through visuals, organization of the text, and/or details.</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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 hermético 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 seles nobles de la Galería, las Piñen 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 cunoso 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 €.
<table>
<thead>
<tr>
<th>Título</th>
<th>Alcázar de Segovia</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Frase de Gancho</td>
<td>El Alcázar de Segovia se alza en la confluencia de los ríos Eresma y Clamores.</td>
</tr>
<tr>
<td>Un Dato Histórico</td>
<td>Se cree que la fortificación existía ya desde la dominación romana</td>
</tr>
<tr>
<td><strong>Los Datos Arquitectónicos</strong></td>
<td><strong>Mapa Del Edificio</strong></td>
</tr>
<tr>
<td><strong>Características Especiales</strong></td>
<td>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 polícromas y sedentes. En la sala del Trono, sobresale la cúpula mudéjar y las yeserías gótico-mudéjares. Sus paredes están recubiertas con terciópolo 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 estaba el firmamento, y las estupendas salas interiores decoradas con artesonados mudéjares y ricas yeserías.</td>
</tr>
</tbody>
</table>
| **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

Evidence from a Grade 4 Spanish FLES Classroom

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

## Phases of the Genre-Based Interactive Model

<table>
<thead>
<tr>
<th>Phase of the Genre-Based Interactive Model</th>
<th>Phase of the Interactive Model</th>
<th>Phase of the Sydney School Genre-Based Model</th>
<th>Mode of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation and Comprehension</td>
<td>Deconstruction</td>
<td>Interpretive</td>
</tr>
<tr>
<td>2</td>
<td>Interpretation and Discussion</td>
<td>Deconstruction</td>
<td>Interpretive and Interpersonal</td>
</tr>
<tr>
<td>3</td>
<td>Creativity/Extension</td>
<td>Joint Construction</td>
<td>Interpersonal and Presentational</td>
</tr>
<tr>
<td>4</td>
<td>Extension (Creation of New Text)</td>
<td>Independent Construction</td>
<td>Presentational</td>
</tr>
</tbody>
</table>
## Genre Matters
Evidence from a Grade 4 Spanish FLES Classroom

Aspects of functional grammar addressed in the unit of instruction

<table>
<thead>
<tr>
<th>Register Variable</th>
<th>Meaning</th>
<th>Tradition understanding of language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
<td>verb group</td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
<td>noun group</td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
<td>adjective group</td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
<td>adverbs/adverb groups, prepositional phrases, noun groups</td>
</tr>
<tr>
<td>Tenor</td>
<td>What attitude is expressed?</td>
<td>positive vs. negative word choice</td>
</tr>
<tr>
<td></td>
<td>What is the intensity of the attitude?</td>
<td>familiarity and formality</td>
</tr>
<tr>
<td></td>
<td>How is the reader engaged?</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>How is the text organized?</td>
<td>text organization, cohesion, coherence</td>
</tr>
</tbody>
</table>
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.
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?
La catedral se alza en Pitt Universidad de la arquitectura, 1926-1937. La catedral tiene 42 pisos. La catedral tiene piedra y vidrio.

Dirección: 4200 Fifth Avenue
Pittsburgh, PA 15260

Horarios: Lunes-Sábado 9-2:30
       Domingo y celebración 11-2:30
### IPA Presentational Mode Rubric (Adair-Hauck, Glisan, & Troyan, 2013)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strong</td>
<td>Minimal</td>
</tr>
<tr>
<td>Language Function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text Type</td>
<td>Uses simple sentences and some strings of sentences.</td>
<td>Uses simple sentences and memorized phrases.</td>
<td>Uses words, phrases, chunks of language, and lists.</td>
</tr>
<tr>
<td>Impact</td>
<td>Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.</td>
<td>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.</td>
<td>Presented in a clear and organized manner. Some effort to maintain audience’s attention through visuals, organization of the text, and/or details.</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Genre Matters
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?
Genre Matters
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).
Genre Matters

