



Professional Development Module II

TEKS for LOTE: Classroom Implementation

Languages Other Than English Center for Educator Development
Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

In collaboration with

Texas Education Agency
Education Service Center, Region II

Professional Development Module II

TEKS for LOTE: Classroom Implementation

This module was
prepared by

Linda Calk
(primary author)
El Paso, Texas

Phyllis Thompson
(reviewer)
Houston Baptist University

Elizabeth Hendley
(graphic artist)
Austin, Texas

Elaine Phillips
Lillian King
Kathleen Trail
Vanessa Flores
Chuck Reese
*LOTE Center for
Educator Development*

Inés García
Carl Johnson
Texas Education Agency

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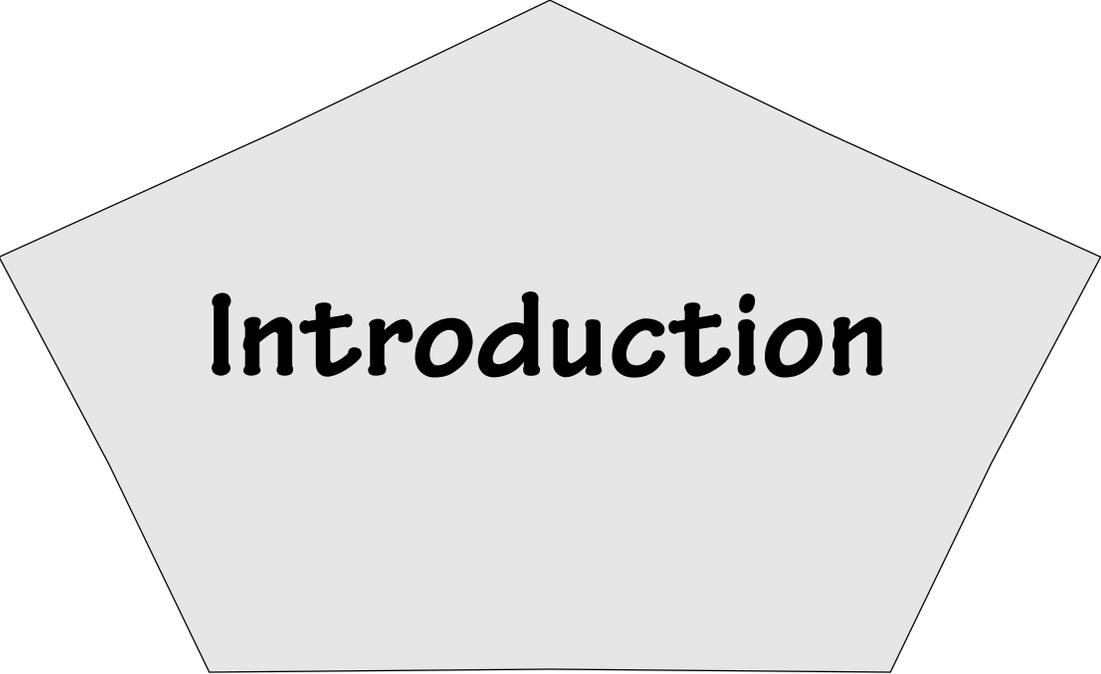
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Introduction

LOTE CED: What's in a name?

The Languages Other Than English Center for Educator Development (LOTE CED) was established to assist PreK-12 educators in enhancing the proficiency of Texas students of LOTE.

The LOTE CED's goals are:

- 1) to provide resources for implementing the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) and for improving the teaching and learning of languages in Texas;
- 2) to provide teachers and future teachers with a thorough knowledge of the instructional principles underlying the TEKS for LOTE adopted by the State Board of Education;
- 3) to establish a coordinated system of professional development in LOTE instruction; and
- 4) to increase LOTE educators' access to high-quality instructional models for all students.

The LOTE Center for Educator Development was established in February 1998 and is located in the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. It is a collaboration between SEDL, the Education Service Center, Region 2 (ESC II), and the Texas Education Agency (TEA). The Center's multiple projects are designed to share successful strategies, current research, and up-to-date language resources and information with LOTE educators around the state.

