

The AATT of curriculum planning



ALL member Dr. Jennifer Eddy is Associate Professor and Director of World Language Education at Queens College, City University of New York. Her programme prepares teachers for certification in Arabic, Chinese, French, German, Hindi, Italian, Korean, Russian, Spanish, and Urdu.

In March 2021 Jennifer joined us to deliver a thought-provoking and invigorating webinar as part of the ALL London series. Delegates commented:

This gives the students a real sense of ownership and buy-in to the language development

Spontaneous oral production plays a key role - love it !

Culturally authentic material is important on so many levels - it has real gravitas for the students - they are intrigued!

I advocate the idea of task-based learning/teaching as it makes world language education purposeful and go beyond exam-oriented teaching.

This type of creativity will, I'm sure, help to re-establish social relationships and interpersonal skills which have suffered during this extended lockdown.

Jennifer introduced us to a new acronym: AATTs - the **Articulated Assessment Transfer Tasks**.

*ALL asked her to introduce us to where they are **AATT!***

The **AATTs** are assessment exemplars articulated across any three levels of ability/ experience you choose. Each exemplar features tasks in three modes of communication

- Interpretive/Receptive,
- Interpersonal/Interactive, and
- Presentational/Productive.

Students begin with a piece of authentic language material (audio, video or text) from an appropriate cultural source that they listen to, or watch, or read for meaning – this is the Interpretive task; they then speak with others about it interactively; and finally they produce a piece of related work in either recorded speech or writing. This design model helps plan a vertically articulated or linked curriculum via these tasks and guides MFL programmes wishing to move in that direction.

The AATTs have to be viewed to be fully understood and are too large to reproduce here, but here is an edited overview of Anna Burns' Ecotourism in France.

The full one (aimed at US students) is here:

<http://queenscollege.classroad.org/nysapat/686/>

Adapted from Burns, A. (2020) Ecotourism in France.

The problem task:

A family travelling to France would like to know more about the less "touristy" destinations in France. They would like your ideas about how to vacation in France with the smallest ecological footprint.

Ecotourism in France

Novice High-CEFR A1/A2	Intermediate High-CEFR B1	Advanced Low-CEFR B1/B2
<p>Interpretive Students read a brochure about the Parc Naturel Régional de Camargue and list 5 things to see/ do there</p>	<p>Interpretive Students read about the pèlerinage de Saint-Jacques and the 7 different paths in France. Students will evaluate the paths, writing their personal pros and cons of each, and then choose which of them they would complete.</p>	<p>Interpretive Students read an article about the ecotourism movement and evaluate the relationship between ecotourism and the environmentalist movement. Students write research questions for comparing the prevalence of ecotourism in France and their own country.</p>

<p>Interpersonal</p> <p>Students will design and execute a poll to determine the favorites among the 5 activities they discovered about the Parc Naturel Régional de Camargue.</p>	<p>Interpersonal</p> <p>With a partner, students will discuss their chosen path and give reasons to convince their partner why their path is the best.</p>	<p>Interpersonal</p> <p>With a partner, students discuss the trends of ecotourism in the article and compare it with their own experience. Students will then brainstorm how to make ecotourism more popular</p>
<p>Presentational</p> <p>Students make a slideshow comparing the Parc Naturel Régional de Camargue with an ecotourist destination in their country.</p>	<p>Presentational</p> <p>Students will research ecotourist destinations in France and create a commercial convincing others to travel there.</p>	<p>Presentational</p> <p>Students will make an infomercial discussing the benefits of choosing to take advantage of the regional opportunities for ecotourism in France.</p>

Eddy, J. (2018). DesignSpace. <https://www.queenscollege.classroad.org>

CEFR levels refer to the Common European Framework of Reference

At Queens College, CUNY, our teacher trainees have been learning to design with this model since 2004, and, when New York State was in the process of revising their standards recently, I worked with teachers to design tasks for their specific fixed level requirements: NYS Articulated Performance Assessment Tasks, or NYSAPAT.

All MFL instructors from Kindergarten through to post-secondary *anywhere* can design them in *any language* and using *any levels* they choose-- that's where it's **AATT!**

Can you tell us more about the principles that underlie the creation of these resources:

Teachers often tell me in my courses and CPD workshops that they never had the opportunity to collaborate and work together on curriculum design; yet that is exactly the way articulation happens between levels, buildings, and schools. The AATTs help you to do just that!

The three tasks above create a unique outcome/deliverable, with an overarching context and for a specific audience, which actually reflects the manner in which we use language in the real world. The context poses each time a brand new problem, a challenge that students have not seen before; students at any of the three levels can solve this problem as they wish, creating the end product (or deliverable) according to their level of engagement and personal choices.

My focus in this is for students to demonstrate what they know by creating a spoken or written piece which is of value not only to themselves, but beyond themselves, with another audience in mind. If we want pupils to carry on with languages and go beyond the minimum, we need to show them relevance and applicability, the hallmarks of transfer. Our education leaders want to see that as well. By design, the AATTs simulate the unpredictability expected in real language use and train pupils to be autonomous, self-directed learners.

At the webinar you kindly invited ALL members to visit your Design Space, and maybe collaborate. Can you tell us more?

Please do come and visit the tools that are available online at the [DesignSpace](#). On the home page are some taster exemplars and a promo video as well. On the [About](#) page is more information on the process as well as several articles about articulated curriculum and performance task design.

To hear more teachers discuss their designs and processes in various languages, you can visit the [QC YouTube channel](#) for these videos. Please also look out for my additional materials in upcoming months on this curriculum and assessment design.

Jennifer is keen to collaborate with ALL members on research projects with university instructors of teacher trainees as well as CPD for AATT exemplar design on all manners of creativity for (re) imagining MFL learning. She thanks ALL for the opportunity to present to members and looks forward to meeting you ALL! Her email address is Jennifer.Eddy@qc.cuny.edu and her Twitter handle is [@WorldLanguageEd](#).

People who attended the webinar have already explored the *DesignSpace* and make recommendations of exemplars they have found particularly useful in another article on this page.

The recording of the webinar is available for ALL members only **via the video link box on this webpage.**