

# WORLD LANGUAGE TEACHERS AS BRAIN CHANGERS

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 @APsenor

**#AFLA2018**



A GALAXY OF BRIGHT IDEAS.  
MEMORY OF AN ELEPHANT.

LOGIC OF A COMPUTER.

ULTRA-SENSITIVE SONAR EARS WITH NOISE FILTER.

CRYSTAL-CLEAR COMMUNICATION SYSTEM, EFFECTIVE WITH CHILDREN, PARENTS AND COLLEAGUES ALIKE.

360° EYE-SIGHT THAT CAN SEE POSITIVES BEFORE NEGATIVES.

X-RAY VISION

HEALTHY WHOLESOME SENSE OF HUMOUR WITH NO TRACE OF SARCASM RACISM OR RIDICULE.



LEADERSHIP

HEART OF GOLD

FLEXIBILITY ACROSS CULTURAL CURRICULUM AND SCHOOL ACTIVITIES

STRONG UPRIGHT MORAL VALUES

A HELPING HAND

AN ENCOURAGING HAND

A GUIDING HAND

A HOLDING HAND



REQUIREMENTS FOR THE

# PERFECT TEACHER

SOLID FOUNDATION OF KNOWLEDGE FIRMLY ROOTED IN A CULTURE OF LEARNING



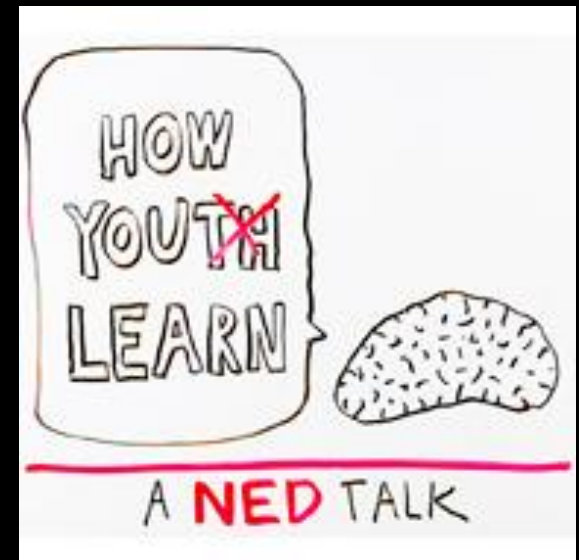




# TEACHERS AS BRAIN CHANGERS

# HOW THE ADOLESCENT BRAIN LEARNS

Ned's GR8 8



# UNDERSTANDING THE BRAIN

- Being visual



Our brains like to have all of the senses stimulated, but vision trumps all others.

Dr. Anne Cummings Hlas, University of Wisconsin, Eau Claire  
and Dr. Susan Hildebrant, Illinois State University, ACTFL,  
2013

## USING IMAGES TO PIQUE STUDENTS' INTEREST

**Because the brain craves visual stimulus, one strategy is to show a series of images. The images could be linked to the target language and culture or could be pop culture to pique students' interest. We can use this as a springboard for oral communication practice, such as narrative or dialogue.**

## WORKING WITH CULTURAL IMAGES

**In this activity, we focus on spoken interpersonal communication but we add an interpretive twist. In groups of two, students create dialogues using a visual stimulus that focuses on a cultural practice that may or may not be familiar to the students. The students get to “play” with the image, but the teacher can dig for further meaning.**



# WHAT'S GOING ON HERE?



Kids respect your elders... PLZ!! :(



Perspectives



Why?

How?

What?



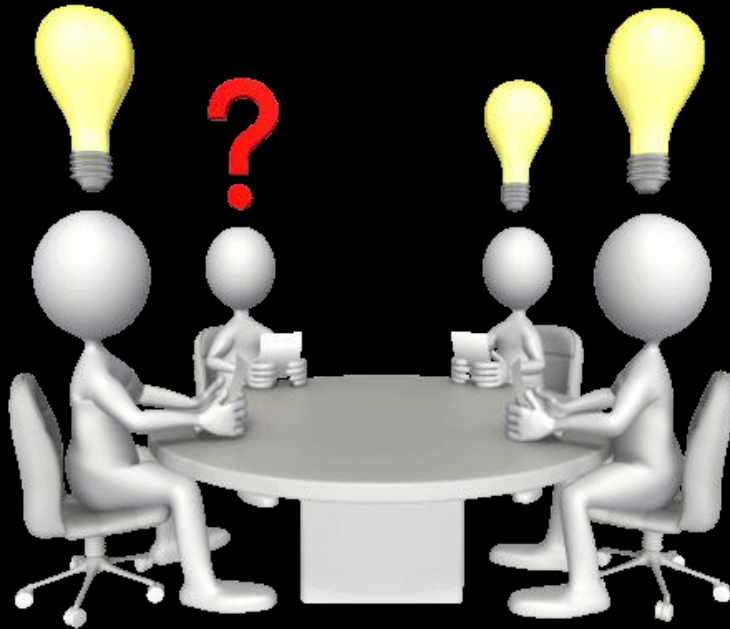
Practices



Products



# BRAINS CREATE CONTEXT



# READING POP QUIZ

IT IS VERY IMPORTANT THAT YOU LEARN ABOUT TRAXOLINE. TRAXOLINE IS A NEW FORM OF ZIONTER. IT IS MONTILLED IN CERISTANNA. THE CERISTANNIANS GRISTERLATE LARGE AMOUNTS OF FEVON AND THEN BRACTER IT TO QUALSEL TRAXOLINE. TRAXOLINE MAY WELL BE ONE OF OUT MOST LUKIZED SNEZLAUS IN THE FUTURE BECAUSE OF OUR ZIONTER LESCELIDGE.

- 1.What is traxoline?**
- 2.Where is traxoline montilled?**
- 3.How is traxoline quaselled?**
- 4.Why is it important to know about traxoline?**



I CDNUOLT BLVEIEE TAHT I CLUOD AULACLTY  
UESDNATNRD WAHT I WAS RDGNIEG. THE  
PAOMNNEHAL PWEOR OF THE HMUAN MNID!  
AOCCDRNIG TO RSCHEEARC AT CMABRIGDE  
UINERTISY, IT DEOSN'T MTTAER IN WAHT OREDR  
THE LTTEERS IN A WROD ARE, THE OLN  
IPRMOATNT TIHNG IS TAHT THE FRIST AND LSAT  
LTTEER BE IN THE RGHT PCLAE. THE RSET CAN BE  
A TAOTL MSES AND YOU CAN SITLL RAED IT  
WOUTHIT PORBELM. TIHS IS BCUSEAE THE HUAMN  
MNID DEOS NOT RAED ERVEY LTETER BY ISTLEF,  
BUT THE WROD AS A WLOHE.  
AMZANIG, HUH?



# CREATING A CONTEXT & PURPOSE

It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.

*(Bransford and McCarrell, 1974)*

# SKILL BUILDING IN CONTEXT: VISUAL





**“Routine lulls the brain to sleep. Depending on our age, we have a limited amount of time to stay focused and attentive. To learn, connect, memorize, and retrieve information, we must be awake and focused. A brain break is an exercise that implements novelty and fun, creating the curiosity that our brains crave.”**

Source: <http://www.edutopia.org/blog/energy-calm-change-it-up-lori-desautels>





Describe **your favorite food** to a partner for 30 seconds using only adjectives. After your partner guesses, he/she describes **his or her favorite place** with adjectives, and you will do the guessing.

