Teach-a-LCTL Resource Guide

for use with Novice Level Learners

Developed by:

Sandhya Shanker, Mitchell Ernst, Mary Ellen Rutemeyer & Emma Bullock

for the National LCTL Resource Center

A Title-VI-funded Language Resource Center at Michigan State University.

About the National LCTL Resource Center

The National LCTL Resource Center (NLRC) is a Title VI US Dept of Education Language Resource Center housed at Michigan State University. The NLRC focuses on providing support for education of less commonly taught languages. To find out more about the NLRC and its work, please visit nlrc.msu.edu. You can contact the NLRC at nlrc@msu.edu.

Teach-a-LCTL Resource Guide Contributors

The Teach-a-LCTL Resource Guide was conceptualized, designed, and authored by Sandhya Shanker, Mitchell Ernst, Mary Ellen Rutemeyer, and Emma Bullock.

Acknowledgements

We, the Teach-a-LCTL Resource Guide authors, are grateful to a number of people and resources that aided us in the completion of this Guide.

- NLRC staff, particularly Emily Heidrich Uebel and Koen Van Gorp, provided invaluable support in logistical aspects of Guide creation and research.
- Sol Rheem, a graduate student in MSU's Curriculum, Instruction & Teacher Education program, helped us articulate our purpose and audience for this Guide.
- The participants in our research, who filled out our survey and spent their time in interviews with us, helped us better understand the diversity in community LCTL education.
- Joy Peyton and Marta McCabe at the National Coalition of Community-Based Heritage Language Schools, who helped us spread the word about this project and research.
- Those who produce and disseminate research on language education, language learners, and community language programs. Much of the content of these guides comes from the work of practitioners and scholars who know this field from a variety of perspectives. Please see References at the end of the document for a list of citations.

Table of Contents

Introduction

In this introduction, we provide background information and context for this Guide so that readers can understand more about the purpose behind designing the Guide, and who we had in mind when writing it. We also define important terms and give characteristics of community language programs, based on our research and others who have explored this context.

Background and Rationale

The main goal of the Teach-a-LCTL Resource Guide (Novice Level) is to give teachers and coordinators in community-based language programs easy-to-adapt lesson plans and resources for their pre-adolescent and adolescent students at the Novice level.

What is a LCTL?

The acronym "LCTLs" stands for less commonly taught languages, which are defined by the National Council of Less Commonly Taught Languages (NCOLCTL) in the US context as languages *other than* Spanish, French, German, and English. Many factors make coordinating, teaching, and learning LCTLs different from more commonly taught languages. Although each context is different, LCTL teaching and learning are particularly challenging due to issues such as:

- fewer ready-made resources for instructors;
- fewer opportunities for formal LCTL study at advanced levels;
- the geographical and social distance from wider target language cultures;
- linguistic variations of LCTLs (different writing and grammatical systems, for example) from the context-dominant language English, posing additional challenges for building literacy in a LCTL (Gor & Vatz, 2009).

LCTLs and language varieties

In addition to the challenges mentioned above, each LCTL may have several varieties (some people use the term *dialect* to refer to different varieties) spoken in different regions and in diaspora communities. A given household's specific variety may not carry over to other contexts. While many educational contexts may emphasize the standardized variety of the instructed language, exclusive instruction of the standard language runs the risk of devaluing other varieties. This devaluing of non-standardized varieties of the language could disproportionately impact heritage language learners (HLLs), who may feel inferior if their varieties are deemed incorrect (see, e.g., Mariou, 2017). While we recognize that home language varieties may not be appropriate for contexts outside the home, we encourage coordinators and teachers to critically consider which varieties their school prioritizes.

Different language programs take differing approaches to the issue of language varieties. Some programs focus heavily on a standardized variety of the language with the goal of preparing learners to function in academic and professional circles, as one of the participants of our research shared (Rutemeyer, 2023). Others include many different varieties so that learners would be exposed to the linguistic diversity within the language community. Another approach could be to teach different varieties for different purposes, for example, a standardized variety for professional contexts, but a local variety for communicating with family. There is not a one-size-fits-all way to determine which variety (or varieties) make the most sense for your context, we hope that reflection and discussion can prompt a conversation among teachers and coordinators about which varieties serve the purposes of your program and meet the needs of your learners.

Questions for Reflection: LCTLs and Varieties
- Which of the LCTL-specific challenges listed above (lack of access to materials, linguistic distance from English, etc.) affect your community language program the most?
- Is the language of instruction widely spoken in your local community? Do your learners have a chance to see/hear/speak the language outside of the home or community school context?
- Is the language of instruction rich in varieties or dialects? Which varieties/dialects are taught in your community language program? What informs the decision to teach that specific variety/dialect (ties to a specific region, societal prestige associated with that variety, etc.)?

What is community language education?

The terms "community language education" and "community-based language program" refer to language programs that occur outside of formal K-16 (school, university, college) education courses, even if they sometimes use the resources or physical spaces of formal education structures. Community language schools often offer courses and events after school hours and/or on the weekends. Many community language programs offer classes once per week throughout the school year (often September through May in the US). Due to their existence outside of formal educational structures, community-based language programs often face the following challenges (Liu et al., 2011):

- Securing consistent program funding
- Finding appropriate meeting space
- Meeting the needs of students with diverse language skills and backgrounds
- Recruiting and retaining students, especially adolescents
- Navigating fluctuations in parental support

- Recruiting, training, and retaining teachers
- Accessing and/or developing teaching materials
- Making proficiency gains with limited instructional time
- Articulating curriculum to align with public schools and university programs
- Raising community awareness about the program

Yet these challenges do not mean that community language programs are without support. Many have a robust community of parent volunteers who teach, serve on administrative boards, and organize events. In our research, we found that about one third of community language programs surveyed are affiliated with national and/or international organizations that help support them (Rutemeyer, 2023). Some who are not officially connected to a national organization still benefit from connections with their broader linguistic, ethnic, national, or religious communities. Some community language programs hold their classes at a church or community center with cultural ties to their language. In summary, community language programs find a wide range of connections and support, even as they navigate a range of challenges.

Audience

This Guide is aimed at community language educators, including teachers, administrators, and others who support community language education, who work with pre-adolescent and adolescent learners of a less commonly taught language (LCTL) at the novice level. Many, although not all, of these learners may also belong to a group often termed "heritage language learners" (often abbreviated HLs; in this Guide, we use the abbreviation HLLs). In addition, many learners in community language schools may also have unique relationships to immigration and living between multiple cultural spaces. While we the authors of this Guide acknowledge that there is no one-size-fits-all description of all adolescent LCTL learners in community schools, this brief section outlines some overlapping factors as they may relate to this group's language learning.

Teachers in community LCTL education

Community language education programs often rely on parent volunteers for a wide range of support, including instruction. As mentioned above, some community language programs struggle to recruit and retain teachers. As kids become older and busier, parents may "age out" of the program along with their children. Many parent volunteers have no formal educational training, meaning that they may enter the classroom with fewer resources than their formally trained counterparts (Liu et al, 2011). We know that different programs have different human resources when it comes to language instruction. While we designed this Guide for teachers who have not received or received very little formal pedagogical training, we hope that this

Guide's content provides ideas for a range of teachers, regardless of their level of training.

> **Questions for Reflection: Teaching in a Community LCTL Program**
> - What training do your teachers have when coming to teach in your program?
> - How does your program recruit and train new teachers?
>   - What topics does training cover?
>   - Does it occur throughout the school year?
>   - Does it respond to the evolving needs of instructors?

Heritage language learners

Since many young learners in the community language setting are considered "heritage language learners" (HLLs), we think it is important to include how research describes these learners. While no single description can encapsulate the variation found among HLLs, there are some features that are often considered typical of HLLs' experiences with their heritage language(s):

- In the US, heritage language learners can be defined as those who use a language other than the dominant language, English, at home (Montrul & Bowles, 2017).
- Heritage language learning is often differentiated from language learning in formal education, with children picking up the heritage language(s) from their home setting (Montrul, 2009).
- If HLLs' primary learning context is the family sphere, they often learn a colloquial and highly context-specific variety of the heritage language, which may not have significant overlap with standardized versions of the language (Montrul, 2009).
- However, this is not to say that heritage language learning and language learning in educational contexts are mutually exclusive. Many heritage language learners also learn their language in schools, whether in primary, secondary, post-secondary, or community school settings (Montrul & Bowles, 2017).

It is important to remember that when people are multilingual, their language competencies should not be understood as equivalent to those of multiple, native speaker monolinguals. Multilinguals, including heritage speakers, develop complex abilities in their languages, often expressed via language mixing.

Identity in HLLs

Community connections can play an immensely significant role for HLLs' language learning. Whether born in the US or abroad, HLLs often lead transnational

lives, meaning that they maintain connections between their current place of residence and extended family and community networks in another country. Sometimes, transnational students receive implicit or explicit messages in school that their languages are not an asset in a US-based education. Yet, their families and community networks often know otherwise and understand that languages are an important tool in maintaining relationships (see, e.g., Kwon, 2017).

Likewise, researchers and advocates point out that immigrant and transnational children become very adept at navigating the variety of linguistic and cultural spaces they occupy (Ghiso, 2017). This recognition of transnational children's knowledge calls for educational practices that view these children as growing experts who use their linguistic and cultural know-how to negotiate a variety of social spaces. In the community language program setting, it is important to acknowledge learners' additional literacies (their abilities to operate in a variety of linguistic and cultural spaces) as both a result of their complex transnational identities, and as a *strength* they bring to the language learning process.

Questions for Reflection: HLLs and Identity
- Do you have a sense for which learners in your program are heritage language learners?
    - How do you see your HLLs' heritage learner status impacting their language learning (see description above)? How does your program address those impacts?
- Does your program have ways of engaging with transnational learners about their experiences in multiple linguistic and cultural spaces?
    - How might classroom discussions and events incorporate the experiences of people who live in more than one language and culture, and sometimes between cultures?

Adolescent HLLs

Based on research with community LCTL educators (see Rutemeyer, 2023) and our own experiences in community language education, we know that many adolescent HLLs stay in community language education due to a mix of friends and family. As learners progress through secondary education, participation in community and heritage language education dips, due primarily to competing time commitments and the increasing difficulty of language course content. Despite this pattern of enrollment declines, many community language programs find unique ways to keep adolescent and young adult learners engaged. Some do so by asking teens to return as classroom assistants, a role that some schools were able to offer as a paid position. Especially in the absence of age-appropriate course offerings, this is a way to keep students engaged in the school and language community, giving

young people incentives (pay and work/volunteering experience) for their continued involvement.

For the adolescent learners who *do* decide to stay in community language programs as students, the presence or absence of friends in the classroom plays a huge role in a young person's decision to continue taking classes in their spare time. Given the importance of such friendships, we advocate for pedagogical approaches that provide learners with opportunities to forge and strengthen meaningful friendships with their fellow language learners. For the community LCTL classroom, this means regularly integrating community-building into work with language. In our lesson plans, we work to include a variety of socially based activities, with almost every activity involving a form of pair, group, or whole class work.