The Purpose of this Guide

This guide is designed to be used in offering staff development to Texas teachers and administrators, as well as to inform parents and community members who are interested in the implementation of the TEKS for LOTE, PreK-12. We hope the Professional Development Modules prove to be invaluable resources for educators across Texas.



Center Activities

Professional Development Guides

Module I - TEKS for LOTE: Overview

Module II - TEKS for LOTE:

Classroom Implementation

Module III-A - TEKS for LOTE:

Developing Curriculum/Addressing Assessment

Module III-B - TEKS for LOTE:

Developing Curriculum/Addressing Assessment (*Winter 2000*)

These guides are used in workshops provided by trained facilitators in ISDs and ESCs

Peer Coaching/Mentoring Program

Ten LOTE teachers from around the state were trained in peer coaching and mentoring models of professional development. These educators now work in their regions to train other teachers with the goal of establishing a network of peer coaches/mentors throughout the state.

Information Sources

The LOTE CED serves as a source for information related to language learning and teaching, language research, and language resources. It publishes a quarterly newsletter (including an on-line version) and has established a webpage at:

<http://www.sedl.org/loteced>

LOTE Center for Educator Development Advisory Committee

LOTE Center for Educator Development Staff

Lillian King
Director

Elaine Phillips
Field Specialist

Kathleen Trail
Information Assistant

Walter Bartz*
Indiana Department of Education

Inés García
Texas Education Agency

MayDell Jenks
Katy ISD, TX

Carl Johnson
Texas Education Agency

Doris Kays
North East ISD, TX

Lillian King
LOTE Center for Educator Development

Robert LaBouve
Austin, TX

Annette Lowry
Fort Worth ISD, TX

Janet Norden
Baylor University, TX

Elaine Phillips, Chair
LOTE Center for Educator Development

Paul Sandrock*
Wisconsin State Department of Public Instruction

Jo Anne Wilson*
Glen Arbor, MI

**Indicates revolving out-of-state committee position*

LOTE Writing Team for the Clarification of the Essential Elements

Art Anderson, *Brazoswood ISD*

Nathan Bond, *Austin ISD*

Dulce-María Caba-Caraway, *Pasadena ISD*

***Linda Calk**, *Ysleta ISD*

Victoria Contreras, *University of Texas, PanAm*

***María Fierro-Treviño**, *Northside ISD*

Cristela Garza, *Corpus Christi ISD*

Yvette Heno, *Houston ISD*

Billie Hulke, *Midway ISD*

Marla Jones, *Denton ISD*

Doris Kays, *North East ISD*

David Kleinbeck, *Midland ISD*

Annette Lowry, *Fort Worth ISD*

Luciano Martínez, *McAllen, Texas*

Linda Nance, *San Antonio ISD*

Luz Elena Nieto, *El Paso ISD*

Barbara González Pino, *University of Texas, San Antonio*

Cindy Pope, *Education Service Center, Region XX*

Rose Potter, *Programs Abroad Travel Alternatives*

María del Rosario Ramos, *Socorro ISD*

Kevin Roberson, *Texas Tech University*

Elías Rodríguez, *Dallas ISD*

Karin Sloan, *Corpus Christi ISD*

***Phyllis Thompson**, *Houston Baptist University*

*denotes team co-chair

Texas Education Agency

James E. Nelson
Commissioner of Education

Ann Smisko
*Associate Commissioner,
Curriculum, Assessment