Source: <http://www.edutopia.org/blog/energy-calm-change-it-up-lori-desautels>

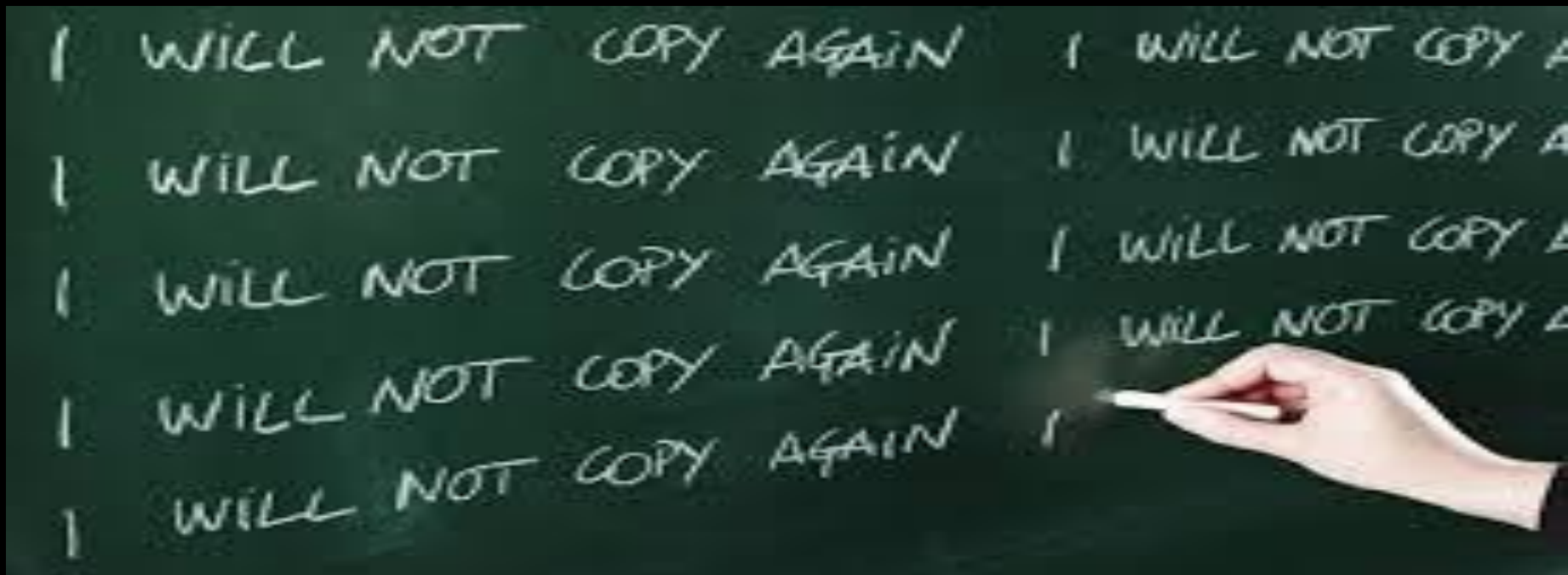
# UNDERSTANDING THE BRAIN

- Being visual
- Repetition

Dr. Anne Cummings Hlas, University of Wisconsin, Eau Claire  
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2013

# REPETITION

Our brains like (and crave) repetition.



# APPROACHES TO TEACHING VOCABULARY

**Make it matter.**

## WHAT MATTERS?

Research by Nation (2001) shows that learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled. This is critical for several reasons:

- Learners need to encounter the words in a variety of rich contexts, often requiring up to **sixteen encounters**.
- Learners remember words when they have **manipulated them in different ways**, so variety is essential for vocabulary teaching.
- Learners **forget words within the first twenty-four hours after class**, so it is important to follow up a vocabulary lesson with homework that recycles the words.

## WHAT WORKS?

**“Repeated exposure to information in specifically timed intervals provides the most powerful way to fix memory into the brain.”**

**If we know this, how does this affect how we teach new words?**

# WHY FOCUS ON VOCABULARY?

**“Students’ vocabulary knowledge is directly tied to their success in school...Knowing what words mean and how they interconnect creates networks of knowledge that allow student to connect new information to previously learned information.”**

Marzano, Robert J., and Julia A. Simms. *Vocabulary for the Common Core*. Bloomington: Marzano Research Laboratory, 2013. Print.

# IF YOU'RE TAKING A SECOND LANGUAGE, YOU HAVE AN EDGE ON THE SAT

**English: good    Spanish: bueno    French: bien    Italian: bene**

- Related Words: benevolent (charitable), benefactor (a person who helps), benediction (good wishes), beneficial (helpful), benign (favorable)

**English: bad    Spanish: malo    French: mal    Italian: male**

- Related Words: malevolent (evil), malefactor (a person who does harm), malediction (a curse), maleficent (evil), maladroit (unskillful), malignant (harmful), malfeasance (harmful act), malcontent (dissatisfaction), malodorous (having a bad smell), malnutrition (lack of nutrition), malaise (illness)



# WHAT DOESN'T WORK (AS WELL)

Anything done in *isolation*



- **What we mean by “done in isolation”**
  - List of words at the start of a unit/lesson
  - Requiring definitions
  - Matching quizzes
- These methods rely on memorization, not comprehension and application
  - Marzano discovered that “uniform and systematic vocabulary instruction is scarce. In U.S. schools, vocabulary instruction consumed **less than one-half of one percent** of instructional time in schools.”



**TRANSLATION: They're not getting it in other classes!**

# VOCABULARY IN CONTEXT

- Research shows that the best way to provide lasting, meaningful vocabulary instruction is when it is done in the context of the student work.
- More exposure equals greater chance of student mastery of the word
  - Increases student ownership and use of the words



