

Agenda

- 📁 *Introductions/Getting Started*
- 📁 *Background and Overview*
- 📁 *Changes in LOTE Education*
- 📁 *Program Goals (The 5 Cs)*
- 📁 *Break*
- 📁 *Progress Checkpoints*
- 📁 *Understanding the TEKS and Their Implications*
- 📁 *Concluding Remarks/Evaluation*

The Changing Paradigm of PreK-12 LOTE Education

Building on...

an emphasis on offering traditional languages (such as Spanish, French, German, and Latin)

programs starting in grades 7 or 8

LOTE courses for college-bound students and students perceived as “above average”

academic language learning which focuses on preparing students to study LOTE literature

curriculum based on memorization

grammar- and literature-based curriculum

language learning as a separate subject area

placing native speakers in regular LOTE programs

placing bilingual, ESL, and LOTE students in separate programs

curriculum that emphasizes facts about the LOTE culture(s)

textbook-driven instruction

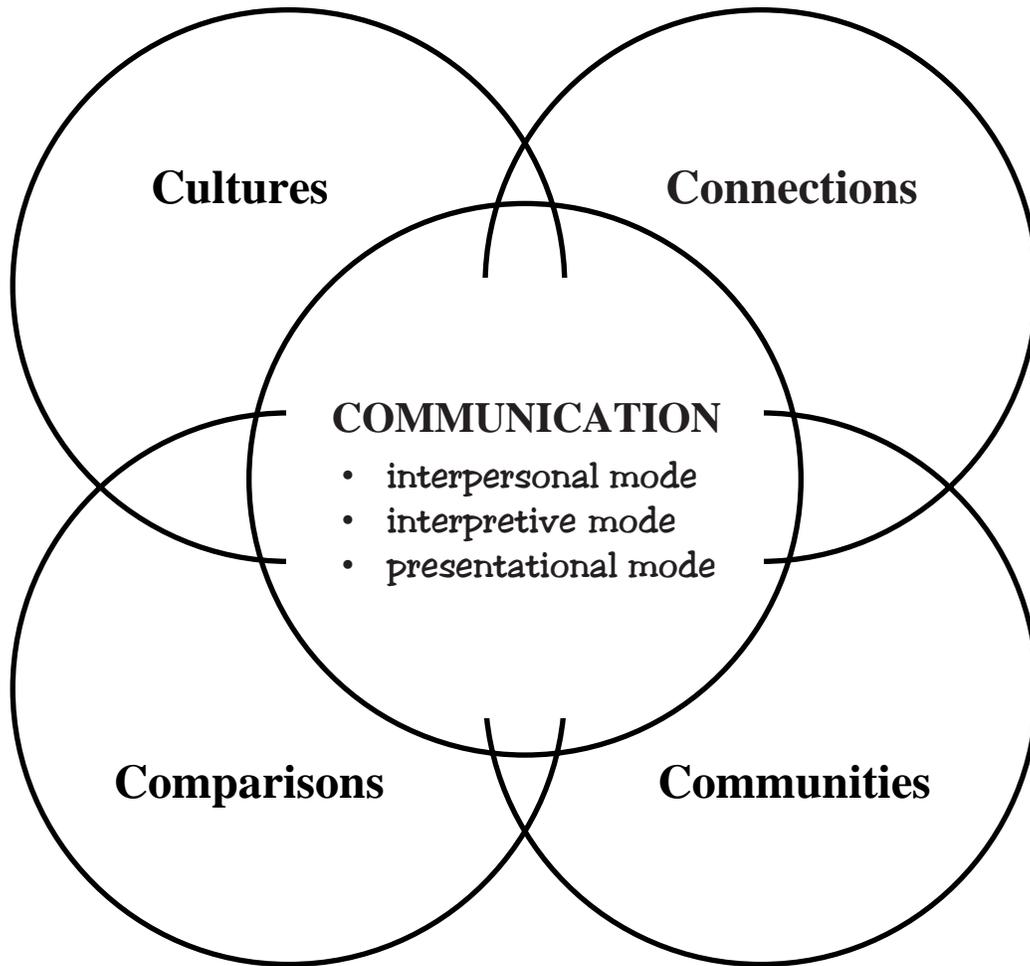
Moving to...