and Technology*

David D. Anderson
*Coordinator, Curriculum and
Professional Development*

Inés García
*Director of Languages Other
Than English*

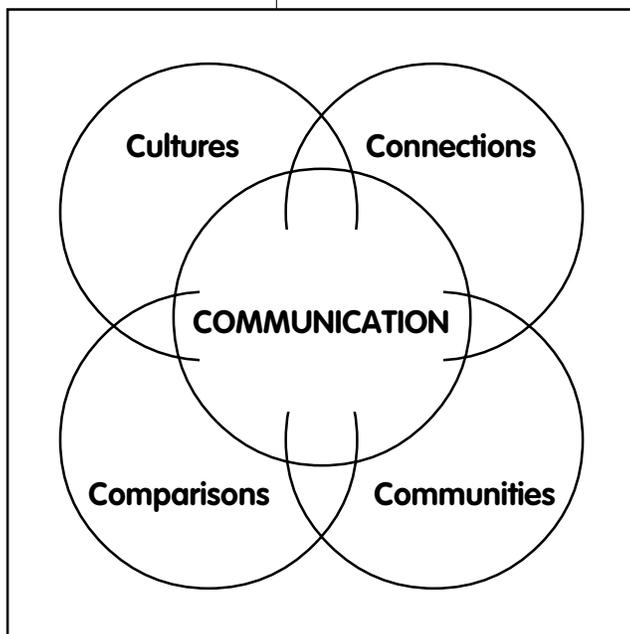
Carl Johnson
*Assistant Director of
Languages Other Than
English*

LOTE Program Goals and the Emphasis on Communication

*"When you learn a
new language
you gain another
world."*

– Goethe

There are five Program Goals that form the foundation of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities (also known as the five Cs). These five Cs have become a common framework for LOTE policy and planning. The national standards document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, forged the path for the five Cs; many states have since used the 5 Cs paradigm for their own state standards. Those who contributed to the writing and development of the TEKS for LOTE felt that the Texas standards should take a different look at the interrelationship of the 5 Cs. As they worked on the document, they placed the emphasis and most importance on the Communication Program Goal.



Communication (listening, speaking, reading, writing, viewing, and showing) is the primary focus of language acquisition. It is the vehicle by which students of LOTE become linguistically proficient and reach the other four Program Goals. The other four Program Goals contribute to and enhance the communicative language experience by supplying context, that is, what students communicate about (topics, themes, literature, etc.) and in what contexts their communication takes place (face-to-face, in writing, outside the classroom, via the Internet, etc.).

Producing the TEKS for LOTE

Ten years after the first implementation of the *Essential Elements*, the Texas legislature directed the Texas State Board of Education in 1995 to adopt the Texas Essential Knowledge and Skills (TEKS) for all subject areas. The goals of the TEKS were to meet the requirements of Senate Bill 1, to review and revise the previously adopted state curriculum (the *Essential Elements*), to clarify what all students should know and be able to do, and to serve as the basis for textbook adoptions and state tests, where appropriate.

To develop the TEKS for Languages Other Than English (TEKS for LOTE) and related products, the Texas Education Agency, with the assistance of the Southwest Educational Development Laboratory (SEDL), implemented the project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners).

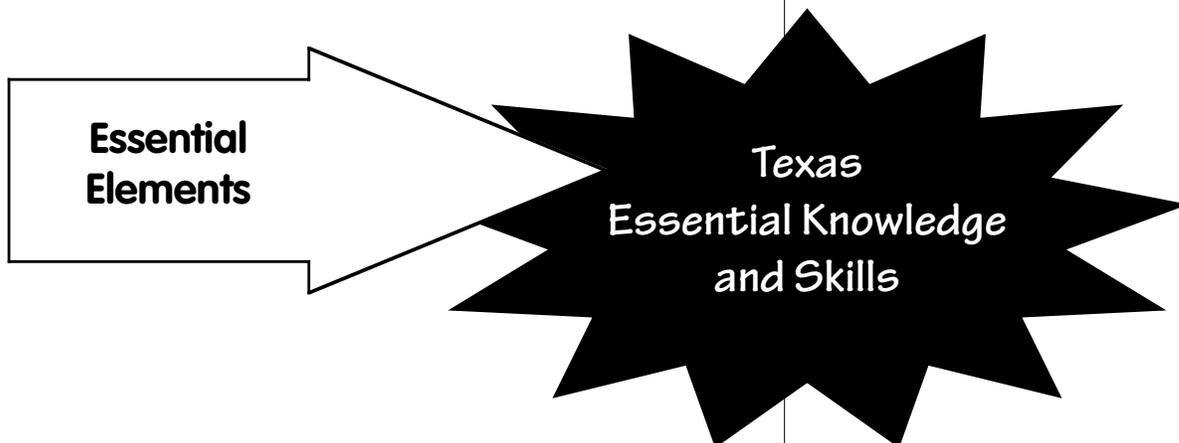
Project ExCELL worked with a group of mostly foreign language educators, the Writing Team for the Clarification of the Essential Elements, to compose drafts of the TEKS for LOTE. This team was representative of the diversity inherent in the composition of Texas itself. The 23 team members came from all regions of the state, representing urban, suburban, and rural areas. They also came from diverse linguistic, cultural, and ethnic backgrounds. In addition, the team was composed of educators who work within many different educational structures (from public schools to administrative offices to businesses) and represented numerous and varied areas of expertise.