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

Can-Do Statements

IPA Design

Lesson 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

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
<tr>
<td>Field</td>
<td></td>
</tr>
<tr>
<td>Tenor</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

**Field**

**Tenor**

**Mode**
## Genre Matters

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
</tr>
<tr>
<td>Tenor</td>
<td>What attitude is expressed?</td>
</tr>
<tr>
<td></td>
<td>What is the intensity of the attitude?</td>
</tr>
<tr>
<td></td>
<td>How is the reader engaged?</td>
</tr>
<tr>
<td>Mode</td>
<td>How is the text organized?</td>
</tr>
</tbody>
</table>
## Genre Matters

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
</tr>
<tr>
<td>Tenor</td>
<td>What attitude is expressed?</td>
</tr>
<tr>
<td></td>
<td>What is the intensity of the attitude?</td>
</tr>
<tr>
<td></td>
<td>How is the reader engaged?</td>
</tr>
<tr>
<td>Mode</td>
<td>How is the text organized?</td>
</tr>
</tbody>
</table>
# Genre Matters

How do we use LANGUAGE in CONTEXT?

## Understanding FIELD

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
</tr>
</tbody>
</table>
# Genre Matters

How do we use LANGUAGE in CONTEXT?

**Understanding TENOR**

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
<tr>
<td>Tenor</td>
<td>What attitude is expressed?</td>
</tr>
<tr>
<td></td>
<td>What is the intensity of the attitude?</td>
</tr>
<tr>
<td></td>
<td>How is the reader engaged?</td>
</tr>
</tbody>
</table>
Genre Matters

How do we use LANGUAGE in CONTEXT?

Understanding MODE

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register Variable</td>
<td>Meaning</td>
</tr>
</tbody>
</table>
| Mode | How is the text organized? | text organization | progression of events organized (First, Next…)
|   |   | cohesion | Reference (reptiles --> they; my family → we) |
|   |   | coherence |   |
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 VISIBLE
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

Genre

Field  Tenor  Mode

Can-Do Statements

IPA Design

Lesson Design
Leveraging Genre in Design

Genre

Field
Tenor
Mode

Can-Do Statements

IPA Design

Lesson Design
# Genre Matters

## Identifying the Genre in a Can-Do Statements

<table>
<thead>
<tr>
<th>Intermediate-Low</th>
<th>Intermediate-Mid</th>
<th>Intermediate-High</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I can provide a simple description of a field trip or work experience.</em></td>
<td><em>I can write a simple review of a movie, book, play or exhibit.</em></td>
<td><em>I can write about similarities and differences between art and music festivals in my own and other cultures.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Genre</th>
<th>Target Genre</th>
<th>Target Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>recount of a past event</em></td>
<td><em>book review</em></td>
<td><em>comparative analysis</em></td>
</tr>
<tr>
<td></td>
<td><em>movie review</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>theater review</em></td>
<td></td>
</tr>
<tr>
<td><em>Others?</em></td>
<td><em>Others?</em></td>
<td><em>Others?</em></td>
</tr>
</tbody>
</table>

---

*The Ohio State University*

*College of Education and Human Ecology*
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

<table>
<thead>
<tr>
<th>Intermediate-Low CAN-DO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I can provide a simple description of a field trip or work experience.</em></td>
</tr>
</tbody>
</table>

**INTERCULTURAL CAN-DO STATEMENT**

**I CAN...**

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
<th><em>What the typical young person in the target culture does for field trip activities.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERACT</td>
<td><em>I can talk with a peer in another culture about their favorite field trip experience at school.</em></td>
</tr>
</tbody>
</table>
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 Tormes 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 hermeriano con fosa, 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 Galería, las Pitas y el Tocador de la Reina. Además, tiene cuatro pisos con bahardillas y amplios sótanos.