# DECODING VOCABULARY

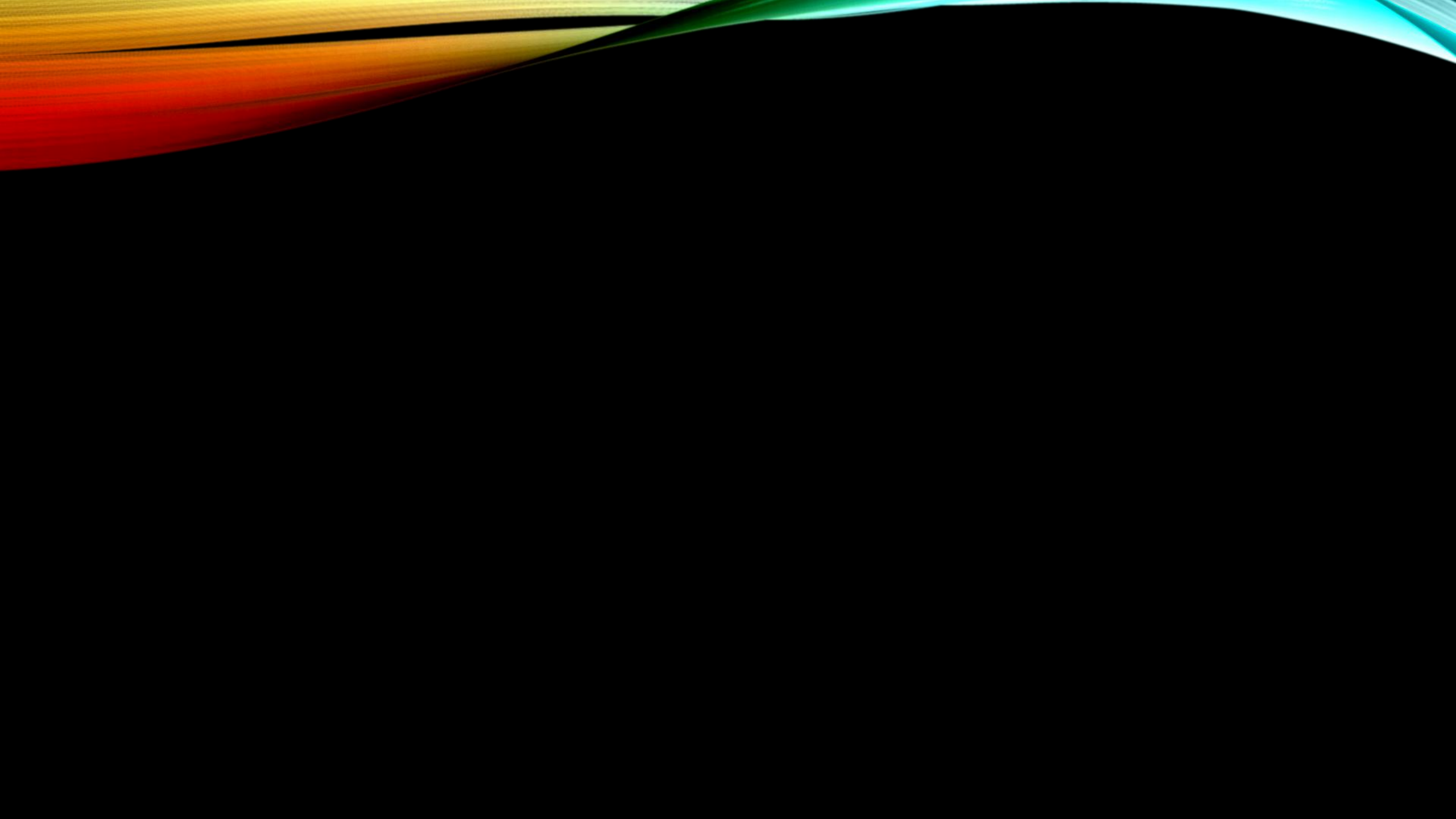
- To reinforce vocabulary acquisition as a strategic skill that can be applied to new words in new circumstances
- 16 times “interactions” with word to “acquire” it
- Regularly integrate vocabulary into class discussion and content

# FOCUSING ON WHAT MATTERS

1. You will see a list of three letter words.
2. You will get to look at them for 12 seconds. We will time you.
3. Then you will be given a chance to write down as many words as you remember.
4. We will then share with you what brain research tells us about this process and its implications for learning.



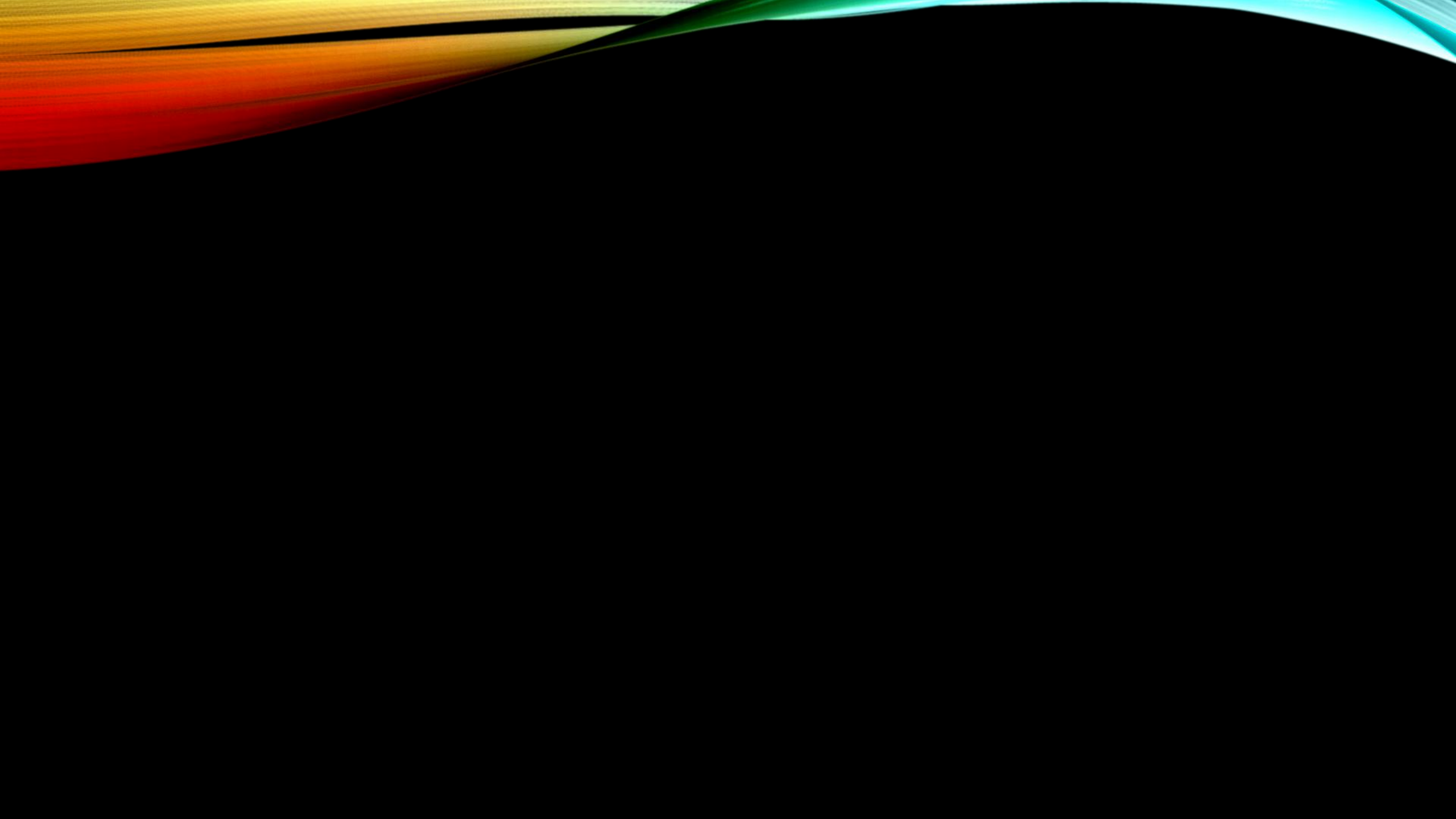
**KEF  
LAK  
MIL  
NIR  
VEK  
LUN  
NEM  
BEB  
SAR  
FIF**