Excellence and Challenge:
Expectations for Language Learners

"I was continually impressed by the knowledge and dedication of my fellow writing team members. We didn't always agree, but we celebrated our 'storms' and used that energy to move forward. What a privilege to work with such superb language educators!"

– Writing Team Member



TEKS for LOTE

Writing Procedure

"Very coherent and logical statement of what the state expects from language students at different levels.

Comprehensive and complete, and reflective of current trends in foreign language teaching and programs."

– Field Advisory
Committee member

"The TEKS for LOTE give excellent direction to LOTE programs. Programs which follow these guidelines will have academic rigor and should help students to develop excellent language skills."

– SBOE Curriculum Review
Committee member

"I see most of our suggestions as fine-tuning an already good product."

– Foreign Language
Congress member

"The community and cultural components are important elements. These prepare students to speak a 'real life' language that can be of great value when they enter the professional arena."

– Foreign Language
Congress member

The Writing Team began meeting in March 1995. Methods used in the development of the TEKS for LOTE included recording, collecting, analyzing, and synthesizing the collective knowledge and experience of the team and Project ExCELL staff toward producing successive drafts. All ideas were subject to debate, elaboration, refinement, and verification. Throughout the process, team members and staff learned from one another, from invited speakers, from readings, and from continually addressing the important issues in LOTE education. The project kept informed of work on LOTE standards in other states and with the National Standards Project. Each successive draft was shaped from the notes and discussion that came from the writing team meetings. The TEKS for LOTE Writing Team used a consensus-building process to approve each section of the TEKS for LOTE.

Expert Review and Revision

Project ExCELL employed expert state and national consultants and used current literature and research to inform its work. The utility and quality of the TEKS for LOTE were also validated through field testing and through review by expert professionals and public representatives. The majority of these expert professionals and public representatives were part of one of the following four groups:

- **Field Advisory Committee:** a panel of national and state foreign language experts who reviewed the TEKS for LOTE in terms of their clarity, comprehensiveness, appropriateness to the needs and conditions of LOTE education in Texas, and utility in terms of curriculum, assessment, teacher education, and professional development.
- **State Board of Education Curriculum Review Committee:** This 15-member committee was composed of appointees of the Texas State Board members; they reviewed the TEKS several times and offered critical analysis and suggestions.
- **Connections Team Feedback Committee:** This 19-member committee consisted of one representative from each of the subject area writing teams. They reviewed the TEKS for LOTE to ensure and reinforce collaboration and articulation among disciplines.
- **Foreign Language Congress:** a committee made up of community and business leaders of various personal and professional backgrounds, they reviewed the TEKS for LOTE for applicability to the real world and for relevance to the world of work.

The TEKS for LOTE Writing Team incorporated suggestions from all reviewers into the final draft.

Feedback and Public Commentary

Hundreds of respondents offered reactions to the public drafts of the TEKS. Both their responses to separate items and their written comments were analyzed and used to edit the document. The majority of public responses showed a high degree of satisfaction with the draft documents.



"TEKS for LOTE promote the desire and need for excellence."

