Putting the Standards Front and Center: An Infrastructure Project for Teacher Development

Iman Hashem – Brandon Zaslow
Layla Bahar Al-Aloom – Zeina El-Ayi – Nawal Laymoun
Randa Jad-Moussa – Susan Nachawati
Presentational Communication

Session 7
## Session Goals and Evidence

<table>
<thead>
<tr>
<th>TELL CRITERIA</th>
<th>MAJOR LEARNING EXPERIENCES AND EVIDENCE</th>
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<tbody>
<tr>
<td><strong>Participants can ...</strong></td>
<td><strong>Participants will experience and demonstrate ...</strong></td>
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<tr>
<td><strong>Planning:</strong></td>
<td><strong>Elements of Presentational Communication, Viewing Guide</strong></td>
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<tr>
<td>P3c: I use units to provide opportunities for my students to gain competence in the three communicative modes.</td>
<td>View and discuss presentational tasks and identify the elements of presentational communication</td>
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<td><strong>Professionalism:</strong></td>
<td><strong>Sequence of Presentational Activities</strong></td>
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<td>PR3: I am a reflective practitioner.</td>
<td>Create a sequence of learning episodes containing presentational activities based on complexity of language and tasks and on communicative independence</td>
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<td><strong>Reflective journals</strong></td>
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<td>Reflect on the session’s learning goals, pose questions, give opinions, and provide suggestions for program instructors</td>
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Pair Activity

• What is Presentational Communication?
• What activities and tasks do you assign in your classroom that address this standard?
Test Your Knowledge

• What do you know about presentational tasks?
• How are they similar or different from projects?
• What role does culture play in the success of a presentational task?
Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Presentational Communication

The creator of the message “presents” to an audience from the target culture. The presentation may be

- Spoken
- Written
- Signed (Sign Language)
- Presented visually

Presentational Communication is one way communication.

- The audience is not available to request clarification or negotiate meaning.
- For that reason, the message must be clear, accurate and precise to avoid misunderstanding.
- In order for the message to be intelligible and accepted, it should address the audience in culturally appropriate ways

Presentational Communication can result in a product

- that is polished, edited, or rehearsed (multi-media, articles, advertisements, songs, etc.)
- that is a first draft (announcements, debates, journal entries)
Watch and Analyze

1. Identify the quality of student performance with reference to language, culture and content.

2. Rate how well the performance tasks assess student learning of language, culture and content from 1-5 (5 being best). Explain your answers.

3. What activities can be added in order to improve the performance assessment?
## Comparing Presentational Tasks

<table>
<thead>
<tr>
<th>Name of the presentational task</th>
<th>Language</th>
<th>Culture</th>
<th>Content</th>
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</table>
Read and Analyze

Students create a group on FaceBook or any other social media site, and then create a profile that includes their name, date of birth, nationality, origin, marital status, places visited or of residence, and schools where studied. The students also list their favorite music, films, books, schools, foods, etc.

Video: Completing A Facebook Profile
Learning Episode: Completing A FaceBook Profile
 صباح الخير، أنا اسمي كينيث، أنا من كاليفورنيا، أسكن في لو نيبش، يوم ميلادي 21
سبتمبر 1988، عمري 32
سنة. عمل جارس في لو نيبش.
أدرسه علم النفس في جامعة كاليفورنيا ستيت لو نيبش.

أما سعيد اليو م
لو نيبش الفضل للدلي و منشأك بني الفضل هو ت شو كليت. برنامجي التلفزيوني المفضل
"True Lies"، طعامي الفضل، طعام كي بي. فيلمي الفضل "Lie to me" الفضل المفضل
"Country". سيرتي الفضل تونثة.

انا عزب
لي أخت، اسمها كرستي، هي أكبر مني!

المقولات المفضلة

لا توجد اقتباسات مفضلة لعرضها
Keeping the End in Mind

Sequence presentational activities based on language, task complexity, and independence of communication.

- Creating an identity card
- Completing information sheet about basic personal information and preferences
- Adding a new contact to a phonebook
- Creating a comic strip that includes greetings, questions about feelings, saying goodbye
- Writing greetings on a FaceBook page
- Filling in basic information on FaceBook: name, birthdate, places traveled, of residence, studies
Presentational Tasks

• What activities do you need to plan to help students succeed in creating and delivering their presentational task?

• What elements should be taken into consideration when designing presentational tasks?
Planning for Presentational Tasks

Elements to be considered when designing presentational tasks:

– Who is the audience?
– How does audience influence oral and written presentations?
– How does feedback improve presentational communication?
Designing a Presentational Task

First, describe a product that you want students to develop for their presentation.

Second, determine who the audience will be and why they will be interested in the presentation.

Third, decide whether students will be working individually or in groups.

Fourth, draft a rubric for assessing the product based on the description of the product and the audience. Be sure to include your expectations for different aspects of the presentation, such as comprehensibility, language control, vocabulary usage, the product's impact on the audience, and cultural awareness.

Fifth, break the task into smaller tasks and arrange them in order of complexity.
# Designing a Presentational Task

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Prewriting</strong></td>
<td>• Brainstorming, creating a web</td>
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<tr>
<td><strong>Drafting</strong></td>
<td>• Preparing clear instructions</td>
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<tr>
<td><strong>Editing and Feedback</strong></td>
<td>• Describing how students will receive feedback</td>
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<tr>
<td><strong>Revision and Publication</strong></td>
<td>• Describing how students will revise and edit their final draft</td>
</tr>
</tbody>
</table>
## Presentational Rubric

Rate the presentational task from 1-5

<table>
<thead>
<tr>
<th>Presentational Task Rubric</th>
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<tbody>
<tr>
<td>1. The performance tasks assess student learning of <em>language, culture</em> and <em>content</em>.</td>
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<tr>
<td>2. The task defines the audience.</td>
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<tr>
<td>3. The task is suitable for students age and level of proficiency.</td>
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<tr>
<td>4. The task is meaningful, simulates the real world.</td>
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</tbody>
</table>
Application

• Design and/or revise activities for students to develop presentational skills.

• Share and revise.
Reflection

Session 7:

• Write three important things you have learned in this session and explain how they will affect your teaching.
• Write the questions you still have about implementing the standards in your classroom.
• Write suggestions for the presenters.
• Share what you have learned with a colleague or group of colleagues.