> **Questions for Reflection: Enrollments among Adolescent HLLs**
> Does your school experience the commonly seen dip in enrollments for adolescent learners?
> - o If not, what factors have contributed to the successful retention of young adult learners?
> - o If so, are any of the approaches listed above potentially applicable to your context?

Language levels in community LCTL education

This Guide is intended for use with learners on the *novice* level, according to the scale developed by the American Council on the Teaching of Foreign Languages (ACTFL). In general, novice users of a language can operate within basic, everyday contexts of language use, recognizing general ideas, and communicating in relatively short, often memorized chunks of language. According to the ACTFL performance descriptors (ACTFL, 2012), novice level learners are able to:

- Use formulaic language to express themselves about everyday and familiar topics
- Use their own experiences and cultural reference points to make inferences about texts
- Use high-frequency vocabulary and memorized chunks to engage in basic interaction

The novice level of the ACTFL scale is divided into the sublevels *novice low*, *novice mid*, and *novice high*. Because this Guide is for teachers of adolescents, many of whom are heritage language learners, the activities tend towards the novice high end of this spectrum. That means that, in some aspects of their language use, these learners display abilities that are in or near the intermediate level of proficiency. According to the ACTFL proficiency descriptors (ACTFL, 2012), intermediate level learners are able to:

- Use an expanded range of language to communicate about themselves and others
- Uses interpretive abilities to understand not only the main idea of texts, but also some relevant details
- Use sentences and strings of sentences, as well as questions, to engage in interaction

We know that for many of you, your classes are a mix of a wide range of proficiency levels. A number of factors impact what proficiency students bring into the classroom with them: the household language environment, contact with friends and family who speak the target language, varying exposure to written or spoken language, and many others. In the classroom, using strategies of differentiated instruction can help meet the needs of diverse learner groups. The term *differentiated instruction* refers to the adjustments that teachers make "according to what will benefit students most and best facilitate learning in the classroom." (Blaz, 2006). To meet the variety of language levels represented in your classrooms, we add in potential adaptations for many activities so that you can consider which learners might benefit from different types of tasks. In this Guide's lesson plans, look for boxes with ↔ **Adaptation** for ideas about how to adjust activities for learners' varying levels, while also staying on the same thematic topics.

Questions for Reflection: Language Levels
- Which language levels do you see represented in your classrooms with adolescent and young adult learners?
- In which skill sets do you notice big differences in proficiency levels?
- In which ways do you already work to adapt tasks to differing language levels?

The Lesson Plans in the Teach-a-LCTL Novice Guide

Guidelines for Lesson Planning

Community language programs exist in a wide range of contexts and with varying degrees of support and teaching experiences of instructors. While we know that no one Guide can address the various needs of these diverse programs, we designed this instructional Guide with some key facets of the community language setting in mind.

Identity in adolescence

Research shows that adolescence is a key period for youth to develop linguistic and cultural identities as they are exposed to several interactional encounters beyond the family context. The term i*dentity* can broadly be defined as a fundamental organizing principle which develops constantly through one's lifespan (Erickson,1968). As adolescents go through a period of increased cognitive abilities, they develop greater concern for appearance and social life (Phinney, 1989). At the socio-cultural level, identity is also shaped by overlapping influences of school, home and community. These three influences contribute significantly to adolescents' *funds of knowledge* which is a collection of unique social and cultural knowledge pertaining to their own communities (Moll, Amanti, Neff & Gonzalez, 1992). In order to tie in these three influences, the topics selected in the Resource Guide will present lesson plans in three layers: self, community and global:

- Self: this forms the base layer in developing one's identity and focuses on one's own practices and how a person's own practices fit in within their own communities.
- Community: this is the next layer on top of Self and extends to family and extended family networks.[1] This layer also includes comparing the self with immediate friends and acquaintances.
- Global: this is the topmost layer which extends further out beyond local communities and includes international communities.

The Teach-a-LCTL Novice Resource Guide will focus on topics related to the Self and the Teach-a-LCTL Intermediate Resource Guide will expand to focus on topics

---

[1] Note: The notion of *family* could vary depending on personal experiences and cultural backgrounds for both instructors and learners. In the units and activities outlined in this Guide, we use the word *family* knowing that readers will interpret the word differently. Many learners might not want to share aspects of their family lives with the class. Therefore, we encourage instructors to create an environment in which learners can define family for their own purposes, as well as make their own decisions about what they share in the classroom.

related to the Community. Suggestions will be provided for topics related to Global for instructors who would like to incorporate it into their lesson plans.

Questions for Reflection: Identity
- How do adolescents in your classroom show their unique identities? How do you see these identities and their expression shift over time?
- What challenges do adolescents face when navigating through forming their identities?
- How can your classroom support young students' identity development through the language of instruction?

Teaching methodology and format of lesson plans

Given that community-based language programs are structured in a variety of ways, each with its unique challenges, we want to adopt a bottom-up approach to the teaching methodology. Using our underlying focus on *identity* and *funds of knowledge*, we want to provide instructors with a structure that takes these aspects into consideration. Our lesson plan guidelines are eclectic in nature and do not subscribe to any particular teaching methodology, but rather draw ideas from several different approaches, customizing it to best fit within the community-based language program context. Each lesson plan template follows the same format.

Lesson Title with Tags: Previews the lesson and suggest further topics of

Socio-Cultural, Language, and Content Objectives: Three categories of goals for learners to accomplish by the end of the lesson. Meant to drive the instructor and their language teaching.

Content (Key Phrases and Vocabulary): Suggested vocabulary and key phrases to teach during the lesson.

Useful Prior Knowledge: Phrases, vocabulary, and general knowledge about the TL that students should know prior to participating in this lesson.

Lesson: Music

Tags: instruments, art, performance, creativity

Lesson Preview: Objectives and Content

Socio-Cultural Objectives
By the end of this lesson, students will be able to...
- Discuss the role of music in culture.
- Identify the relationship between music, tradition, and culture
- Make comparisons between the TL music and the mainstream music in the US

Language Objectives
By the end of this lesson, students will be able to...
- produce complete sentences listing their favorite songs/bands/music genres when given a prompt (Speaking)
- identify the different genres of music from the adjectives and descriptions that other students will use to describe the genres (Listening)
- interpret a poster/image/text/graphic that describes a musical performance/concert (Reading)
- construct simple sentences describing their favorite band/song/music using adjectives learned in the class (Writing)

Content Objectives
By the end of this lesson, students will be able to....
- Understand a poster/image/text/graphic from a musical performance/concert
- Express favorite/preferred song, band, or music
- Create a poster/flyer/infographic about a musical performance/concert

Content (Key Phrases and Vocabulary)
- Examples of types of vocabulary
  - Musical Instruments (e.g. flute, guitar, drums)
  - Musical Genres (e.g. rock, pop, classical)
  - Adjectives to Describe Music (e.g. loud, intense, beautiful)
- Examples of types of key phrases
  - My favorite [song/band/genre] is ___."
  - "The genre is ___, ___, ___."
  - "What is your favorite [song/band/genre]?"
  - Examples of Key Vocabulary:

Useful Prior Knowledge
- Vocabulary and structures for numbers, likes and dislikes, and basic adjectives.
  - E.g., the appropriate equivalents to phrases such as *I like ___, I do not like ___, Number 1-30, Adjectives: good, bad, nice, mean, big, small.*

1 Warm-Up and Welcome
Purpose: This will serve as an introduction to the theme that will be discussed.

Conducting an activity to get students ready to learn and introducing the topic of the lesson.

2 Introduce Relevant Vocabulary
Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

Using what the students know, this phase will aim at expanding this knowledge and introduce the new vocabulary needed to complete the activities.

2 Working with Multimodal Texts
Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

Provides students with content (text, visual, audio, video) that incorporates key vocabulary words.

4 Creative Application
Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

Combines the vocabulary and textual knowledge from previous phases to create a multimodal product.

5 Discussion and Conclusion
Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

Learners can use a mix of languages (e.g. TL & English) to further foster ideas related to the topic.

Possible Extensions
This lesson could be part of a larger unit, that could include the thematic extensions and guiding questions listed below.

Taking the lesson one step further and expanding upon the themes, vocab, and phrases taught to the learners.

A note on multimodal texts

Throughout this introduction and the lesson plans, we use the term "multimodal texts." Because this concept is a crucial point in a multiliteracies framework and informs the way we construct lesson plans, we wanted to explain the meaning and significance of the term, and the words that comprise it.

The term "text" does not refer simply to written work, rather encapsulates several forms of expression. According to the Center for Advanced Research on Language Acquisition, a Title VI Language Resource Center at the University of Minnesota, a "text" refers to "any concrete, observable product that communicates meaning; can be written, audio, audiovisual, visual, digital, or multimodal" (CARLA, n.d.). When selecting materials for your language class, it can benefit learners to see language represented in a wide variety of forms for a wide variety of purposes. We encourage you to be creative with your text selection, knowing that each text presents an opportunity to explore language, expression, and context with your learners.

The term "multimodal" describes texts that "reflect written, audiovisual, visual, or digital modes, or a combination of two or more of these modes." (CARLA, n.d.). As you have no doubt experienced, most young learners are already avid users of multimodal ways of communicating, in which they read and create texts that are often a combination of writing, pictures, moving images, mediated through digital devices such as computers and mobile phones. As an expert in target language cultures and communities, the task of the instructor is to help learners to better contextualize what they see, hear, and read in these multimodal texts.

Addressing our audience

Throughout the lesson plans, you will find text boxes with either a Tip♀, Adaptation ↔, or Things to Consider ☁. These boxes are intended to help readers, regardless of their experience, feel supported when reading the Resource Guide. These boxes also give insight into how the creators of this Guide saw this lesson playing out. Below, you can see what the boxes look like and their purposes.

> ♀ **Tip**
>
> "Tip" boxes are meant to add helpful tips for the readers/instructors that are using this lesson. These tips have been influenced by our experiences in the classroom and by the pedagogical approaches that helped to create the Resource Guide.

> ↔ **Adaptations**
>
> Although this Guide is for Novice learners, we understand that LCTL learners will have a variety of strengths in the TL. In this box, we elaborate on how instructors can differentiate the materials for students exceeding expectations and those who need more support.

> **Things to Consider**
> In this box, there are questions and conditions to consider when building the lesson and teaching the class. It asks you to consider how your students will interact with the lesson.

Creating your own Lesson Plan

To help build the strength and experience of community based LCTL teachers, after the fifth Sample Lesson Plan, there is a blank lesson plan that is meant to be edited and manipulated by the reader. The blank lesson plan provides a starting point for teachers that need support, or the lesson plan template can be a new way of viewing lesson planning for experienced teachers.