– reviewer from the field

"Language learner descriptions are well-developed. Performance expectations at each level are both challenging and attainable."

– reviewer from the field

"The wording of this document supports the goals of all teachers of languages other than English in that it is succinct, yet comprehensive. I feel it will be a good tool for teaching and assessment."

– reviewer from the field

(Excerpted from
*A Texas Framework
for
Languages Other
Than English*)

*What is the role of
the TEKS for LOTE?*

*Why are the TEKS for
LOTE not described in terms
of grade levels?*

*What is the role of grammar
in proficiency-based
instruction?*

Frequently Asked Questions

The TEKS for LOTE give an overall picture of where students should be headed within the various program goals. They describe what all students should know and be able to do at certain checkpoints in the PreK-12 sequence. The TEKS for LOTE do not constitute a curriculum; they are content and performance standards that provide districts with guidelines to meet the needs of their students. The TEKS for LOTE set clear performance expectations for novice, intermediate, and advanced language learners. The goal is to develop advanced level proficiency that can be obtained when students successfully complete all the performance expectations in the TEKS for LOTE.

Since levels of entry into LOTE classrooms are so varied and student progress is not lock-step, the TEKS for LOTE were not based on and should not be viewed as grade level equivalents. The TEKS for LOTE are designed to mirror the ACTFL guidelines of proficiency. In the LOTE acquisition process, students can and will reach different levels of proficiency (novice, intermediate, and advanced) in different time frames at different grade levels. The TEKS for LOTE describe what all students need to do to achieve an advanced level of proficiency and also the factors that will affect progress toward that goal.

Knowledge of grammar was once viewed as a primary or isolated goal of language study. Now, the study of grammar is understood as a tool to support the broader goal of learning to communicate by listening, speaking, reading and writing.

Decisions regarding the teaching of grammar should be made after careful consideration of various factors affecting language instruction, such as:

- Are the students beginning or advanced?
- What ages are the students?
- Do students have prior knowledge of grammar in other languages?
- Is the language studied a modern or a classical language?
- Are students able to access their grammar knowledge to support communicative skills?
- Do the students themselves perceive that grammar study will be useful to them?

If grammar is to be taught explicitly, the instructional methodology chosen to present grammar should be compatible with communicative language instruction. For some language educators, an appropriate methodology is to present a brief explanation of grammar to students in order to focus their attention on a linguistic structure when it appears in subsequent oral or written material. Some educators recommend taking students through a series of contextualized drills which move from skill-acquiring activities to skill-using activities. For other educators, students are first introduced holistically to an oral or written narrative, then they discuss a grammar point occurring frequently in the narrative. In whatever methodology (or combination of methodologies) teachers choose regarding grammar, grammar instruction is an integral part of total language instruction, not a separate "add-on" piece nor an end in itself.

Decisions regarding the inclusion of grammar in the language curriculum, such as how much grammar, which grammar points, and the approach selected to teach grammar, should be based on the usefulness of grammar in meeting communicative goals at different levels of instruction. As more research is done on the supporting role of grammar in communicative language classrooms, language educators will have additional information to help make these decisions.

*What is the role of grammar
in proficiency-based
instruction?
(continued)*

What is the place of English in the LOTE classroom?

From the earliest levels of modern language instruction, the LOTE class should use English as a survival tool only. When the overall goal of instruction is development of language proficiency, the LOTE teacher should strive to use only the language in the classroom. With each level of instruction, as students move up the proficiency ladder, the projects and tasks students are involved in should reflect the language functions being taught. If the functions and tasks match the students' level of proficiency or are beginning to push students into the next level, the students should not feel the need to present projects in English. Sometimes, however, in novice level classes only, teachers and students might use English when learning about cultures or comparing languages and cultures. For the teaching of classical languages, English plays a different role, as students focus more on the interpretive use of language, rather than interpersonal production of it.

Given that Communication is the primary Program Goal of LOTE education, how can teachers make sure there is a balance as they teach to the other four Program Goals (Cultures, Connections, Comparisons, Communities)?

