

Spanish for Heritage Speakers
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Proyecto #5: Presentaciones culturales

This project consists of an oral presentation whose topic will be related to a cultural topic that is relevant for his/her family history or life. Each student will present individually, for a minimum of 6 minutes, and a maximum of 10. Students will also be required to write a 100-word report in Spanish on the topic presented, explaining why they have chosen the topic (e.g., significance for family/cultural heritage, personal interest, etc.). What follows is a sample presentation with specific instructions for each slide.

Even though the topic of the presentation is cultural and related to your heritage, you will be expected to create an academic presentation with the following characteristics:

1. Use of academic (more formal) Spanish;
2. Lack of spelling errors (double check you slides!);
3. Inclusion of photos/videos;
4. Inclusion of citations (you need to cite all the sources you have used);
5. The reflection piece should be
 - a. written in a word processor (Google Docs or Word);
 - b. double-spaced;
 - c. devoid of spelling errors (double check your writing!).

Your presentation will be evaluated according to these criteria:

Criteria for Oral Presentations

| CRITERIA | Exceeds Expectations 20-17.9 | Meets Expectations Strong 17.8-16 | Meets Expectations Minimal 15.9-14.7 | Does Not Meet Expectations 14.6-12 | Task has not been completed 11.9-0 |
|---|--|---|---|--|--|
| Language Function Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner. | Consistently narrates and describes in all major time frames. Able to communicate on familiar topics, which include current events, employment, and matters of public interest. | Handles successfully uncomplicated tasks and social situations requiring the exchange of basic information related to work, school, recreation, particular interests, and certain academic areas. Narrates and describes in all major time frames, although not consistently. | Creates with language by combining and recombining known elements: ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. Successful only with informal topics, and almost no academic areas. | Creates with language by combining and recombining known elements, is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target language cultures. | Not enough production to rate task or task has not been completed. |
| Text Type Quantity and organization of language discourse. | Uses connected sentences and paragraph-length discourse. | Uses mostly connected sentences and some paragraph-like discourse. | Uses string of sentences, with some complex sentences (dependent clauses). | Uses simple sentences and some strings of sentences. | Not enough production to rate task or task has not been completed. |
| Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience. | Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience. | Presented in a clear and organized manner. Presentation illustrates originality, rich details, visuals, and organization of the text to maintain interest and attention of audience. | Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization, and/or details. | Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention. | Not enough production to rate task or task has not been completed. |
| Appropriateness of Register | Register is appropriate. Language sophisticated and academic. | Register is mostly appropriate. Language mostly sophisticated and academic. | Register appropriate in a limited way. Some formal /academic language. | Register and language are too informal and not appropriate for an academic presentation. | Not enough production to rate task or task has not been completed. |
| Language Control Grammatical accuracy, appropriate vocabulary, degree of fluency | Demonstrates fluency and some control of aspect in narrating in present, past, and future time. Vocabulary may lack specificity, language decreases in quality and quantity when attempting to discuss more sophisticated/formal topics. | Demonstrates significant quantity and quality of intermediate-level language. When attempting to discuss more sophisticated/formal topics there is a breakdown in one or more of the following areas: the ability to narrate and describe, the use of paragraph-length discourse, fluency, breadth of vocabulary. | Demonstrates significant quantity and quality of intermediate-level language. Accuracy and/or fluency decrease(s) when attempting to handle more sophisticated/formal topics or as language becomes more complex. | Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex. | Not enough production to rate task or task has not been completed. |
| Content of presentation | Includes all ideas to thoroughly develop topic of | Includes most ideas to comprehensively develop | Includes some ideas to comprehensively develop | Includes a very limited number of ideas to develop topic of | No or limited production. Not enough to grade. |

¹ Adapted from Adapted from: Adair-Hauck, B., Glisan, E. W., & Troyan, F. J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: The American Council on the Teaching of Foreign Languages (pp. 414-415).

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|---------------------------------------|---|---|---|--|--|
| | presentation. Comprehensive treatment of topic. | topic of presentation. Quite comprehensive treatment of topic. | topic of the presentation. Not very comprehensive treatment of topic. | presentation. Treatment of topic not comprehensive. | |
| <u>Time frame and demeanor</u> | Able to cover content in allotted time. Makes eye contact with classmates and instructor. Engaging. | Few problems with time (too short/too long). Limited engagement and eye contact with classmates and instructor. | Significant problems with time (too short/too long), but still covers important content. Limited engagement and eye contact with classmates and instructor. | Too short or too long. Almost no engagement and/or eye contact with classmates and instructor. | No or limited production. Not enough to grade. |
| <u>Reading</u> | Presentation was not read. | Presentation was not read. | Parts of the presentation were read. | Most of the presentation was read. | All the content of the presentation was read. |

Total points:

Final grade: _____/100

Comments:



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El mate argentino





Primera parte: Historia del mate

- Describir cómo y dónde empezó esta costumbre

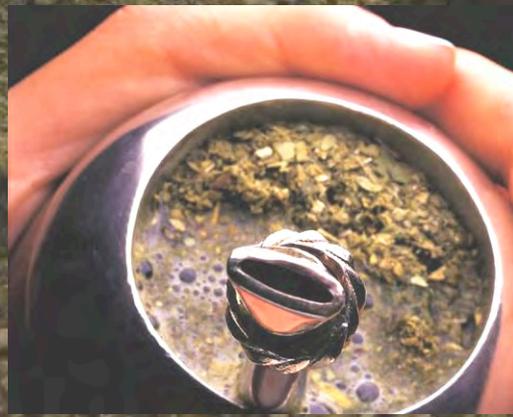
Segunda Parte: Partes del mate

- En qué consiste el mate (partes, por ejemplo, la yerba, la bombilla, el mate en sí)
- Fotos de mates/enlaces en la red
- Cómo se prepara



Tercera parte: Costumbres actuales

- Quién toma mate
- Cuándo



Cuarta parte: Valor cultural

- Qué importancia tiene el mate en la cultura argentina
- Qué valores representa
- ¿Por qué es importante en tu familia?



Fotos y diseño de ppt.

ReflexionesPowerPoint.com

(<http://www.authorstream.com/Presentation/milarki31956spaces.-12862-el-mate-tomemosmate-entertainment-ppt-powerpoint/>)

Recuerden:

- La presentación tiene que tener al menos **6** minutos.
- Tienen que escribir un reporte sobre la información presentada (que deben entregar el día de la presentación o la clase que le sigue).
- Es importante elegir un tema/objeto que sea culturalmente relevante e importante para cada uno de ustedes.
- Citar la fuente de sus fotos.