> **Questions for Reflection: Lesson Plan Format and Multimodal Texts**
> - As you read through our recommendation for the format of lesson plans in the Resource Guide, are there any steps that you are already incorporating in your teaching? Which ones?
> - Are there any additional steps you would like to include to complement the steps outlined above? Which ones?
> - For the language(s) you teach, which types of texts are easy to find? Which ones are difficult to find? In general, what multimodal texts best serve the goals of your classroom?

Additional Resources

There are some terms used throughout the Guide that may require further clarification. A Glossary is included at the end to define these words. An Additional Resources page is also made available at the end of the Guide. The list includes links of additional teaching and learning resources. A References page is also included on the final pages of the Guide.

Lesson: Music

Tags: instruments, art, performance, creativity

Lesson Preview: Objectives and Content

Socio-Cultural Objectives
By the end of this lesson, students will be able to...
- Discuss the role of music in culture.
- Identify the relationship between music, tradition, and culture
- Identify comparisons between the TL music and the mainstream music in the US

Language Objectives
By the end of this lesson, students will be able to...
- Build complete sentences listing their favorite songs/bands/music genres when given a prompt (Speaking)
- Identify the different genres of music from the adjectives and descriptions that other students will use to describe the genres (Listening)
- Observe a poster/image/text/graphic that describes a musical performance/concert (Reading)
- Produce simple sentences describing their favorite band/song/music using adjectives learned in the class (Writing)

Content Objectives
By the end of this lesson, students will be able to….
- Infer the meaning of a poster/image/text/graphic from a musical performance/concert
- Share information about their favorite/preferred song, band, or music
- Modify and/or produce a poster/flyer/infographic about a musical performance/concert

Content (Key Phrases and Vocabulary)
- Examples of types of vocabulary
    - Musical Instruments (e.g. flute, guitar, drums)
    - Musical Genres (e.g. rock, pop, classical)
    - Adjectives to Describe Music (e.g. loud, intense, beautiful)
- Examples of types of key phrases
    - "My favorite [song/band/genre] is ___."
    - "The genre is ____, _____, _____."
    - "What is your favorite [song/band/genre]?"

Useful Prior Knowledge
- Vocabulary and structures for numbers, likes and dislikes, and basic adjectives.

- E.g., the appropriate equivalents to phrases such as *I like ___, I do not like ____, Number 1-30, Adjectives: good, bad, nice, mean, big, small.*
- Familiarity with musical terms in English or a language other than the TL.

> ### ☁ Things to Consider
>
> Students in your classes may have a varying level of prior knowledge regarding the TL. It is important to try and gauge the prior knowledge of the students before beginning with new material.

Materials

- To facilitate the class
  - Visual presentation – PPT or Google Slides (optional)
  - Musical instruments or samples of music from different genres (optional)
    - To demonstrate and introduce students to the varying instruments used in some target language cultures, playing sound clips of the instruments may be beneficial.
    - Bringing in and doing a "show-n-tell" with the instruments could also be beneficial in introducing the topic.
  - Poster/Flyer/Infographic for a concert or musical performance in the TL.
    - This can be an authentic text found by the teacher (for example, in magazines, in pictures from target language cultures).
    - This could also be a semi authentic text or teacher-created text. This would mean that the teacher took inspiration or adapted a concert poster from a target language culture into something more comprehensible for the students.
  - Instrument Images - for "What do you hear?" activity
    - Teachers will need to find and draw/print images of instruments on pieces of paper or flashcards for multiple groups of students.
    - Students could also spend time creating image and word flashcards if that is an activity you see as being beneficial and appropriate for your students.
  - Songs in the TL – for "Song Description Activity"
    - Find multiple songs (3+) that have appropriate content for your learner population.
- To have students produce
  - Poster/Flyer/Infographic for a concert or musical performance.
    - This can be done digitally, on paper, etc.
      - Different materials will be required based on the format in which the poster is created. For example, digital posters might need a Chromebook or iPad while paper posters may need large paper and markers.

Sample Lesson Plan

1 Warm-Up and Welcome

Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will build and refresh their background knowledge about music and how this theme intersects with culture.

- As the class arrives, greet each student, and welcome them into the room. An agenda of the class can be displayed.

> 💡 **Tip** Attempting to start the class in the same way each session may be beneficial in creating a routine for the students to grow accustomed to.

- Start the class with a video clip, music video, audio sample, or song that has a cultural connection to the TL. This will allow the students to warm up to the idea of intersections between music and culture.

- Next, to engage the students in a deeper understanding of the material, ask the students the following questions:
    - Have you heard music like this before?
        - Where have you heard it? When? With whom?
    - Did you like the music? Why?
    - How would you describe this song/video/etc.?

> ↔ **Adaptations** For students with more expansive knowledge of this topic in the TL, these questions could be presented to the students in the TL with the expectation that they will respond in the TL as well.

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will be introduced to key phrases and vocabulary necessary in exploring the topic of music.

- **"What do you hear?" activity**
    - Music clips and matching to the items in front of them (images adaptation, review of cognates, translation adaptation, etc.) with audio clips of instruments
    - Prior to class, images of instruments need to be printed and cut for the students. These images can be on paper, flashcards cards, etc. but must be cut out individually. Each image should be on its own.
    - Students need to be paired with a partner or in groups.

- In this activity, students are listening to audio clips of actual instruments and racing with their partner, or group, to be the first to identify what they hear.

> 💡 **Tip** Audio clips could be taken from YouTube videos, instrumental songs, etc. These "clips" could also be played live in class if the instruments are available. However, it is important to keep the instrument hidden as that is the point of the game.

- One student needs to keep track of the points earned by each player.
- If the student knows the answer as to what they are listening to, they are to grab the card/paper/image of the instrument from the desk in front of them and tell their partner, or group members, the name of that instrument in the TL.
- If the student is the first to grab the card and then say it correctly, they win a point and hold onto the instrument image in front of them.
- If the student grabs the card first but says the wrong word in the TL, their partner or teammates can win the point. The first personal to say the correct word wins the round and hold onto the instrument image in front of them.
- This is repeated until all the instrument images have been identified.

> ↔ **Adaptations** If students are struggling to remember the words in the TL, try creating a vocab list and either having it posted where all the students can reference it or provide it to each of the students before they begin the game.
> - ↔ Additionally, if students are finding it difficult to produce the word in the TL, labeling the images with the correct word may also be beneficial.

- **"Guess the Genre"** (based on the game "Taboo")
  - This activity is designed to be a guessing game for students based on the descriptions that their peers present to the class. This can be structured as a team competition or partner activity.

  > ↔ **Adaptation** If students have never been exposed to these words in the TL, it may be beneficial to provide them with a vocabulary list. Introducing the words with images via a slide presentation with note taking could be beneficial as well. There are many vocabulary-based online games (Quizlet, Blooket, Gimkit, etc.) the work to introduce vocab if technology is something your students have access to.

o The goal of this activity is to have students work on using the different adjectives and music genres and to work on the phrase, "The genre is …" in the TL.
o Each partner will be provided with a vocabulary list (adjectives and instruments) as well as the sentence stem ("The genre is …") It is the job of Partner A to secretly select a genre from the list and describe it using the vocab from class to describe it to Partner B. Partner A must provide Partner B with at least 3 hints before telling them the correct answer.
o The descriptions will be in the TL using the phrase, "The genre is _[adjective]_." Each partner will say this a maximum of three times.
o If the partner can guess the correct genre after the first hint, they get 3

↔ **Adaptations**
  ↔ Student with less language exposure may need the names of the genres in a very visible area (chalkboard, whiteboard, on a paper in front of them, etc.
  ↔ For students with higher language exposure, direct them to include "and" into their descriptions and attempt to explain the genre with only one hint to their partner.

points. If they can guess the correct genre after two hints, they get two points. If they can guess the genre after all three hints, they get one point. If the partner is not able to guess the genre after all three hints, they do not receive any points.
o After (1) Partner B guesses the correct answer or (2) Partner A must give the answer to Partner B, it is now Partner B's turn to select a genre and describe it for Partner A to guess.
o The game continues until there are either no genres left or the allotted time for the activity has passed.

↔ **Adaptations**
  ↔ Playing in groups instead of partners: Instruct the students to form two teams (creating groups with students of varying levels of the TL could be beneficial in allowing both teams to have a good chance at winning). The teacher will secretly pick a genre and describe it using vocab that has been introduced to the students, giving a maximum of three hints. Each team will send one individual at a time to guess the correct genre. Every student in the team needs to participate before teams can try a second time. Scoring is the same as the partner version.
  ↔ Describe genres more than once. This will allow for teams to gain more points and students to interpret more sentences in the TL.

- **Song description activity**
  - The goal of this activity is for students (independently/in partners/or in groups) to write descriptions for songs in the TL.
  - The teacher will play 30 seconds of a song in the TL for the students. The students are not allowed to write anything during these 30 seconds.
  - Once the song has been paused, the teacher will tell the students "Go".
  - Students are required to write at least two adjectives to describe the song. Students need to use the phrase, "The song is [adjective] and [adjective]."
  - The first student to stand will be allowed to read their sentences to the class. If the teacher agrees that this is a good description of the song, that person/partner team/group gets the point.
  - The game will continue until the teacher no longer wishes to play any songs for the class.

> 💡 **Tip** Try to have at least 10 songs of different styles and from different genres. Some students may not be exposed to many songs from target language cultures. Being able to give students songs from popular artists or songs that hold cultural significance will help the student to feel more invested in the TL.

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, students will examine a concert poster, musical infographic, etc. and discover what the language is trying to convey.

- **Think, Pair, Share Format**. This will allow for the students to brainstorm independently, work with a partner, and then share their thoughts with the class.

> 💭 **Things to Consider** The multimodal text needs to be comprehensible for the students. There should be a lot of focus words (from the lesson) as well as high frequency/repeated words in the TL. Images will help to structure this activity and the students' comprehension.

  - (THINK) Students, individually, will be given a multimodal text. This can be a printed concert poster, a digital musical advertisement, etc. Every student needs to have access to a multimodal text at the beginning of this phase.
    - First, students are to highlight/underline any words that they know.

- Second, students are to circle any words that they do not know.

> ↔ **Adaptations** If the text is not physically being handed to the students, have the students raise their hands and share with the class. The teacher can make a list of the words where the students can see what they know and do not know.

- ○ (PAIR) Third, students are to answer the following questions to assess their reading comprehension with a partner or in small groups.
  - What time is the event?
  - Where is the event?
  - What genre of music will be played?
  - What are the adjectives the text uses to describe the event?
- ○ (SHARE) Finally, students will share out what they have noticed about this text in either the TL or in English.

> ↔ **Adaptations** To evoke a deeper cultural connection, have the students work in partners to consider the following questions:
> - Is the event being advertised "traditional" in the TL Culture?
> - Based on what you know about the genre and the event, what instruments are going to be played?
> - How does this TL Culture genre/band/artist/musical event compare to the genres/bands/artist/musical events in the US? What are the similarities and differences? Why do you think that is?