**PHL  
DEN  
LGA  
ATL  
SFO  
BOS  
ANC  
SEA  
PHX  
DWF**







**BOOK - READ**

**POOL - SWIM**

**PEN - WRITE**

**BALL - PLAY**

**GAME - WIN**

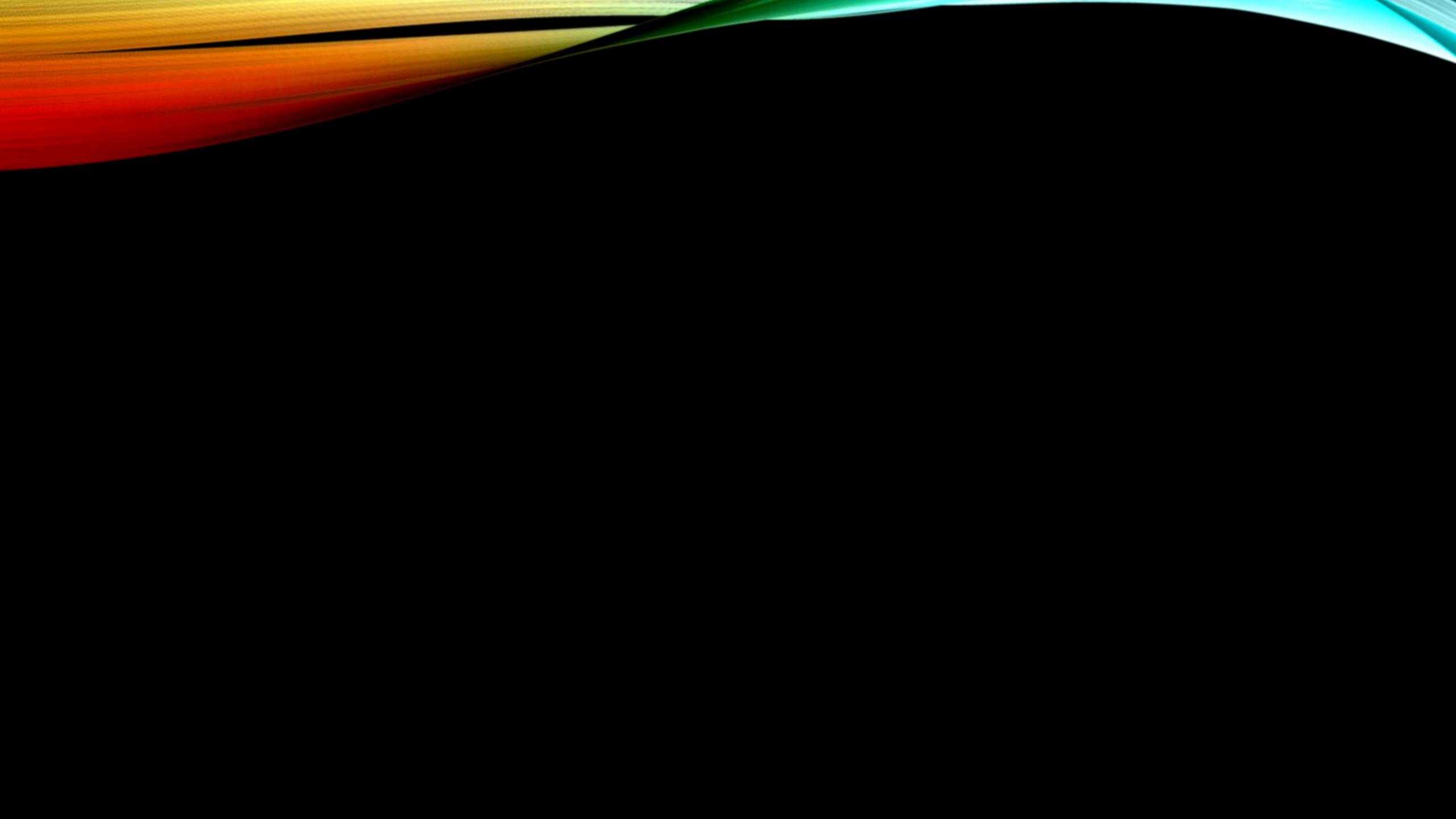
**TABLE - EAT**

**BOAT - SAIL**

**KNIFE - CUT**

**TAXI - RIDE**

**FLOWER - GROW**





**THE  
KIDS  
OFTEN  
GO  
TO  
THE  
STORE  
TO  
BUY  
CANDY**

sinónimos: *la llanura*  
el campo, las pampas



*el gaucho*

el vaquero



*la despedida*  
sinónimos:  
decir adiós, partida



# CHOOSING VOCABULARY

## How Do We Choose Vocabulary for Instruction?

<b>Level</b>	<b>Definition</b>	<b>Example</b>
<b>Tier One</b> <i>Useful</i>	Most basic words; rarely require intentional instruction	<i>water, pencil, plan, food</i>
<b>Tier Two</b> <i>Important for clear communication</i>	Words of high frequency for mature language users; found across a variety of areas	<i>measure, explain, base, free, courage</i>
<b>Tier Three</b> <i>Difficult, content-specific</i>	Words of low frequency of use; often specific to an area	<i>photosynthesis, fiber, laissez-faire, radiation, prey</i>



Quite simply, the American electoral system places politicians in a highly vulnerable position. Individually and collectively they are more vulnerable, more of the time, to the **vicissitudes** of electoral politics than are the politicians of any other democratic country. Because they are more vulnerable, they devote more of their time to electioneering, and their conduct in office is more continuously governed by electoral considerations.

Identify:

**Tier 1 words**

**Tier 2 words**

**Tier 3 words**

Tier 1: Time / country / American /  
Office?

Tier 2: Politics/ system / individually  
Conduct?

Tier 3: Devote / Electoral / Govern  
vicissitudes



# PGCC

Personalization is key

Gesturing creates a mind body connection

- usage of Circumlocution (and Cognates, if available) to present vocabulary



## DO THIS

1. Select words to teach.



2. Use strategies to engage students in word study.



3. Help students to come up with their own definitions.

4. Assess student use of words in authentic writing and speaking.

5. Teach students morphological strategies to figure out words they do not know, in addition to context-clue strategies.



6. Use symbols and pictures to help bring vocabulary to life.



7. Highlight and use a word wall in classroom instruction.

8. Use and apply vocabulary words regularly (versus isolated practice).



9. Allow opportunities for wide reading so students are exposed to words all the time in a variety of books.

10. Model the use of academic language at all times, setting high expectations for language use.

# NOT THAT ❌

1. Assign long lists of words (six to eight a week is recommended) but never teach about the words selected.



2. Have students look up lists of words in a dictionary, write arbitrary sentences, or copy words multiple times.

3. Have students simply copy definitions.

4. Give students matching tests that show only memorization of definitions.



5. Tell students to use only context clues to figure out unknown words.



6. Lack the use of visual cues in the classroom to assist with vocabulary instruction.

7. Lack or misuse a word wall in the classroom.

8. Spend a large chunk of language arts time working on vocabulary in isolation.



9. Teach only whole-class books/texts with controlled vocabulary study.

10. Use "kid" language around students and allow students to speak "kid" back.

Adapted from  
*Vocabulary Strategies That Work:  
Do This—Not That*  
by Lori G. Wilfong



# TEACHING CIRCUMLOCUTION

How does circumlocution help novice learners?

1. It increases risk-taking.
2. It empowers student knowledge: you show what you know.
3. Creates flexible, creative communication: you can “think around” things.