When teachers and program developers keep all the five Program Goals in mind, they are able to create a balanced program of instruction. While all five Programs Goals may not be evident in every single lesson, over the course of a week, a unit, or a quarter, students work on all five areas. When teachers design teaching units, they should determine what segments fit best with what goal(s). If they find a unit that has an overemphasis on one Program Goal, they should adjust the unit and work on items that will bring in one or more of the other Program Goals. It is also important to keep in mind that the goals are not taught or practiced in isolation, rather content or activities may come from cultures, connections, comparisons, and/or communities, with communication being a constant part of the LOTE instruction.

Connections and Communities should not be considered an "add-on" to the current instructional program. Connections should be in the language learning process already. For example, when students are studying numbers, art, geography, and culture, these are true connections to the existing curriculum. As the LOTE teacher is teaching reading, the reading process and the material being read can be the connection.

Newspaper articles, magazine articles, and realia collected by the students and teacher can bring the community into the school when the classroom is far from places where the language is used. E-mail, the Internet, pen pals, and local celebrations can make the community an integral part of the classroom.

The question should not focus on what needs to be taken out of the elementary curriculum in order to fit in LOTE instruction, rather it should focus on what content is already in the grade-level curriculum that could appropriately be taught through the LOTE. Elementary schools find time to include LOTE in their instructional program when they adopt content-based, content-enriched, or total and partial immersion programs. LOTE instruction in elementary grades should fit over existing topics and concepts, rather than dealing with unrelated content.

Distance learning, language-learning technology, and dual enrollment at colleges and universities all provide a means of offering more LOTE instruction than a school might normally be able to provide.

How can I add Connections and Communities to what I am already doing?

When can I find time in the elementary school for LOTE?

How can my school offer a variety of languages and levels when we don't have the teachers?



**Background
Information for
Facilitators**

Preparing for the Workshop

This Professional Development Guide is designed to help staff developers show Texas educators how to implement the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) in the classroom.

The information is structured for a workshop of presentation and interaction. The presenter will offer a brief overview of the TEKS for LOTE and then address implementation activities in detail using overhead transparencies or a Power Point presentation. Through group activities and discussions, workshop participants will be invited to examine how the TEKS for LOTE can be most effectively implemented in the language classroom.

Equipment and Materials

- Professional Development Module II, TEKS for LOTE: Classroom Implementation
- Copy of LOTE CED Module Workshop Roster (in the back of the binder)
- Color Transparencies (included in this manual) or Power Point presentation (contact LOTE CED to obtain)
- Copies of Handouts for each of the participants
- Copies of TEKS for LOTE for each participant (in Appendix A)
- Copies of *A Texas Framework for Languages Other Than English* for each participant (ordering information is included on Handout 9)
- Overhead projector/screen
- Pencils
- Blank transparencies/markers

Room Arrangement

- Depending on group size, participants may be grouped at tables by language and/or levels taught

Notes

Helpful Hints

- Plan to arrive 30 to 45 minutes ahead of time to check the room situation and equipment, to double-check handouts, and to rearrange the room if necessary.
- Whenever possible, find out ahead of time who the participants are: teachers? coordinators? administrators? others? languages represented? levels represented? years of experience? experience with the TEKS for LOTE? Take this information into account as you discuss and complete group activities. It can also help you plan how you want to group participants for activities.
- Watch the time carefully when getting group reports. If you have a large number of participants, you will only have time to sample answers here and there, the “dipstick” approach. You may need to be skilled at cutting the conversation short.
- Be very familiar with *A Texas Framework for Languages Other Than English* as well as the material in this guide so that you are prepared to field participants’ questions. Prepare a generic statement to use to deflect questions that are off-topic or not within the purview of the workshop such as, “That’s an excellent question, but it’s really beyond the scope of what we’re doing today. Perhaps we could discuss it after the session?”
- Avoid controversy by knowing your audience and being aware of local politics. You are not a district consultant and are not there to solve district problems.