- ○ Once the students have shared with the class, have them return to their partner pairs and await directions to make their own multimodal musical event advertisement in the TL.

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

In this phase, students will create a concert poster, musical infographic, etc. that uses the vocabulary they have learned throughout the course.

- **"Starting a Band!" activity** At this point in the lesson, the students will have already worked with the vocabulary necessary to create their own concert poster, musical infographic, etc. What they create can be *influenced* by the multimodal texts they were given in Phase 3 but should not be copied directly.
  - ○ In small groups, the students will work to come up with their own band and create a flyer for their event tonight. Their band is either in a TL-speaking community abroad, or they are in the US playing the TL music.

  - ○ Here are the requirements for the what the multimodal text should have:
    - **Band name** (new and original)

- **Genre** of music
- **Instruments** that their band uses
- **Location** of the concert
- **Time** of the concert
- **Ticket Price** (per person)
- Small **description** of the music/band using the adjectives they learned in the lesson.
- **2+ drawings or images** that make the poster eye-catching.

> ↔ **Adaptations**
>   - ↔ For some students needing more of a challenge, try to have them focus heavily on the description of the event. Also asking these students to answer every prompt in a complete sentence would also be beneficial.
>   - ↔ For students needing more support, provide them with sentence stems about how they should be answering these questions. Additionally, having these students answer with one word answers may be all that can be realistically expected from them.

- o The students can create these multimodal texts on paper, or with technology (Piktochart, Canva, Google Slides, Microsoft Word, etc).
- o Once students have included all aspects of the "Starting a Band" multimodal text activity, determine if you would like to make it a presentational speaking assignment as well. Some students learn well this way, other students have a lot of anxiety and may not function well under these high stress situations.

> 💡 **Tip** If many students wish not to participate, breaking the class into smaller sections may help to lower their nerves. Regardless, at the Novice level, students should only be expected to read their sentences in the TL. There may not yet be any spontaneous language production.

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

- As an Exit Ticket, have the students vote on their favorite student-made poster that was presented to the class. What poster stood out the most?

> ↔ **Adaptations** For more advanced students, have them list adjectives used to describe the band and/or other details from the presentation to check their listening and reading comprehension.

- Before students leave the classroom, students will need to turn in their Exit Tickets.
- To further discussion regarding the cultural impact that music carries, feel free to discuss questions related to cultural comparisons between "typical" music in the US and TL cultures. What do the students think is "typical" in both contexts?

Possible Extensions

This lesson could be part of a larger unit, that could include the thematic extensions and guiding questions listed below.

Exploring Music in the Target Language and Target Language Cultures

- What musical groups or artists are popular in TL cultures?
- How can students interact with these groups (websites, videos, etc.)
- Are there awards and accolades for music groups and artists in the TL?

Musical Theater and Plays

- What are other ways that musical art is portrayed in the TL and in TL cultures??
- How do musicals and plays portray target language cultures?
- Explore the "Broadway" equivalent in TL cultures.
- Have there been any translations of English musicals into the TL? Have there been any translations of TL musicals into English?

Lesson: Sports & Movement

Tags: sports, movement, physical health, mental health

Lesson Preview: Objectives and Content

Socio-Cultural Objectives

By the end of this lesson, students will be able to...
- Identify the role that sports and movement play in their lives
- Recall information about the sports that are popular in their local communities and circles of friends/family

Language Objectives

By the end of this lesson, students will be able to...
- Share information about their sports trading cards, adding context and information verbally as appropriate (Speaking)
- Recognize and interpret key terms from their peers' presentations and ask relevant follow-up questions (Listening)
- read and identify key information from a short, simple biography of a famous athlete from a target language culture (Reading)
- produce a sports trading card with text and images for themselves with information about their favorite forms of sport and movement (Writing)

Content Objectives

By the end of this lesson, students will be able to....
- Discuss the types of sports and movement that they enjoy
- Describe aspects of the types of the sports and movement they enjoy
- List biographical facts about a famous athlete from a target language culture

Content (Key Phrases and Vocabulary)
- Examples of types of vocabulary
  - Types of sports and movement (e.g., *soccer/football, taekwondo, dance, hiking, swimming, cricket, biking*, etc.)
  - Equipment for sports and movement (e.g., *ball, uniform, bat, cleats, guards*, etc.)
  - Terms for biographical data and sports statistics (e.g., *date of birth, hometown, jersey number, teams*, etc.)

Useful Prior Knowledge
- Vocabulary and structures for stating opinions and reasoning
  - E.g., the appropriate equivalents to phrases such as *I think...because...*, or *In my opinion,…*

Materials

- To facilitate the class
  - Images and names of professional athletes from target language cultures for display (electronically or printed)
  - Short, biographical texts about professional athletes from target language cultures (printed or distributed electronically)
  - Blank documents (digital or physical) for making sports trading cards
    - If making physical cards, you will need pens, pencils, crayons, markers, and colored pencils. You can decide if you want students to make their trading cards on printer-sized paper, smaller notecards, posters, etc.
- To have students produce
  - A trading card featuring themselves in a sport or activity of their choice

Sample Lesson Plan

1 Warm-Up and Welcome

Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will make guesses about a "who's who" of famous athletes from target language cultures.

- As the class arrives, greet each student, and welcome them into the room. An agenda of the class can be displayed.

- Display images and names of famous athletes from target language cultures

  > 💡 **Tip** This does not have to be limited to typical definitions of professional athletes – it can also be accomplished dancers, climbers, hikers, etc. A wider definition of professional athlete may enable students to see themselves and their interests reflected in the lesson!

- Separate from the images and names, display these famous athlete's professions (e.g., *soccer player, cyclist, cricket player, dancer, lacrosse player, Olympic diver*, etc.).

  > 💡 **Tip** Depending on their prior knowledge, students may need support understanding the vocabulary for different types of sports and movement. This can be done with images or gestures!

- Display the appropriate equivalent to the sentence stem: _____ is / was a famous _[*PROFESSION*]_ for the students.

- Have the students guess which athletes play(ed) which sports.

  > 💡 **Tip** This can be done as a whole class, or in groups. Students can also talk about why they associate a given person with a given type of sport or activity.

  > ↔ **Adaptations**
  >   ↔ This activity can be made less challenging by providing images with context (e.g., the person is shown with athletic equipment or uniform).
  >   ↔ This activity can be made more challenging by separating the names and images.

- The teacher should go around the room and monitor conversations to gauge the knowledge of the students, adding vocabulary for the whole class via the board/projector/poster as necessary.

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will expand their sports-related vocabulary to include different types of sports and movement, as well as important aspects of each type of sport or movement. The main activity of this phase is categorizing types of sports and movement.

- Start by establishing the class's knowledge of different types of sports and movement. This can be an extension of the last phase, where you start with the sports from the warm-up, expanding from there.

> 💡 **Tips** This can be a whole class or small-group activity.
> 💡 The goal is not to get an exhaustive list of all types of sports and movement, just to gather ideas.
> 💡 You can ask students as they name types of sport and movement, *Do you play/do …? Do you know anyone who plays/does...?*

- After getting learners' ideas, go about filling some important gaps. Pay special attention to forms of sports and movement that enjoy popularity in local communities, and in communities of the target language.

> 💡 **Tip** Again, here the point is not to name every single type of sports and movement in these communities, but to establish a baseline with which students can expand their vocabulary and have their interest piqued.

- Then present learners with categories/descriptors for the different types of sports and movement, e.g., *has a large ball, has a small ball, you can use your hands, you can use your feet, you cannot use your hands, there is a lot of physical contact between players, there is little to no physical contact between players, there is a small net or goal, there is a large net or goal, one can do this type of sport/movement alone, one must do this type of sport/movement in a team or with others, there is a clock or timer*, etc. - ask students to name sports that fit within a certain category.

> 💡 **Tip** If the categories/descriptors are too advanced, images and miming can help offer clarity.
> 💡 This exercise can be done in writing and/or verbally.

- Conclude this phase with a few rounds of a game like "Taboo."
  - Each student has one card (drawn at random) with the name of a sport.
  - They must describe the sport for their fellow students, without saying the name of the sport. They can give hints such as *This sport is played with a ball* or *This sport can be played indoors or outdoors*, or they can name a famous player of the sport.
  - After each descriptor, fellow students then guess the sport the person is describing.

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, learners will work to understand key information from a biographical text about a famous athlete. A biographical text could take multiple forms, and is not limited strictly to written texts.

Examples include: short video clips; audio clips; an encyclopedia entry; an obituary; a trading card; etc. Any text that introduces learners to the famous athlete and gives them a place to find information about them works!

*Ideally, you have biographical texts about one or more of the athletes you featured at the beginning of the lesson.

*If possible, try to find an *authentic* text (not written especially for language learners) for this activity. If such resources are scarce in your target language(s), find an authentic text in a language you know, and then write a short biography that mimics the authentic one.

- Start by activating prior knowledge and contextual clues, ask the learners questions like:
  - What is this person's name?
  - What sports or types of movement are they famous for?
  - When do you think they were most active in their sport/movement?
  - Where do you think they are from?
  - When do you think they were born? Are they still alive?

28

- Distribute the biographical text to students and have them identify key information and fill knowledge gaps from the questions above.

> 💡 **Tip** Practice strategic reading with students. For example, they can look for birth and death information by seeking out dates and years.

- Then move onto further questions about the text. You can give students time to read questions to make sure they understand what they are being asked to do.

> ↔ **Adaptations** Texts and the questions that accompany them are a great place to vary the difficulty of a task for learners of different levels. You can work with the same text and vary the difficulty of the task, or work with different texts.
> > ↔ For learners who need more support, provide shorter texts and questions that ask them to lift basic information from the text.
> > ↔ For learners who need more of a challenge, provide longer texts and more detailed/nuanced questions about the text.

> 💡 **Tips** These questions can be answered in small groups, pairs, individually, or as a whole class. It may make sense to pair students with complimentary skills, or it may make sense to give students dedicated time to work on their specific skill levels. Consider the students' language learning needs and their social needs.
>
> 💡 Be sure to circulate and listen to learners during this time. If knowledge gaps become obvious, help the whole class with tricky concepts.

- End this phase with a debrief that gives students a sense for what they've learned from this text. Examples of possible tasks include:
  - Summarizing important facts from the text
  - Comparing key features of biographies (if using more than one biographical text)
  - Indicating questions for future research

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a simple, level-appropriate multimodal (written text and images) product.

In this phase, students will conceptualize and create a trading card-type text featuring themselves as an athlete in their chosen sport/activity.

- Brainstorm with students (either as whole class or in small groups), if they were going to make a sports trading card about an athlete (for example, the person whose biography you read in the last phase), what type of information tends to be on sports trading cards?
  - Examples include: *image; biographical information such as hometown or birthday; sports statistics such as team, league, when they started playing, important milestones and records; autograph other hobbies; fun facts*; etc.