Source: <http://calicospanish.com/10-tricks-for-teaching-novice-students-to-circumlocute/>

# CIRCUMLOCUTION: HOW TO

- Taught as lexical items

A person who...(verb)

It's used for...(verb)

A place where...(verb)

It's like a ...(noun)

It's more (adjective) than...(noun)

# CIRCUMLOCUTION GAME

**Get into target language groups of 2. You will be presented with words in English that you may know in the target language, but you will have to describe the object rather than just say the word in the TL (if you know it). Your partner has to try to guess the word. See how well you do!**





PERSON A

**surge protector**

**garage door opener**

**hole punch**

**flashlight**

**sponge**



# PERSON B

**screen saver**

**remote control**

**telephone book**

**Q-tip**

**battery**

# UNDERSTANDING THE BRAIN

- Being visual
- Repetition
- Attending to emotion

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# ATTEND TO EMOTION

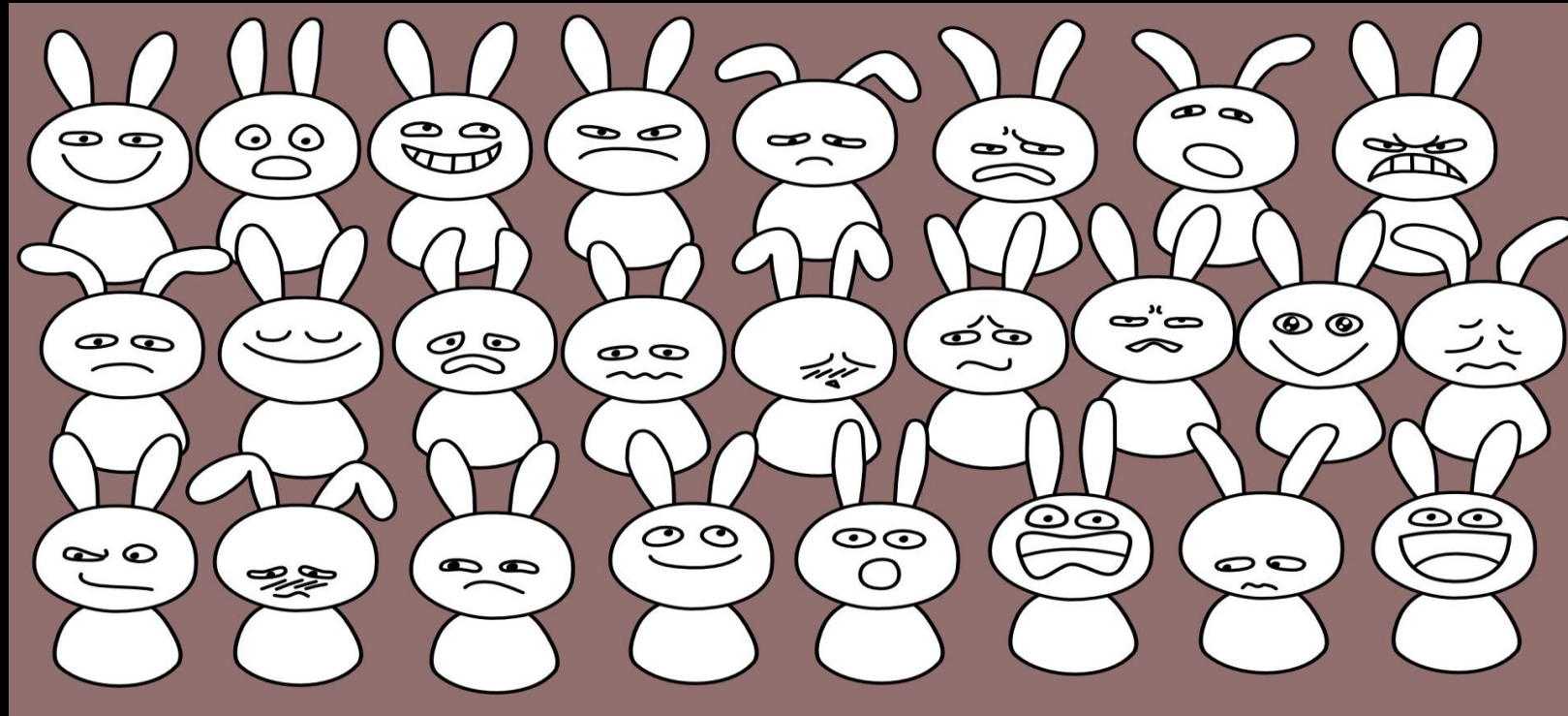
How we feel has a direct impact on our brains' ability to learn.



THE EMOJIS OF TEACHING



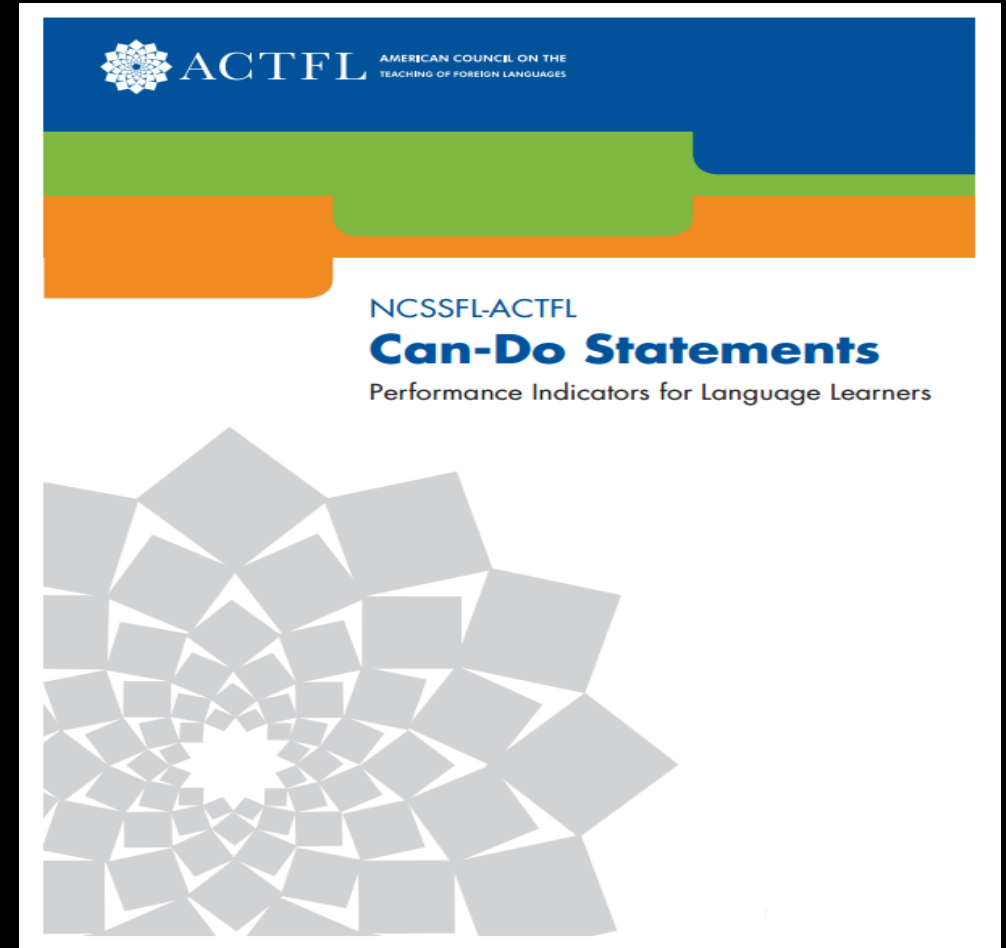
# HOW I FEEL IS IMPORTANT MASLOW BEFORE BLOOM!



