

## Developing Interpersonal Communication through Genre Theory: A Core Practice for World (Chinese) Language Teaching

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**Saturday, June 13**  
**09:30 am–3:30 pm**

**The Ohio State University Campus**

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**Abstract:** Developing Interpersonal Communication is a core practice for world language teaching that has been identified by the American Council on the Teaching of Foreign Languages (ACTFL). This workshop will use genre theory as a means for helping Chinese teachers to implement effective instruction related to the interpersonal mode of communication.

As global assessment frameworks the ACTFL Proficiency Guidelines, the World-Readiness Standards for Language Learning, and the Can-Do Statements have helped teachers to shift instruction and assessment toward functional ability in the target language. However, these frameworks do not describe the specific linguistic and organizational features of communication in context.

Situated within the recent scholarship on core practices for world language teaching, task-based performance assessment and instruction of world languages that addresses the Can-Do Statements, this workshop introduces participants to a genre theory and pedagogy that views spoken and written texts—all instances of communication—as genres that can be made visible and systematically taught to students. Participants will learn how to integrate genre into a backward design (Wiggins & McTighe, 2005) approach for the assessment and instruction of a world language that is centered on the development of the learner's ability to communicate in written and spoken genres.

**Biography:** Francis John Troyan is Assistant Professor of World Language Education at The Ohio State University (OSU) in Columbus. A former classroom teacher of French, Spanish, and ESL, his teaching and research focus on world language teacher development, genre and functional linguistics in K-12 world language education, and teacher practices in dual language immersion education. His research has appeared in *Teaching and Teacher Education*, *International Multilingual Research Journal*, *The Canadian Modern Language Review*, *Foreign Language Annals*, and *Language and Sociocultural Theory*. He is a co-author of *Implementing Integrated Performance Assessment*.



**Registration:** [easc.osu.edu/events/june13-teacher-training](https://easc.osu.edu/events/june13-teacher-training)

Deadline: **May 29** (or when space filled, limited seats)