> ↔ **Adaptations** Depending on what you have access to, you can use actual trading cards (of athletes, or those found in games or collectors' sets) OR have learners look for examples online. Having an example in front of them might help students who need more vocabulary support.

- Continue conversation by brainstorming other information we would like to include on a sports trading card (examples could include *talents and skills, strengths and weaknesses, favorite foods*, etc.)

- Formally introduce the task: students will make their own trading card for themselves featuring them in a form of movement/sports that they enjoy.

- Have them plan out which of the elements from the brainstorming phases they want to include on their card.

- Let the students create!
  - Provide students with a physical or virtual canvas for making their own trading cards. This can be a blank digital document, a large piece of paper or poster, a smaller index card, etc.

> ↔ **Adaptations** This creation phase is a great place to let learners work at their own level. More advanced students can focus on specific forms, or longer texts, whereas students who need more support can work to write using basic structures and vocabulary.

- Conclude by having students present their cards in some form, this can be by reading aloud, a gallery walk, exchanging cards and reading quietly, etc.

> ♀ **Tip** Be sure to have a mechanism that ensures learners are actively engaging with each other's work. This can be a question about other students' cards, asking them to vote on their favorite card, asking them to state one fact they learned about each other from the cards, etc.

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

- Pose some reflective questions for the class to talk about. Examples could include:
    - Is there a difference in the sports you like to play versus the ones you like to watch others play?
    - Do you like watching sports live (in person) or on television/streaming? Why?
    - Which sports and forms of movement are popular in your family? What do you like to play and/or watch together?
    - Which sports enjoy popularity in our local community? How does that differ from other regions of the world we are familiar with? Are there any sports you wish were more popular here?

↔ **Adaptations** Based on your learners' language levels, you may be able to have some of this discussion in the TL. You can also encourage students to mix languages in this portion, using English and the TL to communicate on complex topics.

💡 **Tip** For this phase, the teacher is a content-focused discussion moderator. Focus less on grammar and correctness, and more on helping students share their thoughts and keep the conversation going.

Possible Extensions

This lesson could be part of a larger unit on sports and movement, that could include the thematic extensions and guiding questions listed below.

Sports, clothing, and equipment

- What types of clothing and equipment do people in different types of sports and physical activity tend to wear?
- What about the particular sport or activity impacts the need for this equipment or clothing (e.g., what about soccer makes some soccer players wear cleats?)
- What other factors impact the uniform or equipment of athletes (e.g., the wearer's gender, the local climate, historical traditions, etc.)?

Detailed descriptions of different sports

- How do you play different kinds of sports? What equipment is needed?
- What is the goal of a given type of sport (how does one win, if applicable)?
- What are common strategies in this type of sport?

Lesson: Clothing

Tags: clothes, self-expression, identity, preferences

Lesson Preview: Objectives and Content

Socio-Cultural Objectives
By the end of this lesson, students will be able to...
- Identify the roles that clothing plays in expression of identity
- Infer connections between clothing in their local communities and in the TL community
- Interpret their clothing preferences and the preferences of their peers
- Differentiate the clothing expectations in different settings (school, work, places of worship)

Language Objectives
By the end of this lesson, students will be able to...
- Construct a fashion show, describing pieces of clothing, patterns, and the kind of occasion for which outfit is appropriate (Speaking)
- Describe students' clothing in the classroom and attempt to identify the individual being described (Listening)
- Locate and interpret key information from a sales advertisement/catalog for clothing from a target language culture (Reading)
- Recognize and produce an advertisement in the TL for an outfit they enjoy wearing (Writing)

Content Objectives
By the end of this lesson, students will be able to….
- Model and retell the types of clothing that they prefer to wear, noting differences between seasons and occasions
- Recognize, interpret, and produce a clothing advertisement in the TL

Content (Key Phrases and Vocabulary)
- Examples of types of vocabulary
    - Items of clothing and accessories (e.g., *shirt, sandals, pants, scarf, hat,* etc.)
    - Features of clothing, including color, patterns, material, shape (e.g., *stripes*, *plaid*, *paisley*, *long sleeves, cropped cotton, silk,* etc.)
    - Descriptors for clothing (e.g., *beautiful, colorful, warm*, etc.)

Useful Prior Knowledge
- Vocabulary and structures for colors and adjectives
    - *E.g., He/She is wearing a colorful shirt.*
- Vocabulary and structures for describing themself and someone else
    - *E.g., They are wearing; he is wearing; she is wearing*

- Vocabulary and structures for reading advertisements in the TL
  - *E.g., clothing catalogs, shopping magazines, etc.*

> **Things to Consider** How much prior exposure have students had to advertisements and/or catalogs in the TL? Is there an authentic resource that you, the teacher, could pull these advertisements from? Can adaptations be made to the text to allow for novice readers to understand the content?

Materials

- To facilitate the class
  - Images of individuals wearing different outfits/articles of clothing
  - A clothing advertisement in the TL that contains images and text that the students will be able to interpret.
  - Fashion Show (can be in the TL or from an English-speaking context)

- To have students produce
  - Narrated Fashion Show
    - Recorded fashion show – posted online (YouTube), from a streaming service, etc.
    - In-class fashion show – students will put on their own fashion show and will narrate, live in-class, as the fashion show is commencing.
  - Clothing advertisement about their outfit
    - Intended to take inspiration from the TL clothing advertisement that was show to them.

Sample Lesson Plan

1 Warm-Up and Welcome
Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will work to match descriptions with images of outfits that match the descriptions.

- As the class arrives, greet each student, and welcome them into the room. An agenda of the class can be displayed.
- Display images of outfits from target language cultures or from other contexts.

> 💡 **Tip** The images displayed can be from magazines, social media, news outlets, etc. These images should attempt to have a variety of outfits for many different occasions. The goal is to give students a glimpse of clothing in the TL culture.
>
> 💡 **Tip** If images from the TL culture are not available, providing students with images of outfits from their current communities or from other contexts is also encouraged.

- Provide students with a word box or key that list descriptions of the outfits in the images (e.g., *it is colorful, it is for warm weather, it is for winter,* etc.).

> 💡 **Tip** Depending on their prior knowledge, students may need support understanding the vocabulary for different types of clothing and adjectives. This can be done with images or gestures!

> ↔ **Adaptations**
> - ↔ This activity can be made less challenging by providing descriptions that are short or one word. (e.g., *a description of "colorful" or "warm weather"*).
> - ↔ This activity can be made more challenging by giving students full sentence descriptions from the perspective of the person wearing the clothing (e.g., *It is winter and I am wearing warm clothes.*)

- After giving students time to brainstorm, collaborate with peers, or assess the descriptions and images individually, display the appropriate equivalent to the sentence stem: _[IMAGE #]_ is _[*DESCRIPTION*]_ for the students.

> 💡 **Tip** This can be done as a whole class, or in groups. Students can also talk about why they associate a given person with a given type of sport or activity.

- Have the students guess the correct descriptions.
- The teacher should go around the room and monitor conversations to gauge the knowledge of the students, adding vocabulary for the whole class via the board/projector/poster as necessary.

To assist in transitioning into new vocabulary, conduct a discussion that guides the students from speaking about athletes and their outfits in the TL community into speaking more broadly about clothing in the TL culture/community and how that compares to clothing in the community where the students are learning.

- Questions to consider:
    - How does sports, class, gender, education, religion, work, etc., affect the clothing that individuals wear?
    - What are the clothing expectations in different locations in TL cultures and in their current communities? How do expectations differ across communities that learners are familiar with?

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will expand and build upon their clothing and description vocabulary to include different types of descriptive words, as well as important aspects of how to describe themselves and others in the classroom.

The main activity of this phase is playing a game of "Eye Spy" where students are listening to descriptions of their classmates' outfits or of images given by the teacher.

- Start by displaying or passing out images of individuals wearing clothing. These can be the same images as the first activity, or they can be different clothing.

> ♡ **Tip** Again, the images displayed can be from magazines, social media, news outlets, etc. These images should attempt to have a variety of outfits for many different occasions. The goal is to give students a glimpse of clothing in some TL communities.
> ♡ Students should be able to see their clothing also represented in the images. E.g*., sweatshirts, jeans,* etc.

- Students should consider their prior knowledge and try to list any adjectives or articles of clothing that are applicable with these images.

> ♡ **Tip** This brainstorming can be done individually or in small groups/partners. Some students may not have any prior exposure to clothing or descriptive vocabulary while others might use it regularly.

- Once students have been allotted time to brainstorm and collaborate, bring the class back together and review what the groups/students were able to discover.

> 💡 **Tip** The descriptions may be in a language other than the TL depending on the level of your learners. If the words are not given in the TL, try and translate the words or ask other students in the class to share their knowledge. Perhaps there is a word from the warmup that matches the new descriptions.

> ↔ **Adaptations**
> - ↔ This activity can be made less challenging by asking students to provide descriptions that are either only colors, articles of clothing, or seasons that apply to the outfit being worn.
> - ↔ This activity can be made more challenging by asking students to give full sentence descriptions listing the different articles of clothing, their color, as well as any other adjectives that would be applicable.

- Once the class has gone through and collaborated to provide descriptions for each of the images, check-in with the students and see if anything has been missed that they see represented in their classroom (e.g., perhaps a student is wearing a sweatshirt that is plaid and "plaid" was not one of the descriptions that was previously talked about).

> 💡 **Tip** Give time for students to take notes about vocabulary that is new and relevant for them.

- Conclude this phase with a few rounds of a game like "Eye Spy."
    - First, provide students with a sentence stem similar to, "I spy with my little eye __[DESCRIPTION]__." and "Is it __[NAME OF STUDENT]__?"
    - To scaffold this process, start with the teacher playing the game and formulating the sentences to provide students with examples and further practice with the vocabulary. The descriptions will be based on the students in the classroom and what they are currently wearing. Once the teacher has given a description, the students will guess which students' outfit matches the description and ask the teacher if that is correct. The teacher will either respond with yes or no. If yes, the teacher can pick another student and compose a description. If no, the students will keep guessing. The teacher should conduct 4-5 practice rounds using the sentence stem and the vocab previously introduced in class before moving on and taking volunteers.

o Continuing the scaffolding process, the teacher should allow students wishing to volunteer, to participate in selecting a student to compose a description of. The student volunteer will use the sentence stem and have their classmate's guess.

> ♀ **Tip** If there are no student volunteers, you could provide incentives like candy, a small prize, etc. to incentivize participation.
>
> ♀ It would also be good, at this point in the lesson, to gauge the students on their understanding of the material. Are they understanding it and ready to start creating the language on their own? If not, maybe reviewing the vocab words or giving them note sheets may be helpful.

o Divide the students into pairs or small groups to keep playing the game. In smaller groups, each student will take a turn in selecting a classmate and describing them while their other group members guess what student is being described.