Material from Project EXCELL’s *A Texas Framework for Languages Other Than English* (hereafter referred to as the *Framework*) is used liberally throughout this manual. Facilitators may find it useful to have the *Framework* on hand as a reference tool and resource for preparing TEKS for LOTE workshops.

General Organization of Module II

Notes

WELCOME

Getting to Know the Participants

Activity: Signature Search

PART A - Reconnecting to the TEKS for LOTE

Introduction to the Module

- Guiding Principles
- Changing Paradigm

Reconnecting to the TEKS for LOTE

- Program Goals (5 Cs)
- Communication Modes
- Progress Checkpoints
- TEKS for LOTE Terminology

TRANSITION

Activity: The Classroom Circus

PART B - Using Learning Scenarios to Implement the TEKS

What a Learning Scenario Is/Is Not

- Characteristics of Learning Scenarios
- **Activity:** Art History Connection

Sample Learning Scenario 1

Sample Learning Scenario 2

Sample Learning Scenario 3

Evaluating Learning Scenarios

Activity: Developing a Learning Scenario

Activity: Adapting to Other Proficiency Levels

PART C - Facilitating Change in LOTE Instruction and Learning

Priming (Example and **Activity**)

Grouping (Example and **Activity**)

Application (Example and **Activity**)

Student-Centered Practice (Example and **Activity**)

Assessment (Example and **Activity**)

CONCLUSION

Activity: What Do I Do Now?

EVALUATION

Notes

Sample Time Frame Three-Hour Workshop

T 1	Introductions Activity: Signature Search	15 minutes
T 2-5	Reconnecting to the TEKS for LOTE	15 minutes
T 6-8	What a Learning Scenario Is/Is Not Activity: Art History Connection	20 minutes
T 9-17	Sample Learning Scenarios*	20 minutes
	BREAK	15 minutes
T 18	Evaluating Learning Scenarios	5 minutes
T 19	Activity: Developing a Scenario	45 minutes
T 20	Activity: Adapting Scenarios to Different Proficiency Levels	30 minutes
T 32	Concluding Activity	5 minutes
	EVALUATION	10 minutes

NOTE: *The three-hour version of the Module II workshop outlined above does not include Part C - Facilitating Change in LOTE Instruction and Learning. If allotted workshop time is limited, the authors of this module feel that primary importance should be placed upon learning about and developing TEKS-based learning scenarios (i.e., Part B - Using Learning Scenarios to Implement the TEKS).*

** Discuss one or two of the three sample learning scenarios as time allows.*

Sample Time Frame

Six-Hour Workshop

Notes

Follow the sample three-hour time frame for the first half of the workshop, stopping with Transparency 20. (You'll have an additional 15 minutes to spend where needed.) After a lunch break, you can use the following suggested time frame to complete the session.

T21	Facilitating Change in LOTE Instruction and Learning	5 minutes
T22-23	Priming (Example and Activity)	30 minutes
T24-25	Class Organization (Example and Activity)	30 minutes
	BREAK	10 minutes
T26-27	Application (Example and Activity)	30 minutes
T24-25	Student-Centered Practice (Example and Activity)	30 minutes
T30-31	Assessment (Example and Activity)	30 minutes
T32	Concluding Activity	5 minutes
	EVALUATION	10 minutes

Notes

Sample Facilitation Techniques

The following techniques may be used to get workshop participants to interact with each other and to respond to a text or handout that they have read in preparation for the training or which they will skim during the workshop. You can also use these strategies—or others of your own invention—to have participants process their understanding of a training segment or the training as a whole. The activity list is not exhaustive, but it does provide varied strategies to engage participants.

Circle the Wagons

Divide participants into two or three large groups, and seat them in circles (*without* tables) where they will comment on something they found interesting in the reading/discussion. Assign one person the responsibility for ensuring that *every* person says something. For groups of ten or more, this facilitator can hand each person a lapel sticker or post-it flag as they offer a comment so that those who haven't spoken yet may be easily identified. When the time designated for the activity is up, groups should share their topics of discussion with the larger group.