The Changing Paradigm of PreK-12 LOTE Education

Building on...	Moving to...
an emphasis on offering traditional languages (such as Spanish, French, German, and Latin)	course offerings that include traditional languages and less commonly taught languages (such as Chinese, Japanese, Russian, and Arabic)
programs starting in grades 7 or 8	programs starting in elementary school and continuing uninterrupted through high school
LOTE courses for college-bound students and students perceived as “above average”	LOTE courses for <i>all</i> students
academic language learning which focuses on preparing students to study LOTE literature	language learning that enhances future career opportunities and fulfills students’ personal interests and the needs of all sectors of society (government, community, business, and education)
curriculum based on memorization	curriculum based on acquiring the language through meaningful communication
grammar- and literature-based curriculum	proficiency-based curriculum that focuses on speaking, listening, reading, writing, viewing, and showing, but also includes the study of grammar and literature
language learning as a separate subject area	language-across-the-curriculum, language as part of an interdisciplinary curriculum
placing native speakers in regular LOTE programs	course offerings and/or assignment options specifically designed to maintain and expand language proficiency of native speakers
placing bilingual, ESL, and LOTE students in separate programs	programs that combine students with LOTE background and other students (e.g., dual-language and immersion programs)
curriculum that emphasizes facts about the LOTE culture(s)	curriculum that provides ways to experience culture through language and that explores the student’s own culture in the context of exploring other cultures
textbook-driven instruction	a wide variety of instructional approaches and materials (including the Internet, CD-ROMS, and authentic materials such as newspapers in the language)

- practices & perspectives
- products & perspectives

- access to information
- other subject areas



- nature of language
- concept of culture
- influence

- within & beyond the school
- personal enrichment & career development

Identifying Program Goals

Instructions



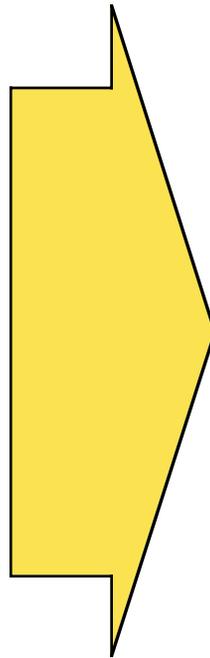
READ each of the five snapshots and write in the blank on the right the Program Goal(s) being targeted for each.



COMPARE responses with the group.



As a group, **CHOOSE** one snapshot and **DISCUSS** ways to expand the activity by incorporating other Program Goals.



1. _____

2. _____

3. _____

4. _____

5. _____

Learning Snapshots

(1) Paris Metro System

The purpose of this activity is to teach students how to use the metro system in Paris. Students are given guidelines on public speaking and use of the overhead projector, a map of Paris, and the address of the hotel. The map shows metro lines and famous monuments. Using the map on an overhead projector, the teacher demonstrates how the metro system works by showing the students how to get to the *Arc de Triomphe* from the hotel. Students then break into small groups and are asked to find their way from the *Arc de Triomphe* to various assigned monuments. Each group makes a map for use on the overhead projector that shows the metro lines to take in order to get to the monuments and presents their findings (in French) to the class. Students practice public speaking skills and learn how to use public transportation.

Gaston Cyr, Socorro ISD, Socorro High School
French, Course Level III, Intermediate-Low

(2) Interviews of Native Speakers

Students prepare for, conduct, and compile interviews with native Spanish speakers including parents, teachers, other students, and other local contacts. The interviews are recorded on cassette and the students take notes during the interview. Students present their interviews to the class and write summaries for a booklet or newsletter. They also write formal thank-you letters to their interviewees.

Maria O. González, Northside ISD, Clark High School
Grades 10-12, Spanish, Course Level IV, Intermediate

(3) Second-Hand Smoke

Students respond anonymously to a questionnaire in Spanish concerning smoking. They then watch a video in Spanish on the dangers of smoking and second-hand smoke. After viewing the video, students write one-page reflections on what they learned from the video. Students discuss whether they experienced a change of attitude or opinion as result of viewing the video. Brochures and posters on smoking are available in Spanish.