Destaca la sala de los Reyes que está decorada con un artesanado de hexágonos y rombos dorados y con un curioso lejo con 52 imágenes policromadas y sedentas. En la sala del Trono, sobresale la cúpula mudéjar y las yeserías gótico-mudéjares. Sus paredes están recubiertas con terciopelo y con retables 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 estudia el firmamento, y las estupendas salas interiores decoradas con artesanados 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: 1,50 €

Reducida: 1,30 € (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: 21 h.
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

### CONTEXT

<table>
<thead>
<tr>
<th>Register Variable</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
</tr>
</tbody>
</table>

### LANGUAGE

<table>
<thead>
<tr>
<th>Register Variable</th>
<th>Meaning</th>
<th>Tradition understanding of language</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>What is happening? (process)</td>
<td>verb group noun group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who or what is taking part? (participants)</td>
<td>adjective group adverbs/adverb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What’s it like? (attributes)</td>
<td>groups, prepositional phrases, noun groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the details surrounding the activity (circumstances)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tenor

<table>
<thead>
<tr>
<th>Register Variable</th>
<th>Meaning</th>
<th>Tradition understanding of language</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenor</td>
<td>What attitude is expressed?</td>
<td>positive vs. negative word choice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the intensity of the attitude?</td>
<td>familiarity and formality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How is the reader engaged?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mode

<table>
<thead>
<tr>
<th>Register Variable</th>
<th>Meaning</th>
<th>Tradition understanding of language</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>How is the text organized?</td>
<td>text organization cohesion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>coherence</td>
<td></td>
</tr>
</tbody>
</table>
## Genre Matters

### Identify Desired Results
- Identify the Genre
- Analyze the Genre

### Establish Goals
- Traditional Can-Do Statement (s)
- Intercultural Can-Do Statement (s)

<table>
<thead>
<tr>
<th></th>
<th>Intermediate-High</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal Mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentational Mode</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Genre</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>written landmark description</em></td>
<td><em>written landmark description</em></td>
<td><em>written landmark description</em></td>
</tr>
</tbody>
</table>
## Genre Matters

**Identify Desired Results**
- Identify the Genre
- Analyze the Genre

**Establish Goals**
- Traditional Can-Do Statement (s)
- Intercultural Can-Do Statement (s)

<table>
<thead>
<tr>
<th>Interpretive Mode</th>
<th>Interpersonal Mode</th>
<th>Presentational Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can gather information about landmarks in order to draw comparisons between landmarks in my city/town and X.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Genre</th>
<th>Target Genre</th>
<th>Target Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>written landmark description</strong></td>
<td><strong>oral landmark description</strong></td>
<td><strong>written landmark description</strong></td>
</tr>
</tbody>
</table>
# Genre Matters

## Identify Desired Results
- Identify the Genre
- Analyze the Genre

## Establish Goals
- **Traditional Can-Do Statement (s)**
- **Intercultural Can-Do Statement (s)**

<table>
<thead>
<tr>
<th></th>
<th><strong>Intermediate-High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Mode</strong></td>
<td><strong>Interpersonal Mode</strong></td>
</tr>
<tr>
<td>I can gather information</td>
<td>I can provide a description of landmarks in my city/town and make suggestions</td>
</tr>
<tr>
<td>about landmarks in order</td>
<td>about which ones a visitor should visit.</td>
</tr>
<tr>
<td>to draw comparisons</td>
<td></td>
</tr>
<tr>
<td>between landmarks in my</td>
<td></td>
</tr>
<tr>
<td>city/town and X.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Target Genre</strong></th>
<th><strong>Target Genre</strong></th>
<th><strong>Target Genre</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>written landmark</td>
<td>oral landmark description</td>
<td>written landmark description</td>
</tr>
</tbody>
</table>
## Identify Desired Results