# GIVING LEARNERS A CAN-DO ATTITUDE

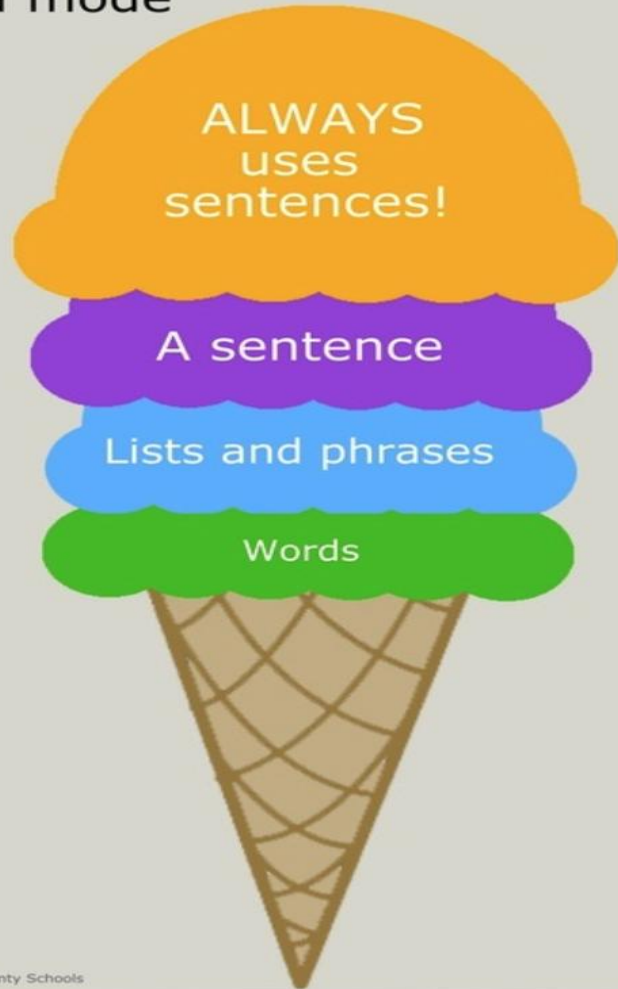
## Why can-do statements?

- Emphasis on communication, not form
- Focus on ability, not lack thereof
- Ownership of learning is shared
- Learning objectives are clear
- Ideas on the “how to”



# PERFORMANCE

à la mode



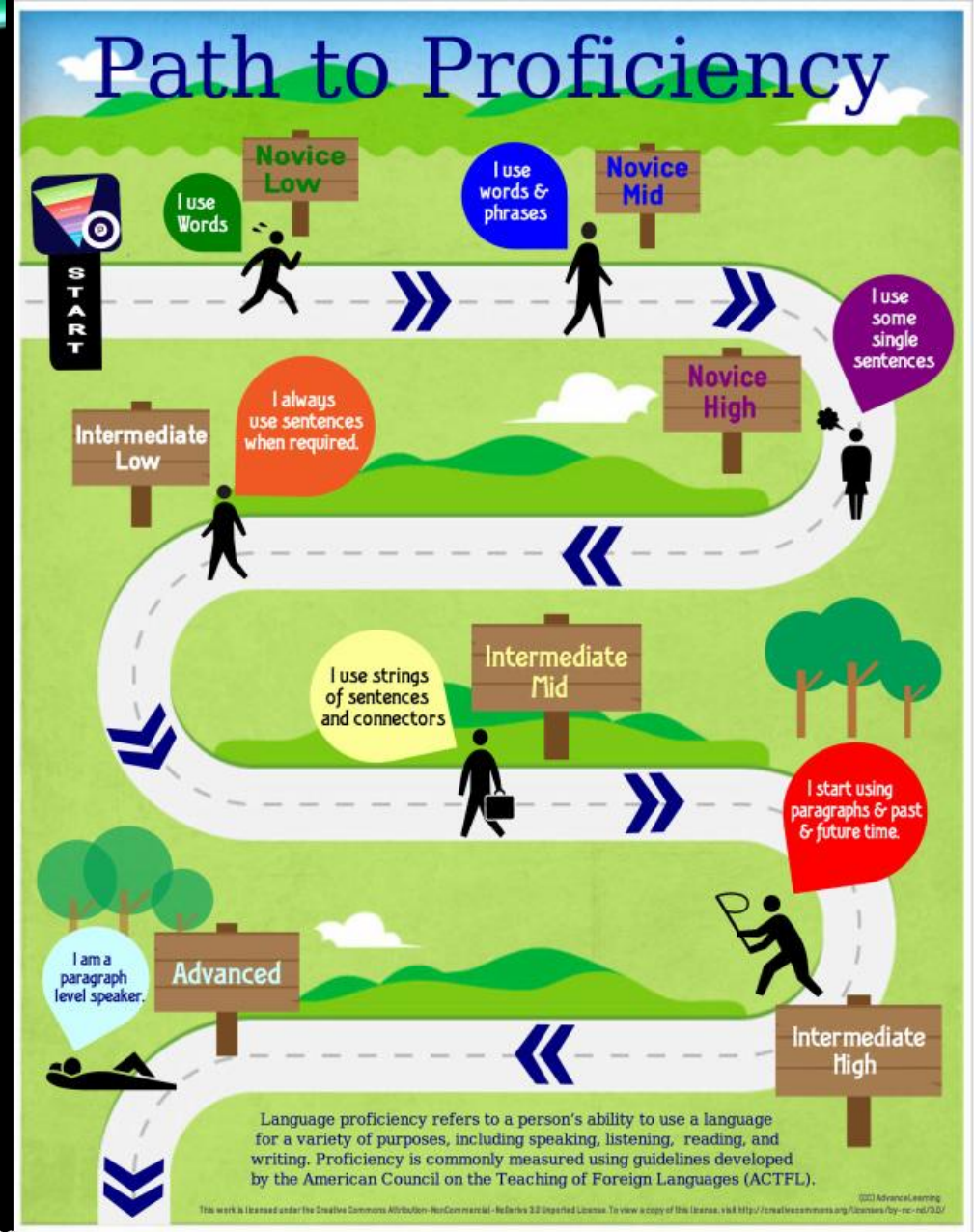
INTERMEDIATE LOW

NOVICE HIGH

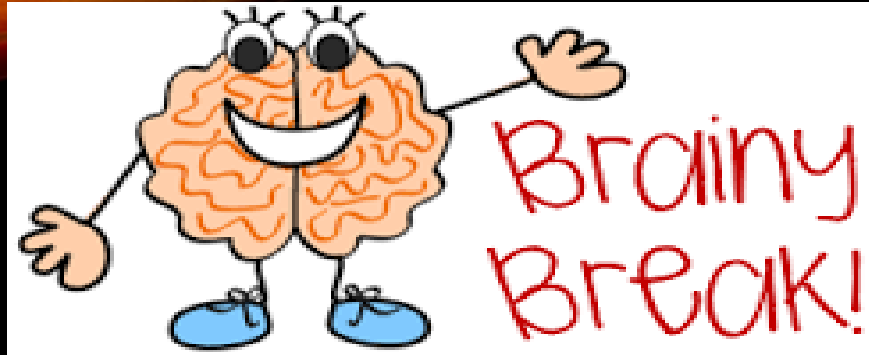
NOVICE MID

NOVICE LOW

(cc) Shelby County Schools



Source: Shelby County Public Schools (TN),  
Director Alyssa Villarreal



# BRAIN BREAK

## Mirror Drill

- 1. Stand up.**
- 2. Partners face one another.**
- 3. Hold palms up in front of chest, facing partner.**
- 4. The leader will move one hand at a time and the follower will mirror the movement.**
- 5. Switch hands every minute.**



# UNDERSTANDING THE BRAIN

- Being visual
- Repetition
- Attending to emotion
- Increasing attention

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# INCREASING ATTENTION

The brain gets easily bored. We must grab its attention in order for it to be ready to learn.



