

**Joshua Cabral
Educational Consultant**



How does a virtual world language workshop work?

- Once a contract and dates are confirmed a workshop website password will be sent to participants.
- Each workshop includes 1, 2 or 3 45-minute videos along with notes, handouts, video slides, templates and additional helpful materials for implementing the information presented.
- Teachers watch the videos when it is convenient for them during the period agreed upon in the contract (1-3 weeks depending on the number of videos).
- During the viewing period for each topic participants can submit questions or comments via a Google Form and I will create a personalized follow-up video for your department addressing the questions.
- The follow-up video will be posted on the password-protected workshop website for viewing.

If you are interested in hosting a virtual workshop this summer, fall or any time during the school year please fill out the form on the [Virtual Workshop](#) page and include the information:

- School/District Name & Location
- Number of Teachers
- Languages Offered
- Grade Levels
- Possible Dates for Workshop (**1, 2 or 3-week period depending on workshop**)
- Workshop Topic (**Workshop details, descriptions, and agendas are on the following pages**)

I will be in touch to discuss fees, finalize details and a draw up a contract.

Thank you,
Joshua Cabral

Eye on Proficiency in and out of the School Building

- 2 videos (45 minutes each)
- Implementation Materials
- 2 Q&A follow-up videos

The school year will offer challenges and opportunities as we navigate teaching in-person, remotely and perhaps with some version of hybrid or blended learning. We will need to be innovative as we work toward proficiency goals. Teachers can support students in reaching their language learning goals, but there we will need to shift or pivot as we design our classes and lessons in this ever-evolving environment. In this workshop we will look at ways to teach in these various scenarios with a solid focus and eye on language proficiency in all of the communication modes while remaining aware of relationships and cognitive load.

Agenda:

- Learning goals and modifications
- Distance, Blended, Hybrid and In-Person Interpersonal, Interpretive and Presentational Activities
- Choice Boards; differentiation, personal interest, the 3 modes
- Synchronous and Asynchronous teaching and learning; collaboration and independence
- What students know and what students do with what they know
- Equity and inclusion
- Teacher/student and student/student connection and communication
- Effective communication with students, colleagues and families
- Cognitive load and course/lesson design
- Micro check-ins
- Teacher as curator and creator
- Backwards design

Blended Communication

- 1 video (45 minutes)
- Implementation Materials
- Q&A follow-up video

This workshop provides tools for maintaining and supporting students' proficiency in the three communication modes as we teach in various scenarios, including Distance, Blended, Hybrid and In-Person. A solid and consistent focus on language proficiency in all of the modes is possible and manageable and we will look at challenges and opportunities as we navigate our communicative goals and objectives.

Agenda:

- Backwards design
- Distance, Blended, Hybrid and In-Person Interpersonal, Interpretive and Presentational Activities
- Synchronous and Asynchronous teaching and learning; collaboration and independence
- Cognitive load and course/lesson design
- Choice Boards; differentiation, personal interest, the 3 modes
- Effective communication with students, colleagues and families

Teach Grammar as a Concept and in Context

- 1 video (45 minutes)
- Implementation Materials
- Q&A follow-up video

One of the biggest debates or challenges among the communicative language teaching community is the topic of grammar instruction. There are lots of questions and concerns around this. Should we teach grammar? Should we only provide examples of language structure through comprehensible input? What is the “right” way to teach or expose students to grammar structures in a second language? Implicit or explicit grammar instruction? We will explore these questions in depth with a focus on implicit and explicit grammar instruction.

Agenda:

- Review of research and practice.
- Grammar knowledge and grammar skill
- Deductive instruction
- Inductive instruction
- The **PACE** Model
- Using technology to teach grammar inductively

Language and Culture: The Path to Global Citizenship

- 2 videos (45 minutes each)
- Implementation Materials
- 2 Q&A follow-up videos

What is the role of culture in your language classroom? Is it enough to teach facts and anecdotes that relate to food, holidays, social structure and traditions? This is a starting point, but we need guide students to engage with culture that goes beyond facts and leads to an understanding of why culturally specific practices and beliefs exist. To guide students in this discovery process we will explore the framework of ten cultural value dimensions and learn how to use them to prepare students to be global citizens with a strong Cultural Intelligence (CQ). It is best to embed the study of culture into language proficiency goals, rather than teaching them separately. To meet this goal, we will look at target language needed to discuss culture along with the language needed to engage authentically and respectfully.

Agenda:

- ACTFL Intercultural Can-Do Statements
- Intercultural Communication
- Approaching cultural Topics at various proficiency levels
- Target language needed to discuss and explore culture
- Target language needed to engage in culture
- Authentic cultural resources and raising student's CQ (cultural intelligence) by looking at culture through the framework of cultural value dimensions.
- CQ: The capability to function effectively across a variety of cultural contexts
- Cultural Value Dimensions

Authentic Language Learning with the ACTFL Core Practices

- 3 videos (45 minutes each)
- Implementation Materials
- 3 Q&A follow-up videos

How would you finish this sentence? “The best way to learn a language is...” You probably didn’t say “memorize verb charts.” Now think about what language instruction in your classroom actually looks like. Does this match how you think a language is learned best? In many foreign language classrooms instruction continues to be guided by “best practices” introduced well over 25 years ago. We need to usher in the innovative, effective, proficiency-based teaching methodology to the classroom that will mirror how we know, most likely from personal experience, that languages are most effectively learned. The 6 ACTFL Core Practices are designed to provide this authentic language learning experience. In this workshop we explore in-depth how to use the target language for learning, design communicative activities, teach grammar as a concept, use authentic cultural resources, plan with backward design and provide appropriate feedback.

Agenda:

- Fundamental tenets of language acquisition research and how they have enhanced language teaching in the classroom
- The three communication modes; Presentational, Interpretive, Interpersonal
- Comprehensible input strategies
- Communicative, proficiency-based activities that promote authentic engagement and communication
- Backward design and creating Integrated Performance Assessments that include the three communication modes
- Feedback in the language classroom
- Teaching grammar as a concept
- Authentic cultural resources