Jonathan Welch, Richardson ISD, Lake Highlands High School
Grades 10-11, Spanish, Course Level III, Intermediate

(4) Japanese Business Cards

Students make their own business cards using *Hiragana*, *Katakana*, and *Kanji* and use their business cards to practice formal business introductions in role plays. Students learn the perspective behind the practice by observing the similarities with business introductions in the United States, discussing these in English, and then summarizing them through a list in Japanese.

Hiroko Takebe Scharon, Katy ISD, Taylor High School
Grades 9-12, Japanese, Course Level II, Novice

(5) Weddings: Ancient and Modern

Students, either in small groups or as a whole class, discuss modern dating, engagement, and wedding customs and practices. They read about Roman wedding customs in Latin and view a video clip of a wedding from a movie like *A.D.* The students compare and contrast ancient and modern practices. Later, in groups, students plan a mock production of one of the three types of Roman weddings complete with costumes to present to the class.

Mary Ledford, North East ISD, Roosevelt High School
Grades 9-11, Latin, Course Levels I-III (depending on passage), Novice, Intermediate

Identify Tasks by Progress Checkpoints

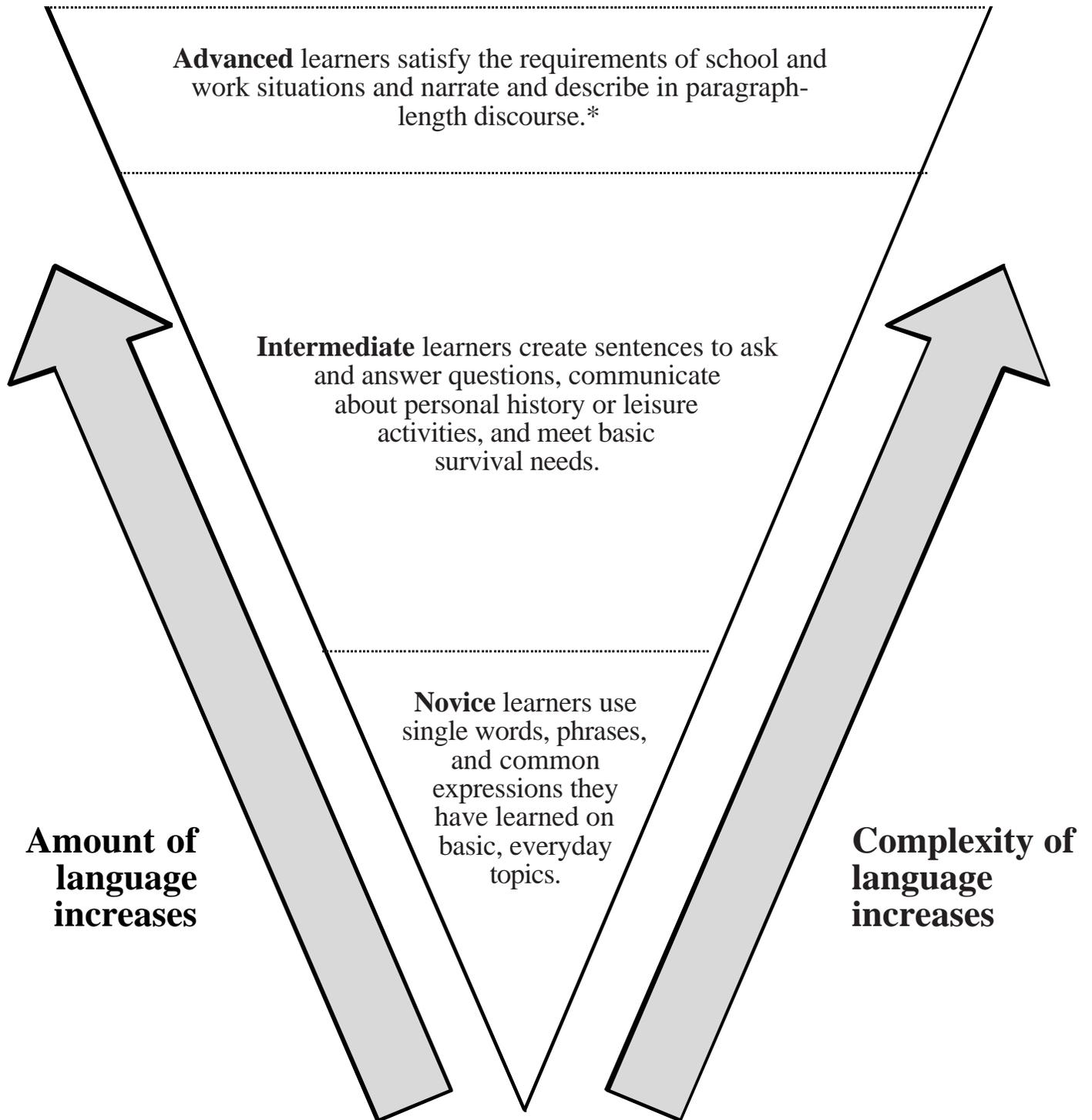
Instructions: Read each language task and identify as N (Novice), I (Intermediate), or A (Advanced)