> ↔ **Adaptations**
> > ↔ This "Eye Spy" game can be made less challenging by playing this game with the images that have already been worked with in class. This will allow student to check back through their notes and learning for the section.
> > ↔ Expanding the game to the class, while more challenging, allows for the students to practice their language usage in a real context.

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, learners will work to understand key information from a clothing advertisement or clothing catalog.

● If possible, try to find an authentic text (not written especially for language learners) for this activity. If such resources are scarce in your target language(s), find an authentic text in a language you know and create an advertisement that mimics the authentic one.

● The students will need to have this authentic text in a printed or digital format to view (could also be displayed to the whole class).

● Students will select one outfit from the clothing advertisement and describe it using the vocab that they have previously learned and practiced. Descriptions can be written on paper or done verbally to a partner.

> 💡 **Tip** Students will do both an oral and written section in the Creative Application. It might be more beneficial to do both forms of descriptions when discussing these images.

- In partner groups, the students will now discuss which outfits they would wear and which outfits they would not wear.
  - Once the discussions have concluded, take a vote on which ones are the most likely to be worn by people in the classroom.

- Back in partner groups, students will identify (written or verbally) which pieces of clothing their families would wear.

- Student will also work to decide which outfits are appropriate for different occasions and different climates. 💡

> 💡 **Tip** Students should keep track (on paper) of these descriptions and answers to the questions for later as they could be helpful in their Creative Applications.

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

In this phase, students will conceptualize a short script for a fashion show that will narrate the outfits being worn. Students will also read these scripts to the class while the fashion show plays in the background.

- These "fashion shows" can be organized in whichever works best for the students and their learning environment. For example, the show clip can already be chosen or students could find a clip, or it could be a PowerPoint montage of selfies, friend photos, etc.

> ☁ **Things to Consider** Pre-selecting the video clips may be best for the students depending on their home situations. Some fashion videos may be inappropriate for novice learners.

- Once the students have found their video clip. They will then begin to write their script. Students will use sentence stems to create a narration of at least five (5) outfits being worn in the fashion show.

- Once students have finished with their scripts, they will record themselves reading it. The key is to upload and find the video first, so you know how much time students need to fill with the scripts.

- Each of the five outfit descriptions should contain, the items, colors, styles, and occasions for wear.
- All students in a group, or in partners, are requird to speak at least one description.
- Music and costumes can be used for the voice over or the live reading of the script. The descriptions are the most important part of this creative application activity.

> ↔ **Adaptations** If students do not wish to record their voice or them saying the script, allow the students to also present in front of the classroom (in-person).
> ↔ One way to adapt this task to different language levels is to have students work in groups and take on different assigned roles. For example, some can write, some can read aloud, some can illustrate/choose clothing.

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

In this phase, students will reflect and conclude their lesson on clothing by closing out the fashion show with a discussion on cultural comparisons.

- To create a classroom atmosphere that fosters collaboration and friendship building, having a small "awards" ceremony after the fashion shows would be beneficial.
  - The awards can be on paper plates and say, "Best voice over", "Craziest fashion show", "best music", etc. The paper plates/awards should be created by the teacher in advance, but the students should be the ones voting on who wins.
- Providing students with an Exit Ticket before they leave will help to conclude the lesson.
  - Have students respond (verbally or on paper) to the following questions:
    - What is your favorite item of clothing? Why?
    - Do you wear this item to school? Does your school have uniforms?
    - Is there an expectation for what you wear? It is a social, cultural, or personal expectation?

> ↔ **Adaptations** For students with more expansive knowledge of this topic in the TL, these questions could be presented to the students in the TL with the expectation that they will respond in the TL as well. For most novice level learners, this Exit Ticket may be completed in English.

Possible Extensions

This lesson could be part of a larger unit on clothing, that could include the thematic extensions and guiding questions listed below.

Classroom Fashion Show

- In what ways does clothing reflect societal values and norms in the target language-speaking communities?
- What similarities or differences exist in the ways people express themselves through clothing?
- What are the current fashion trends in the target language-speaking regions and in the classroom?
- How does the fashion in the classroom compare to the fashion and clothing in target language cultures?

Community Scavenger Hunt

- What types of clothing do people in your community wear? How does that compare to the clothing in target language cultures? Where do you see similarities? Differences?
- What are the ages of the people that wear these types of clothing? Is there a trend with age and the type of clothing used?
- What background might people in your community have? Are their clothing items culturally significant and reflective of their backgrounds?

Lesson: Expressions and Emotions

Tags: feelings, self-identity, misunderstandings, communication

Lesson Preview: Objectives and Content

Socio-Cultural Objectives

By the end of this lesson, students will be able to...

- Infer how culture impacts the expressions individuals use to show emotions
- Identify connections between themselves and their classmates in relation to how they show their emotions
- Interpret video clips in the TL to make predictions about what emotions are being felt by the speakers

Language Objectives

By the end of this lesson, students will be able to...

- Produce simple sentences that express emotion (Speaking)
- Recognize spoken sentences describing the emotions of individuals (Listening)
- Interpret simple sentences expressing emotion and explaining why those emotions are being felt (Reading)
- Produce an interpersonal conversation using simple sentences that express emotions and the reasons as to why the emotions are being felt (Writing)

Content Objectives

By the end of this lesson, students will be able to….

- Explain a variety of emotions using non-verbal communication
- Model a culturally appropriate conversation that expresses emotions
- Interpret facial expressions and identify what emotions are being felt by that individual

Content (Key Phrases and Vocabulary)

- Examples of types of vocabulary
    - Likes and dislikes (e.g. *I like _____, I do not like _____*)
    - Emotions (e.g. *happy, sad, angry, confused*)
    - Basic Adjectives (e.g. hurt, mean, beautiful)

- Examples of types of key phrases
    - "because"
    - "I am (feeling) ____." "He/she is _____." "They are _____."

Useful Prior Knowledge

- Vocabulary and structures for family
    - E.g., vocab pertaining to *family members and family dynamics*

Materials

- To facilitate the class
    - For the warm-up activity
        - Images of celebrities from target language cultures who are showing an array of emotions.
        - These should be posted in a place where students can see them as they walk into the classroom.
    - Emotion Cards for "Emotion Charades" and "Drawing Relay"
        - Index cards or printed images of a wide variety of emojis (at least 25)
        - In addition to the emojis, these cards should have the emotion written in the TL
    - Scrap pieces of paper for "Drawing Relay"
        - Every team or partner group will need at least 15 scrap pieces of paper. They do not need to be large, just big enough for students to draw emojis on them
    - Movie clips from movies in the TL for "Movie Clip Madness"
        - Try to find at least 8 movie clips from films in the TL.
        - Translations of films will also suffice for this activity.
        - These clips will most likely be found on YouTube
        - The 8 clips should show different emotions in films (crying, excitement, anger, etc.)
    - Comic Strip for "Working with Multimodal Texts"
        - Find a comic strip from the TL and remove all of the words from the speech bubbles and boxes.
        - This "blank" comic strip will just have the images of the characters when you give it to the students.
        - Taking a small segment of a comic strip will also work. It does not need to be long.

- To have students produce
    - Text Message Conversation
        - Using a worksheet that resembles a cell phone with text bubbles or piece of paper, students will create a text conversation using simple sentences and emojis.
        - The worksheet/paper should have enough room where students can draw and make it look like a screenshot of the messages app on a real phone.

Sample Lesson Plan

1 Warm-Up and Welcome

Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will build and refresh their background knowledge about expressions and emotions and how this theme intersects with culture.

- How do you feel today?
    - As students enter into the classroom, ask them how they are doing (in the TL or in English) to get a gauge of the possible participation you can expect for the lesson.
    - Once students have entered the room, make sure to images of celebrities or characters from target language cultures are being displayed.

> 💡 **Tip** Select images that have a wide array of expressions. Many emotions should be present to try and apply to the many emotions that the students could be feeling.

    - There should be numbers underneath the images and the prompt, "Who do you relate to?" also visible to the students.
    - After this discussion and check-in with the students that want to share, ask the students if they recognize any of the characters, people, celebrities, etc. that are in front of them. This is a good cultural connection to make.

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will be introduced to key phrases and vocabulary necessary in exploring the topic of expressions and emotions.

- **Emotion Charades**
    - Divide the class into two teams. ↔
    - Using already made emotion cards (with an emoji and name of the emotion in the TL), one student from each team will come to the front of the classroom and draw out one of the images and act it out.

> ↔ **Adaptations** For some students, acting out an emotion in front of the whole class can be daunting and anxiety-inducing. To avoid this, try having students find a partner. This will be their teammate. Then, have the partner group find another group of two. Now, there are two teams going against each other. This adaptation will require more sets of emotion cards to be made.

- Each team will be given 1 minute to guess the emotion that is being acted out.

> 💡 **Tip** At first, it may be helpful to include a word bank of the emotion vocabulary that is being taught, since this may be new to learners.

- If the team cannot guess the emotion in the one-minute timeframe, the other team has a chance to guess.
- If Team A guesses within their one-minute window, they get a point. If the word gets passed to Team B to guess and they get it right within 1 minute, they get the point. If no one can guess the correct emotion, no one gets the point.
- If the word is guessed before the one-minute window, Team A will draw another emotion card and keep going. The more correctly guessed emotions, the more points for the team.
- After the point is won (or lost), Team B will then have their representative select and act out the word they selected from the assortment of emotion cards. The same "passing of the point" will occur if they cannot guess it within one minute.
- After each round, the person selecting the emotion will shift to another person on the team.
- To help bring the game to a close, set a point goal that needs to be achieved to win. 10 points would end up being a 10-20 minute game.

> ↔ **Adaptations** If the students are really enjoying the game and seem to be working well with the new vocabulary, you can create a bracket competition. Students will find a partner and then find another group of two. These two teams will go head-to-head to reach the point goal. The first one to reach the point goal wins and continues on. Next round, the winners face each other. After there are winners from round two, partners continue pairing up until there is only one partner-pair left. They win it all!

- **Drawing Relay**
  - Divide the students into partners or small groups.
  - Using the already created emotion cards, the teacher will pull one of the emotion cards from the pile and ask the students to draw an emoji for this emotion on a scrap sheet of paper.
  - Students will quickly draw the emoji and run/walk it to the teacher to "lock in their answer".
  - The first students to deliver the correct answer to the teacher win 2 points. Everyone else who submits the correct emoji, gets one point. If the drawing was incorrect, the partner-pair does not receive any points.

- o The game will continue until the point goal is reached or until the teacher pulls the last emotion card.

> ↔ **Adaptations**
>   - ↔ If you are looking to add more to the game, have the students also write the translation in English.
>   - ↔ Or, if students are really excelling, have them use the word in a sentence using the phrase "I am feeling _[emotion word])__" in the TL. This is in addition to the emoji drawing.

- **Movie Scene Madness**
  - o The teacher will find movie scenes in the TL to play for the class.
  - o First, the student will break up into partners. In this activity, the partners are playing against each other.
  - o For each round, the teacher will start by only playing the audio of the clip.
  - o Students are to speculate about the emotions in the scene (sad, crying, excited, mad) based on what they hear.