Identify the Genre  
Analyze the Genre  

## Establish Goals

**Traditional Can-Do Statement (s)**  
**Intercultural Can-Do Statement (s)**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Intermediate-High</th>
<th>Pretertional Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Mode</strong></td>
<td>I can gather information about landmarks in order to draw comparisons between landmarks in my city/town and X.</td>
<td>I can provide a description of landmarks in my city/town and make suggestions about which ones a visitor should visit.</td>
</tr>
<tr>
<td><strong>Interpersonal Mode</strong></td>
<td>I can provide a description of landmarks in my city/town and make suggestions about which ones a visitor should visit.</td>
<td>I can write a description of a landmark that persuades an individual to visit in the future.</td>
</tr>
</tbody>
</table>

### Target Genre

- **Written landmark description**
- **Oral landmark description**
- **Written landmark description**
## Genre Matters

### Add the Intercultural Statement

<table>
<thead>
<tr>
<th>Intermediate-High CAN-DO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I can write a description of a landmark that persuades an individual to visit in the future.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERCULTURAL CAN-DO STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I CAN...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 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**
## 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...**

<table>
<thead>
<tr>
<th><strong>INVESTIGATE</strong></th>
<th>What the important historical and architectural features of the particular landmark are and why it is important to the target culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERACT</strong></td>
<td>In a way that is culturally appropriate and uses language in a way that persuades the reader to visit the landmark.</td>
</tr>
</tbody>
</table>
Leveraging Genre in Design

In what ways do you see this as useful?

What needs to come next?

What needs to change?
How do we teach students to use LANGUAGE in CONTEXT?
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)
      ii.) Intercultural Can-Do Statement (s)

2. Assessment Evidence
   a. Summative (IPA) Assessments
   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*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Oral (Interpersonal) Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Oral Genres in the WL Classroom

### Using Genre to think beyond theme

<table>
<thead>
<tr>
<th>Theme</th>
<th>Oral (Interpersonal) Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Nutrition</td>
<td>Ordering Food in a Restaurant</td>
</tr>
<tr>
<td></td>
<td>Buying Food at a Farmer’s Market</td>
</tr>
<tr>
<td></td>
<td>Making a Nutritional Plan with my doctor</td>
</tr>
</tbody>
</table>
**Oral Genres in the WL Classroom**

Using Genre to *think beyond theme*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Oral (Interpersonal) Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Nutrition</td>
<td>Ordering Food in a Restaurant</td>
</tr>
<tr>
<td></td>
<td>Buying Food at a Farmer’s Market</td>
</tr>
<tr>
<td></td>
<td>Making a Nutritional Plan with my doctor</td>
</tr>
<tr>
<td></td>
<td>Discussing my diet with a Friend</td>
</tr>
<tr>
<td></td>
<td>Planning a menu for a pot luck or dinner party</td>
</tr>
<tr>
<td></td>
<td>Discussing culinary practices</td>
</tr>
<tr>
<td></td>
<td>Sharing a recipe with a friend</td>
</tr>
<tr>
<td></td>
<td>Deciding where to go for dinner</td>
</tr>
<tr>
<td></td>
<td>Persuading someone to follow a particular diet</td>
</tr>
</tbody>
</table>
Oral Genres in the WL Classroom

Using Genre to *think beyond theme*

<table>
<thead>
<tr>
<th>Group</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family</td>
</tr>
<tr>
<td>2</td>
<td>Sports and Leisure</td>
</tr>
<tr>
<td>3</td>
<td>Getting Around Town</td>
</tr>
<tr>
<td>4</td>
<td>Traveling to X Target Location</td>
</tr>
<tr>
<td>5</td>
<td>Engaging in the Community</td>
</tr>
<tr>
<td>6</td>
<td>Sharing a recipe with a friend</td>
</tr>
<tr>
<td>7</td>
<td>Deciding where to go for dinner</td>
</tr>
<tr>
<td>8</td>
<td>Persuading someone to follow a particular diet</td>
</tr>
</tbody>
</table>
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).
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

Genre

- Field
- Tenor
- Mode

Can-Do Statements

IPA Design

Lesson Design