The student should:

1. write coherent paragraphs on current events.	
2. cope successfully in problematic social and survival situations, such as returning a damaged item to a store.	
3. create statements and ask questions about favorite pastimes.	
4. detect main ideas in familiar materials when listening and reading, such as recognizing that a radio announcement is an advertisement or a weather report.	
5. participate in simple face-to-face communication about school classes.	
6. recognize the importance of the role that grammar plays in communication, such as knowing when to use formal and familiar forms of address.	
7. apply knowledge of culture when communicating, such as not beginning a formal presentation in French by telling a joke.	
8. meet limited practical and social writing needs.	
9. make lists , copy accurately, and write from dictation.	
10. understand short utterances when listening and respond orally with learned material .	



The Inverted Triangle of Language Development: Progress Checkpoints and Proficiency Levels



*Students of classical languages can reach an advanced level of proficiency in reading and use the skills of listening, speaking, and writing to enhance reading skills.

Communication: Interpersonal mode

Knowledge and Skills

The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

Performance Expectations

▼ *Novice*

The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

▼ *Intermediate*

The student is expected to engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs.

▼ *Advanced*

The student is expected to engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions.

Example Progress Indicators

▼ *Novice*

By the end of the novice level students are able to:

- introduce themselves and respond to biographical questions
- express likes and dislikes about the immediate environment
- use authentic menus to order food

▼ *Intermediate*

By the end of the intermediate level students are able to:

- create and respond to questions in a simple conversation
- survey others about their opinions on age-appropriate topics
- plan a party menu which includes a variety of foods

▼ *Advanced*

By the end of the advanced level students are able to:

- initiate, sustain, and close a conversation
 - compare and contrast their own school rules with those from other cultures
 - discuss what constitutes a healthy diet and its impact on health
-

Taken from *A Texas Framework for Languages Other Than English*.

Communication: Interpersonal mode

Learning Snapshots

WHO HAS THE ODD PICTURE? A class is divided into small groups of four students. Each student has a folder with a picture or illustration inside. Three of the students have exactly the same picture; the fourth student's picture is similar, but different. The students do not show each other their pictures but take turns describing the picture to the whole group. The text type of their description depends on their proficiency level. Students may also ask and answer questions about the pictures. When everyone has had a turn talking about the picture, each student then decides who has the dissimilar picture. After the activity is completed, students may write five things about the picture for a written exercise.

Chris Morrison, Katy ISD, Mayde Creek High School, Grades 9-12, Spanish, Course Level I, Novice

MI NIÑEZ (MY CHILDHOOD) In this activity students write descriptions of their childhood and present the written descriptions (without the author's name) along with a childhood photograph to their classmates. The students then have to guess whose childhood narrative they are reading. Since students go through one or two drafts before displaying their final product, they gain writing skills in the language.

Debbie Claxton, Richardson ISD, Apollo Junior High School, Grades 7-9, Spanish, Course Level II, Novice

What do I do now?