> ↔ **Adaptation** If this is too tricky with technology, have the students sitting with their backs against where the video is playing from. This way, they cannot see the clip but only hear the audio.

  - o After everyone has written down their answer (in the TL), the teacher will play the full clip for the students to watch (video and audio).
  - o Whoever predicted the correct emotion, got the right answer and gets to have a point. Both wrong, no points. Both right, everyone gets a point.
  - o The first one to the point goal, or the most by the end of all the video clips, wins!

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, students will examine a comic strip in the TL and infer the emotions based on the expressions of the characters.

- Students are given a comic book strip with empty speech bubbles.

- In groups, the students will examine the faces and expressions of the characters to infer their emotions.

- As a group, they need to decide what emotions are being felt by the characters and how do they know this.

- Once all of the group members have agreed on a emotion, they will then draw that emotion into the blank speech bubbles where the words used to be.

- Once all of the teams have inferred the emotions being felt, the class will come back together to read the comic strip with the actual words.

- Students will go through and check the emotions they got correct and/or incorrect.

- Once the comic has concluded, ask the students the following questions:
    o What led to you selecting the correct (or incorrect) emotion?
    o Was there a form of miscommunication?
    o Were some of your group members correct and others were wrong? Why do you think that is?

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

In this phase, students will create a text message conversation that uses the vocabulary they have learned throughout the lesson.

- In partners, students will create a text message conversation in the TL.

- Text conversations are an integral part of communication in the 21st century. However, it is hard to always understand the emotions that texters are conveying. That is where emojis come in.

- For the text conversation, here are the requirements:
    o Each partner must write at least 6 messages to the other person.
    o Include a minimum of 1 emoji per message.
    o Use at least 5 emotion word (between the two partners)
    o A conversation full of creativity and origionality.
    o Have the conversation involving a piece of cultural content from a target language community

- The final product should look like a screenshot of messages between two friends on a phone. The messages should look like they are in the app.

- The partner-pair will trade conversations with another group and read their conversation as if they were texting. Students can have a chance to present these messages to the class and read them with the emotions that they are meant to have (via the emojis). This will resemble a skit with clear emotional actions to be taken.
    o The students will ask themselves: Does everything make sense in this conversation? Are the emotions clear? How do they express their emotions?

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

- As part of an Exit Ticket, ask the students to reflect on misunderstandings.
    - Were there any times in the lesson where you misunderstood someone's expressions that resulted in guessing their wrong emotion?
        - Could this happen in the real world?
        - What are the consequences?
        - How does culture play role in this?
        - Are there different expressions in different cultures?
    - Who feels emotions? Why are emotions felt? How can expressions of emotions be different for different people?
    - What are the best emotions to feel?
    - What are the worst emotions to feel?

Possible Extensions

This lesson could be part of a larger unit on expressions and emotions, that could include the thematic extensions and guiding questions listed below.

Emotions and music
- What kind of music do you like to listen to when you are feeling [happy, excited, sad, low-energy, nervous, etc.]?
- How do musicians and composers use music to express emotions? How do different emotions come through in different songs and compositions?
- How do mutlimedial productions such as movies, shows, plays, musicals, operas, and dance use music to highlight the emotions that are present in a story's plot?

Emotions and others

- Who do get support from when you are feeling [sad, frustrated, hurt, nervous, etc.]? What kind of support do you like when you have these feelings?
- How do you help your friends and family when they experience negative emotions?
- Who do you like to celebrate/spend time with when you are [excited, happy, joyful, content, etc.]?

Lesson: Food

Tags: cooking, baking, recipes, family

Lesson Preview: Objectives and Content

Socio-Cultural Objectives

By the end of this lesson, students will be able to...

- Recognize the connections between food and culture
- Review and identify the cultural significance that some food items have within target language cultures
- Retell personal connections between food in their lives and the food in target language cultures

Language Objectives

By the end of this lesson, students will be able to...

- Produce simple sentences about the cultural and ingredient highlights of a specific food or recipe (Speaking)
- Identify key vocabulary and phrases in TL cooking videos (Listening)
- Interpret a multimodal blog post about foods written in the TL and that are relevant to TL cultures (Reading)
- Produce simple sentences describing a culturally significant food using adjectives learned in the class (Writing)

Content Objectives

By the end of this lesson, students will be able to….

- Prepare a short form video highlighting the key features of a food relevant to target language cultures
- Interpret a cooking video clip in the TL
- Produce a blog post that describes a food commonly eaten in target language cultures

Content (Key Phrases and Vocabulary)

- Examples of vocabulary
    - Food adjectives (e.g. salty, sweet, gross, delicious)
    - Ingredients (e.g. fruits, vegetables, spices)
    - Cooking actions (e.g. to cook, to bake, to cut)
    - Kitchen tools (e.g. spoon, bowl, fork, pan)

- Examples of key phrases
    - "My favorite food is _____"
    - "This meal/food is _____ and _____"

Useful Prior Knowledge

- Vocabulary and structures for family

- - E.g., vocab pertaining to *family members and family dynamics*
- Familiarity with the appropriate equivalent of "My favorite____ is…."
- Vocabulary and structures for likes and dislikes and basic adjectives.
  - E.g., the appropriate equivalents to phrases such as *I like ___, I do not like ____, Adjectives: good, bad, nice, mean, big, small*

> 💭 **Things to Consider** Students in your classes may have a varying level of prior knowledge regarding the TL. It is important to try and gauge the prior knowledge of the students before beginning with new material.

Materials

- To facilitate the class
  - For the "I agree/I disagree" activity
    - Images of foods, meals, dishes, etc. from a target language culture
    - This can be done online (PowerPoint presentation) or could be done with printed images that are shown to the students.
  - For the "Mystery Food Bag" activity
    - Printed images of foods and meals. These can be on pieces of paper, or they could be on index cards.
    - A "bag" – This can be a hat, a box, etc. Something to hold the images of the food and meals and have it be a surprise when students reach in and select a card.
  - For the "Food Guess Who" activity
    - Multiple sets of images of food and meals.
      - For example, each student in the class will need to have.
  - Video clip or short form (TikTok/Reels) video in the TL where an individual is preparing a meal from a target language culture.
    - A blog post to accompanying this would also be beneficial for students.

- To have students produce
  - Food blog
    - Can be done on paper, online on Google Docs, Slides, done on a poster board, etc.
    - For a more creative approach, if the technology is available, students could also use Canva.

Sample Lesson Plan

1 Warm-Up and Welcome
Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will build and refresh their background knowledge about food and how this theme intersects with culture.

- Greet the students as they enter the classroom. Ask them how their days have been and what they are looking forward to for the rest of the week.

- Once the students have settled, present images to the students for them to review. These images should be foods, meals, dishes, etc. that are related to a target language culture.

- Give the students a couple of minutes to look over the images. Ask them, "Does any of this look familiar?" and "How are these called? In English? In the TL?"

- After facilitating a small discussion, prep the students for the following warm up activity.
  - Review the phrases "Yes/No" or "I agree/I disagree" in the TL.

- **"I agree/I disagree" activity**
  - Present at least 10 images to the students with a statement underneath each of them.
    - For example, an image of macaroni and cheese could be accompanied by the statement "Someone in my family cooks macaroni and cheese."
    - The students would then say the phrase "I agree" or "I disagree" depending on what is true for them.
    - Some of the statements could also be opinionated. For example, "I think mayonnaise is disgusting."

> 💡 **Tip** These images and statements should all be related to target language cultures. The dishes should be relevant to dneed to have cultural relevance.
>
> If you wish to do opinionated topics, be prepared for students to have big reactions. They will be curious as to what their friends say and about how the whole room feels.

> ↔ **Adaptation** The statements can be in the TL or in English depending on the composition of the students. Perhaps some of the dishes/food items will be in the TL and the sentence format is in English.

- Before proceeding to the next phase, make sure to answer any questions students may have regarding the food/dishes that were presented to them. They may be curious as to what cultural significance these have or the components of each.

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will be introduced to key phrases and vocabulary necessary in exploring the topic of food.

- **Mystery Food Bag** (similar to charades)
  - This activity can be led by either the students or the teacher. Student led could enhance participation and community within the classroom.
  - In a bag (box, hat, etc.) there will be images of foods and meals that hold cultural significance.

> 💡 **Tip** To save time preparing for the class, and to help the students remember key vocabulary, use some of the same foods that were presented in the warm-up.

  - Divide the class into two teams.
  - If the activity is student led, one student from each team will come to the front of the classroom and draw out one of the images and attempt to describe it.
    - Each team will be given 1 minute to guess the food/meal being described.
    - Descriptions should be structured using sentence stems like "This food is _[adjective, color, etc.]_" or "I do not like this food."

> 💡 **Tip** Include a word bank of food related adjectives, sentence stems, etc. to the teams and students describing the images. They are still being introduced to the material.

    - If the team cannot guess the food in the one-minute timeframe, the other team has a chance to guess.
    - If Team A guesses within their one-minute window, they get a point. If the word gets passed to Team B to guess and they get it right within 1 minute, they get the point. If no one can guess the correct food item, no one gets the point.
    - If the word is guessed before the one-minute window, Team A will draw another food item from the bag and keep going. The more correctly guessed items, the more points for the team.
    - After the point is won (or lost), Team B will then have their representative select and describe the word they selected from the bag. The same "passing of the point" will occur if they cannot guess it within one minute.

- After each round, the person selecting the image from the bag will shift to another person on the teams.
- To help this game end, set a point limit that needs to be achieved to win. 10 points would end up being a 10-20 minute game.

- **Food Guess Who**
  - Like the popular game "Guess Who," students will be working to describe something to their partner.
  - Each student will be given a set of food/meal images. These images should be identical to that of their partners. Each of these images should be laid face up on the persons desk in front of them.
  - Each student will select one food item from their set of cards to describe. The students will then have to guess each other's cards by listening to the description given by their partner. There are three rounds:
    - Round 1: Partner A will give a description of their item by using adjectives from class. In round 1, students should avoid using color words as they give very big hints. After Partner A says one descriptive sentence, Partner B will flip over the images that do not match the sentence. Partner B will give a description, also avoiding colors. Partner A will then flip over the cards that do not match.
    - Round 2: Following the patter in Round 1, Partner A will now say a sentence about *someone* who eats/cooks this food. Partner B will flip over the cards that do not apply and then give their hint of *someone* who eats/cooks this food. Partner A will flip over any cards that do not apply.

    > 💡 **Tip** Round 2 of the game will not provide much help in determining the food being described, but it will help the students to practice this sentence and add further details to their descriptions. This can be the reasoning you provide the students if they ask "Why?"