**ATTENTION**



**USE IT OR LOSE IT!**

**“The brain doesn’t pay attention to boring things.”**

**Our job is to make things interesting.  
Let’s consider strategies HOW.**

# WHAT WE OFTEN DO

- Design grammar-based questions for the sake of practice.
- Ask questions that do not engage or interest our students.
- Require students to follow patterns or provide “canned” responses that are not meaningful to them.



# SPANISH 2 WARM UP

Who \*ARE\*  
these  
people?!?

My teacher  
loves this but  
what is it again?

Write the following sentences in the *preterito*. Then translate them.

1. Maria/jugar/al fútbol
2. Yo/comer/al partido
3. Yo/comer/un boleteo
4. Me/ir/al estadio
5. Vosotros/jugar/bien
6. El/recibir/un trofeo
7. Ella/no meter/un gol
8. Nosotros/comer/un perro caliente

Oooh...that  
word we  
never use!

LOLz perro  
caliente...  
man, I'm  
hungry

WAIT!  
Señora, I'm  
only on #2!

SO WHAT DO WE DO?



# SAMPLE LESSON PLAN

**Bell ringer activity:  
chores vocabulary**

**Housekeeping:  
attendance/  
announcements**

**Check homework and  
go over it**

**Introduce new  
concept: talking about  
what you have to do at  
home**

**Practice of new  
structure**

**Video clip:  
advertisement**

**Closure**

# Remember us?

**KEF**

**LAK**

**MIL**

**NIR**

**VEK**

**LUN**

**NEM**

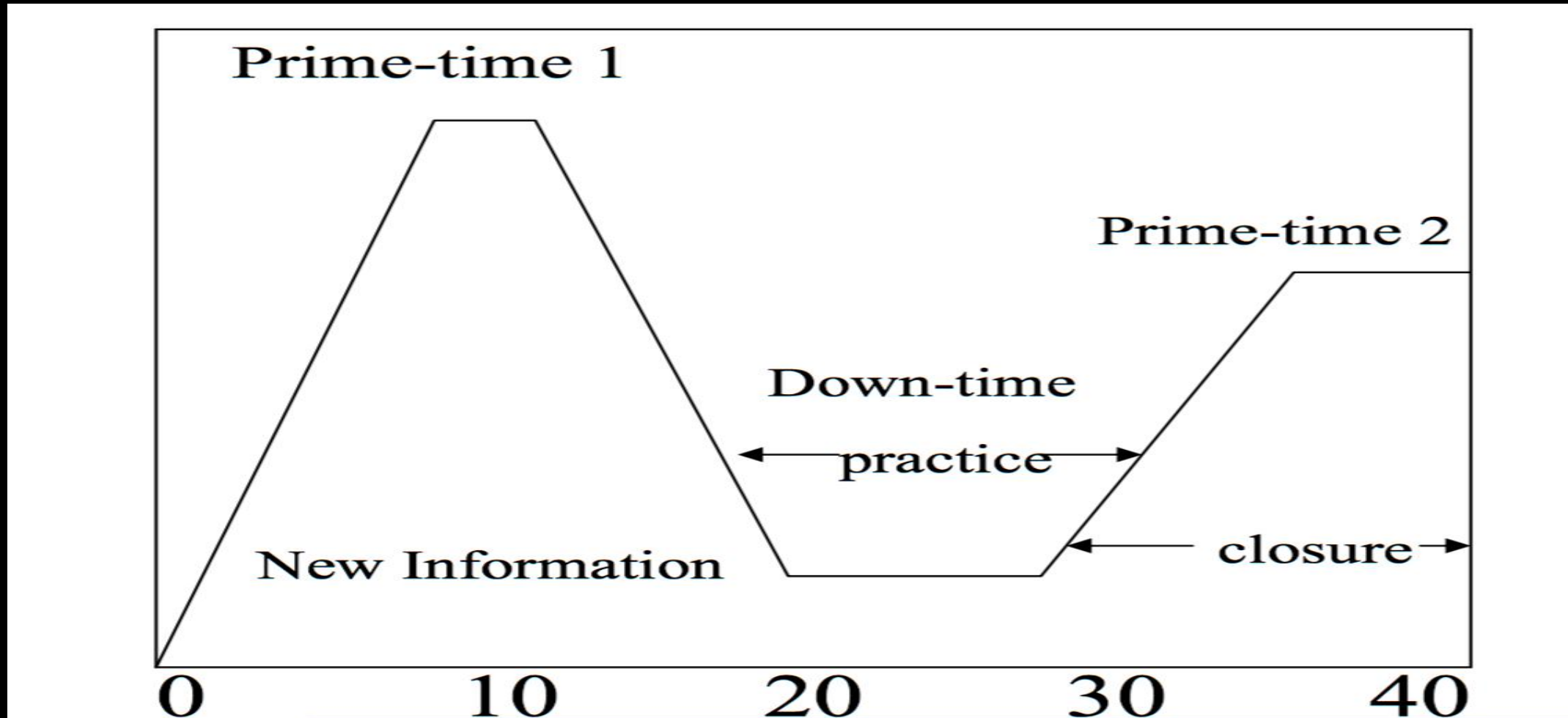
**BEB**

**SAR**

**FIF**



# PRIMACY/RECENCY EFFECT



David Sousa, How the Brain Learns

# SAMPLE LESSON PLAN

**Video clip:  
advertisement**

**Introduce new  
concept: talking about  
what you have to do at  
home**

**Practice of new  
structure**

**Check homework and  
go over it**

**Reteach/  
Comprehension check**

**Housekeeping:  
attendance/  
announcements**

**Closure / Bellringer**

## WHAT DOES IT MEAN?

“During a learning episode, we remember best that which comes first, second best that which come last, and least that which come just past the middle.”

John Caffarella, based on David Sousa's research

<http://sciencegnus.com/Primacy%20Recency%20Effect.pdf>

## BUT ALSO THIS...

As we shorten the learning episode, the down-time decreases faster than the prime times.

SO this mean we should keep the learning episodes short and meaningful.

Teaching two 20-minute lessons provides 20% more prime time (approximately 36 minutes) than one 40 minute lesson (approximately 30 minutes).

The data confirm that more retention occurs when lessons are shorter.

Lessons divided into 20 minute segments are more productive than one continuous lesson.