Sample Alignment: CLASSROOM

What is your current LOTE program?

Instructions: Write a description of the LOTE program in your district, school, or classroom below.

I teach five Spanish classes (three Level I's and two Level II's) at Tumbleweed High School. My students are at different levels, from students who can't say "Hola," to students who speak Spanish at home. I concentrate on covering the grammar points specified for each level in the district curriculum guide, but I have not been able to include the recommended cultural points because of lack of time. I have five new computers in my classroom, and some of my students now have key pals in Spanish-speaking countries. The social studies teacher and I traded classes one day, and she taught my students a geography lesson in Spanish. I gave each of my Spanish II students an oral interview as part of their final exam, since this is their last Spanish course, and they were able to respond to simple questions and tell me about their daily lives.

Instructions – List positive aspects of your program here:

1. Support for main goal of Communication by giving students oral interviews.
2. Use of technology by students to communicate with the larger Spanish-speaking community.
3. Connecting to other disciplines through social studies lesson.

List areas of concern here:

1. Consider separate sections for native and non-native speakers of Spanish.
2. Redefine curriculum by communicative goals, selecting grammar points which support those goals/
3. Expand use of technology by doing interdisciplinary projects on the Internet
4. Integrate oral exams throughout the sequences of courses.

Sample Alignment: DISTRICT

What is your current LOTE program?

Instructions: Write a description of the LOTE program in your district, school, or classroom below.

Tumbleweed ISD offers Spanish in elementary school as an after-school program, middle school Spanish as an elective for students who master all TAAS reading objectives in 6th grade, and five levels of Spanish in high school with separate classes for native and non-native speakers of Spanish. French is offered for two levels, beginning in 9th grade. Curriculum in all language courses is defined by mastery of a specified set of grammar points. Students may use computers in the library to practice grammar points in both French and Spanish. A Language Festival is held each year to which community members who speak other languages are invited.

Instructions – List positive aspects of your program here:

1. Separate Spanish classes for native and non-native speakers are available.
2. Five levels of Spanish are offered, which allows some students to reach the advanced proficiency level.
3. Some students may begin language study in elementary school.

List areas of concern here:

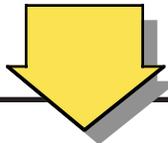
1. All students are not given the opportunity to begin language study at an early age.
2. Spanish program is not well articulated from elementary to high school.
2. Language curriculum is not focused on communication skills.

Does it

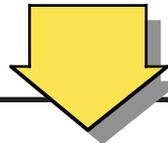
ALIGN?

CLASSROOM

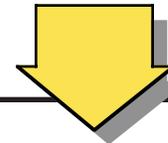
Choose a Program
Goal and a content
area of the TEKS for
LOTE



What part of your
classroom curriculum
reflects this goal?



What can you do in
your classroom to
implement this goal?



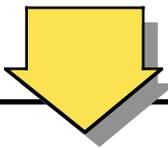
Does it

ALIGN?

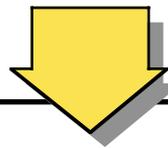
DISTRICT

Choose a Program Goal and a content area of the TEKS for

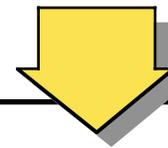
LOTE



What part of your district curriculum reflects this goal?



What else can you do in your district to implement this goal?



Ordering Project ExCELL Publications

The following documents were prepared by Project ExCELL and were developed through a contract with the Texas Education Agency (TEA) with funding provided by the U.S. Department of Education's Fund for the Improvement of Education.

A Texas Framework for Languages Other Than English

Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English

Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English

All documents include the *Texas Essential Knowledge and Skills for Languages Other Than English*.

- Photocopied versions of all three documents are available from the Texas Foreign Language Association (TFLA) for the cost of duplicating and mailing:

TFLA members: \$3.00/each or \$7.50 for all three
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Send Checks, payable to TFLA, to:
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Houston, Texas 77074

- An original version of *A Texas Framework for Languages Other Than English* can be obtained from TEA.

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NOTE: This document may also be downloaded from the LOTE CED Web site:
http://www.sedl.org/loteced/TEKS_framework.html