    - Round 3: Partner A will then share one final clue about their food/meal item. This can be a description using any adjectives, including colors. Partner B will do the same, each flipping over any cards that do not apply. There may be more than one card remaining facing up, but there is only one correct answer.
    - Final Guess: At the end of round 3, Partner A and Partner B can guess the food/meal that was being described. If one person is correct, that person gets the point. If both were correct, they both get the point. If no one was correct, no one gets the point.
  - This game continues until a certain number of points (determined by the instructor) has accumulated.

> ↔ **Adaptation** Continuing to provide a vocab list may be beneficial to students who are still struggling to implicitly learn the vocabulary.

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, students will watch a short video clip from a cooking show in the TL and read a blog that further explains the food/dish being prepared in the cooking show.

- In groups, or a whole class, students will watch an already selected short video clip from a cooking channel or show in the TL.
    - While watching this video, students will listen for words and phrases they understand, making a list of cooking words/phrases they recognize.

- After the video is played, students will form partners and will be provided with a blog post or recipe that contains the description, method, and ingredients to make the dish that was being prepared in the short video.
    - Students will go through the text and identify words that they also heard in the video and work to identify the key descriptive sentences within the blog post/recipe.
        - Guiding questions to ask the students can be, "What are the most important ingredients for this dish?", "What are two words that describe the meal?", "Who of your family would cook/eat this food?"

- Once students have gone through both multimodal materials, have them form larger groups. As a group, they will go through their findings, discussing the main components of food blogs and cooking videos.

    ↔ **Adaptation** For more advanced students, you could give them the task of creating a chart of pros and cons (advantages, disadvantages) of the different formats. They could answer questions like, What mode was more effective in teaching others? What mode was more engaging? Which do you prefer?

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

In this phase, students will create their own food blog for a dish that has a cultural significance in their lives.

- Like the food blog the students just interpreted in Phase 3, students will now create their own about a meal/food that has cultural significance to them.

    ♀ **Tip** Cultural significance will be different for every student. To help them decide, ask them what is something they enjoy eating that their family cooks? What is something from a target language culture you have not tried but really want to? What is a common holiday meal in your family?

- In this food blog, students must have the following:
  - **Name** of the food
  - List of **ingredients** used to make the meal.
  - **Taste** of the dish (at least three **descriptive** sentences about the food)
  - When do you normally eat this food?
  - Where do you eat this food?
  - With whom do you usually eat this meal?
  - At least 3 images/drawings

> ↔ **Adaptation** Sentence stems and word banks may be helpful for students to produce these required points. Also, if students are struggling with certain features of this lesson, trimming the requirements of the lesson may be beneficial in creating a more comprehensible product.

- If students want to complete this activity in a different format, have them create a short form video (TikTok, Reels, etc.) where they are explaining the highlights of this food (using the same guidelines as above).
  - Have the students write a script before they record themselves speaking in the video.

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

- As an Exit Ticket, have the students complete a gallery walk of the different meals/food that was chosen for the blog posts. Have them reflect on the following concepts:
  - Based on your experiences, was the food selected a good representation of a target language culture?
  - Were there any foods that you have never heard of?
  - If you were to all bring your foods into the classroom, would it help to create a sense of community?
  - What emotions do some of these dishes evoke?

> ↔ **Adaptation** The THINK, PAIR, SHARE format could be beneficial in this situation because students could have a scaffolded approach to learning about the cultures and traditions of others. THINK – Students complete the Gallery Walk individually. PAIR – students partner with others to share their ideas and opinions. SHARE – the teacher facilitates a classroom conversation answering the questions from above.

Possible Extensions

This lesson could be part of a larger unit on food, that could include the thematic extensions and guiding questions listed below.

Foods and holidays

- Which dishes are connected with specific holidays in target language cultures?
- Which family or community members are entrusted with making these special dishes for the holiday(s)?
- What does it look like to prepare these dishes? Where are they prepared (inside, outside, at one person's home, a central community location, etc)? How long does it take to prepare them (minutes, hours, weeks, months)?

Local and international palates

- Where do we see evidence of international foods in our local communities? Which grocery stores, restaurants, festivals, etc. show the presence of international and intercultural cuisines?
- Which international influences show up in the target language communities we know abroad?

Lesson Plan Template (Blank)

Lesson Preview: Objectives and Content

Socio-Cultural Objectives

By the end of this lesson, students will be able to...

-

Language Objectives

By the end of this lesson, students will be able to...

- --- (Speaking)
- --- (Listening)
- --- (Reading)
- --- (Writing)

Content Objectives

By the end of this lesson, students will be able to….

-

Content (Key Phrases and Vocabulary)

- Examples of types of vocabulary
    -

Useful Prior Knowledge

- Vocabulary and structures for _____
    - E.g.,

Materials

- To facilitate the class
    -

- To have students produce
    -

Sample Lesson Plan

1 Warm-Up and Welcome

Purpose: This will serve as an introduction to the theme that will be discussed.

In this phase, learners will _____

-

2 Introduce Relevant Vocabulary

Purpose: This phase should serve to activate learners' prior knowledge of the vocabulary, while also building upon their word bank to talk about the topic at hand.

In this phase, learners will ____.

-

3 Working with Multimodal Texts

Purpose: In this phase, students use the vocabulary from the previous phases to understand a multimodal text.

In this phase, students will ____

-

4 Creative Application

Purpose: In this phase, learners will combine the vocabulary and textual knowledge from previous phases to create a multimodal (written text and images) product.

In this phase, students will ____

-

5 Discussion and Conclusion

Purpose: In this phase, students have an opportunity to use a mix of languages to express their thoughts and opinions on topics related to today's lesson.

-

Possible Extensions

This lesson could be part of a larger unit, that could include the thematic extensions and guiding questions listed below.

Extension

-

Glossary

Community Language Education: Teaching and learning a language within a community setting, often involving local resources, cultural elements, and community participation.

Community Based Language Program: Language education programs designed and implemented with a focus on the specific needs and resources of a local community.

Differentiation: Adapting teaching methods and materials to meet the diverse learning needs and preferences of individual students.

Exit Ticket: A brief assessment or reflection completed by students at the end of a lesson to gauge understanding or summarize key concepts.

Focus Words: Key vocabulary words that are the primary focus of a lesson or instructional activity.

Heritage Language Learners: Individuals learning a language that is connected to their cultural heritage or familial background.

Presentational Speaking: expressing ideas or information in the target language through spoken presentations.

Target Language Culture (TL Culture): One or more cultures associated with the language being learned, providing context and insight into various customs, traditions, and societal norms.

Target Language (TL): The language that students are actively learning and using in a language education setting.

Think, Pair, Share: A collaborative learning strategy where students individually reflect on a question or topic, discuss it with a partner, and then share their thoughts with the class.

Teaching and Learning Resources

American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the largest professional organization for US language instructors. Some resources, such as their performance descriptors, help language educators gague their learners' abilities and make level-appropriate materials. https://www.actfl.org/

Heritage by Design: This podcast, hosted by three heritage language speakers, discusses unique issues in how languages are talked about and taught, emphasizing the lens of heritage language use.
https://www.podomatic.com/podcasts/heritagebydesignpodcast

Literacies in Language Education: This website provides useful definitions, information, and activities for approaching language education from a literacies-based approach. https://carla.umn.edu/literacies/index.html

LCTL DOORs: These activity templates are made for language teachers to adapt to their languages, cultures, and teaching contexts. Some activities are available in specific languages, whereas others remain language-neutral and ready for adaptation. The database of activities is searchable by language level and topic. https://doors.cal.msu.edu/

Local LCTL Assessments: The Local LCTL Assessments (LoLA) project consists of test specifications and test-template kits for online, computer-adaptive LCTL placement and diagnostics. https://nlrc.msu.edu/lola/

Language Lounge: This podcast, with language teachers serving as host and guests, covers important and practical topics in language education. https://www.waysidepublishing.com/podcast/language-lounge

National Heritage Language Resource Center (NHLRC): The NHLRC, based out of UCLA, offers professional development resources for educators working with heritage language learners. https://nhlrc.ucla.edu/nhlrc/home

References

American Council on the Teaching of Foreign Languages (ACTFL). (2012). *Performance descriptors for language learners.*
https://www.actfl.org/uploads/files/general/ACTFLPerformance_Descriptors.pdf

Center for Advanced Research on Language Acquisition (CARLA). (n.d.). *Target language text resources.* https://carla.umn.edu/literacies/textresources.html

Cope, B., & Kalantzis, M. (Eds.). (2000). *Multiliteracies: Literacy learning and the design of social futures.* Psychology Press.

Ghiso, M. P. (2016). The laundromat as the transnational local: Young children's literacies of interdependence. *Teachers College Record: The Voice of Scholarship in Education*, *118*(1), 1–46.
https://doi.org/10.1177/016146811611800108

Kwon, J. (2020). The circulation of care in multilingual and transnational children. *Literacy Research: Theory, Method, and Practice, 69*(1), 99–119.
https://doi.org/10.1177/2381336920937277

Liu, N., Musica, A., Koscak, S., Vinogradova, P., & López, J. (2011). *Challenges and needs of community-based heritage language programs and how they are addressed.* Center for Applied Linguistics.
https://www.cal.org/heritage/pdfs/briefs/challenges-and%20needs-of-community-based-heritage-language-programs.pdf

Magnusson, P., & Godhe, A.-L. (2019). Multimodality in Language Education – Implications for Teaching. *Designs for Learning, 11*(1), 127–137. DOI:
https://doi.org/10.16993/dfl.127

Mariou, E. (2017). 'My language, my mother tongue': Competing language ideologies and linguistic diversity among speakers of standard and non-standard varieties. *International Journal of Bilingual Education and Bilingualism*, *20*(1), 20–33.
https://doi.org/10.1080/13670050.2015.1036835

Menke, M., & Paesani, K. (2023). *Literacies in Language Education*: *A Guide for Teachers and Teacher Educators*. Washington: Georgetown University Press.,
https://doi.org/10.1353/book103998.

Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms, *Theory into Practice, (31)*2, 132-141. https://doi.org/10.1080/00405849209543534

Montrul, S. (2009). Heritage language programs. I In M. H. Long & C. J. Doughty (Eds.), *The handbook of language teaching* (182-200). Blackwell.

Montrul, S. & Bowles, M. (2017). Instructed heritage language instruction. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (488-502). Routledge.

Phinney, J. S. (1989). Stages of ethnic identity development in minority group adolescents. *Journal of Early Adolescence,* 9, 34-49.

Ragelienė T. (2016). Links of adolescents identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry = Journal de l'Academie canadienne de psychiatrie de l'enfant et de l'adolescent*, *25*(2), 97–105.

Rutemeyer, M.E. (2023). *Research Report: Teach-a-LCTL Needs Analysis*. National LCTL Resource Center. https://nlrc.msu.edu/teach-a-lctl/

Wakefield, W. D., & Hudley, C. (2007). Ethnic and racial identity and adolescent well-being. *Theory Into Practice*, *46*(2), 147–154. http://www.jstor.org/stable/40071481