# UNDERSTANDING THE BRAIN

- Being visual
- Repetition
- Attending to emotion
- Increasing attention and the
- Need to be active

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2013

# NEED TO BE ACTIVE

**A passive brain does not learn, but an active brain does.**

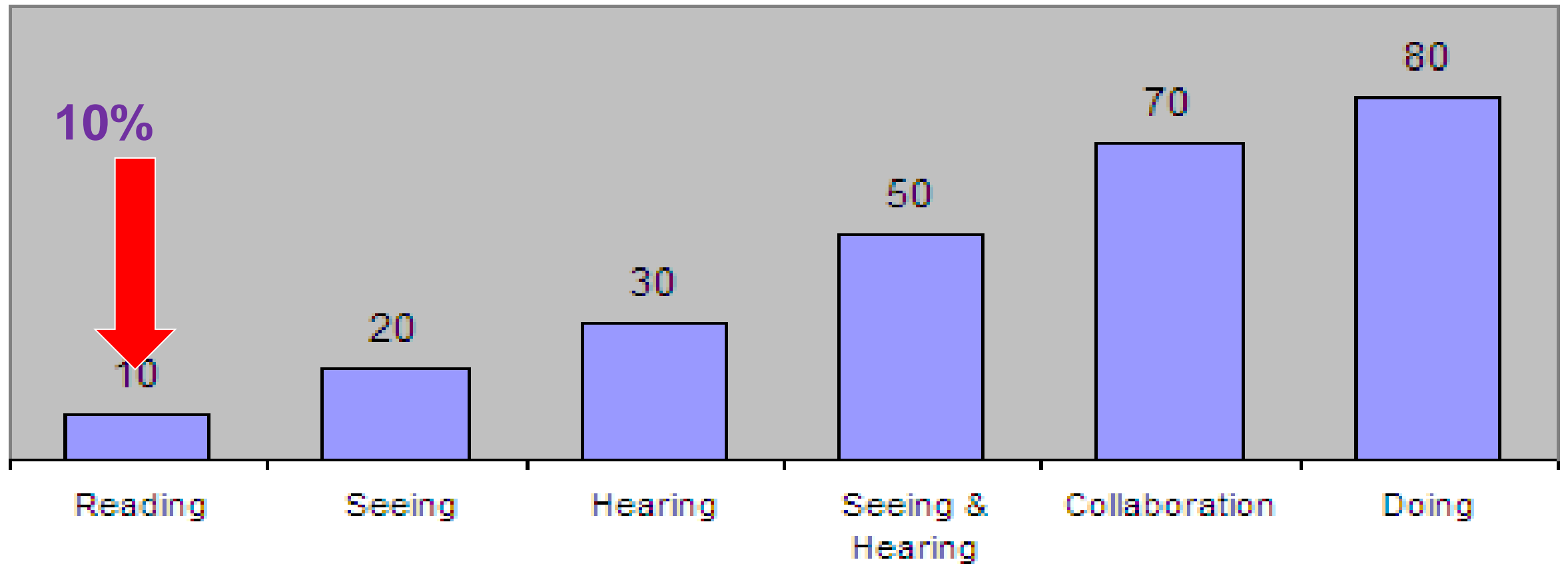


# APPLYING THE NEED TO BE ACTIVE TO INTERPRETIVE COMMUNICATION

**Remember to repeat.**

**Repeat to remember.**

- Reading is often passive.
- We remember about \_\_\_\_?\_\_\_\_ % of what we read. How can we improve this?
- Read for the gist as a first step.



Chi, M. T. H., Bassok, M., Lewis, M. W., Reimann, P., & Glaser, R. (1989). Self-explanations: How students study and use examples in learning to solve problems. *Cognitive Science*, 13, 145-182.



# REVISITING **R**EPETITION: 3-2-1

With a partner summarize the text orally in **three** minutes.

Then summarize the text in **two** written sentences.

Then, in **one** minute, create a title for the story and share out.

# SEMANA SANTA EN SEVILLA

## APRIL 13 - 20, 2019

- **Building Proficiency in Spanish Language & Culture**
- **Teachers of Spanish (grades 7-12)**
- **Limited to 15 participants**

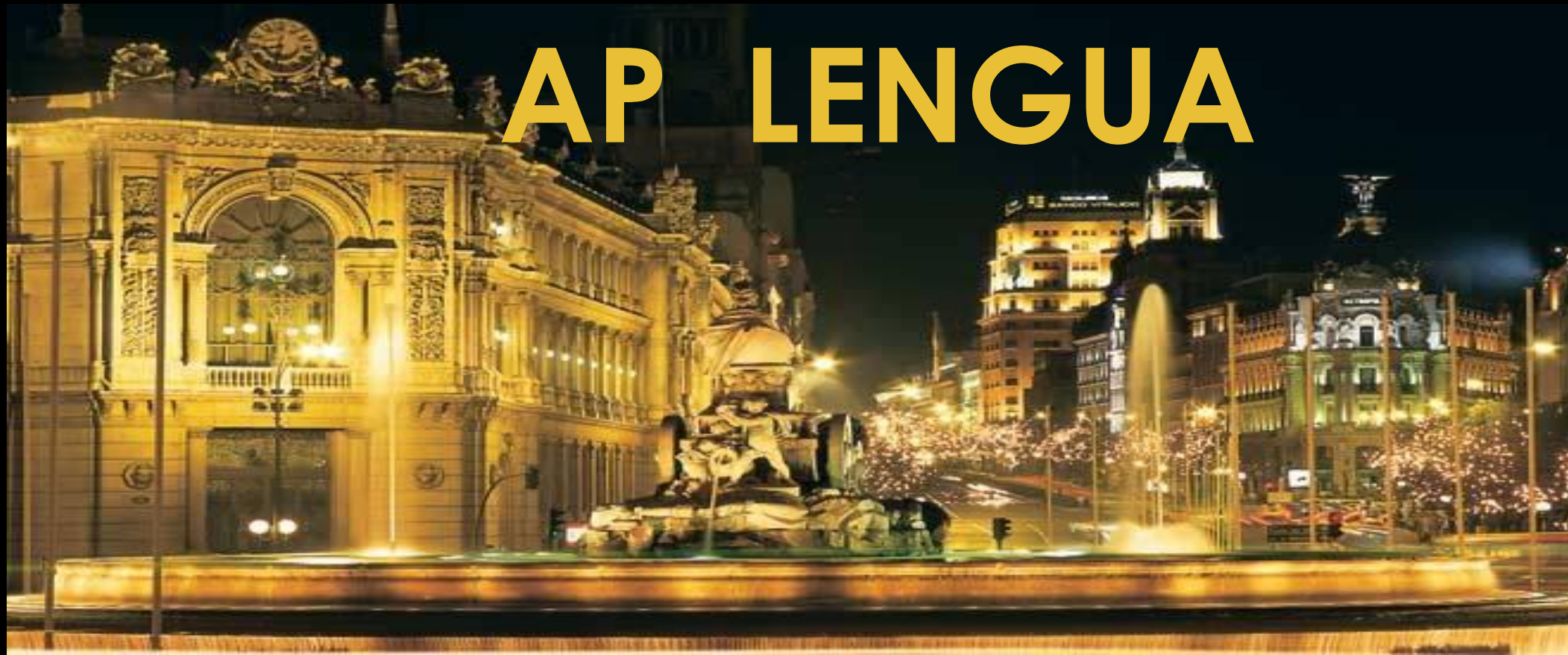


- **Learn strategies for transforming your classroom from a grammar and vocabulary-driven curricula to a **proficiency-based** learning environment**
- **Take away **authentic materials** to integrate cultural products, practices and perspectives at every level for teaching *Semana Santa***
- **Understand, plan and integrate the **3 modes of communication****
- **Improve your own linguistic and cultural proficiency in this total **immersion experience****
- **Develop techniques to **scaffold instruction at all levels** and align curricula for grades 7-12**

**M A D R I D**  
**K E N S T E W A R T**  
**J U L Y 7 - 1 2 , 2 0 1 9**

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**A P L E N G U A**



**APSI IN SEVILLA W/ LAURA ZINKE**  
**JUNE 29 - JULY 6, 2019**  
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# THANK YOU, AFLA !