Carousel

Place flip charts or giant post-it notes around the room, each with a heading or key words from the reading/handout written at the top. Divide participants into the same number of groups as you have charts. Each group stands before a different chart and responds to the heading by writing comments on the chart with a colored marker. You may have labeled columns under the heading: Pros/Cons or Looks like/Sounds like, etc. After three minutes, groups rotate clockwise to the next chart, adding their comments/reactions in a different color marker. This process forces participants to think beyond the most obvious reactions, since these will have already been noted by the first group. Have groups continue rotating and responding until each has reacted to several cues. Finally, have groups select what they believe is the most important (or interesting, etc.) statement on the chart before which they are currently standing. Once participants return to their seats, a representative from each group will share the statement they selected and explain why it was chosen.

On the Road Again

Have participants stand in two concentric circles with those in the inside circle facing those in the outside circle. The inner circle will rotate clockwise and the outer circle will rotate counter-clockwise. Participants rotate as you play lively music (such as "On the Road Again"!). When the music stops, they take turns sharing with the person standing opposite them the ideas they found most interesting (important, etc.) in the reading/discussion. Continue until participants have shared with several partners. As an alternative, you may provide participants with note cards that have key ideas from the reading/handout that they will share with their partner.

Insiders/Outsiders

Organize participants into groups of five. Three participants from each group will sit in a circle with their knees touching; the remaining two participants will sit outside the circle. For four minutes, the "insiders" will react to the reading/handout/discussion; the "outsiders" may not speak—but they can take notes! After four minutes, two of the insiders change places with the outsiders; repeat the entire process twice again. Often during this activity, typically reticent participants find they *really* want to

talk—because they can't! Once they become insiders, it's easier for them to make a contribution to the discussion.

Key Ideas

Ask each participant to use a marker and write a main idea (of the text as a whole or of an assigned sub-section of a text) on a sheet of construction paper. Post these pages around the room. Stop periodically throughout the training session and ask participants to respond to one of the posted statements. Participants can write their comments on post-it notes and attach them to the relevant page.

Visual Representations

This activity can be used with a longer text/topic of discussion or to have participants summarize the completed training. Divided into groups of three, participants consider a way to symbolically represent the important ideas they have learned. They may use any supplies you have provided, but they *must* use at least one whole sheet of construction paper. Allow a half-hour for groups to work, then ask them to display and explain their products. (Sample supplies to have on hand: construction paper, string, scissors, drinking straws, straight pins, chart paper, masking tape, glue, etc.)

Jigsaw

This activity works well if you wish to have participants interact with a text they have not seen previously. Divide the text into sections, and divide the participants into the same number of groups as you have sections. Assign each section to one group. In these groups, participants study and discuss their section, becoming the “experts” for the section. Next, participants form new groups (called “home” groups) so that each home group contains (at least) one person from each of the expert groups. Experts share their sections with other members of the home group so that all participants have an understanding of the whole text, even though they have discussed only one section in detail.

Four Corners

Participants are given a statement or question to which they respond by going to one of four corners of the room labeled: *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree*. Once in the corner, participants have a designated amount of time to discuss the reasons for their choice. They may also change their mind and move to another corner during the process. When time is called, groups report on their discussion. The process is repeated with additional questions/statements if desired.

Equal Time

Divide participants into groups of 4 to 5, and ask each person in the group to talk for about 5 minutes on the reading/discussion topic. Once all the members have talked, allow them to discuss for a few minutes more, then ask them to create a visual illustrating the most important ideas to come out of their discussion.

Discussion Hosts

Ask individuals to “host” a small round-table discussion about a selected reading or handout. There should be 4 to 5 participants at each table, and after a given period of time, each “group” moves to a different “host’s” table. To conclude, have “hosts” share salient ideas from the various group discussions.

Notes

Notes

Mapping for Understanding

Ask participants to map their understanding of the new information (reading, discussion, etc.) as it applies to their classrooms. (Mappings are flow charts, also called clusterings or webbings.) Providing colored markers and construction paper for the task adds to the participants' interest.

I Talk, You Listen/You Talk, I Listen

Divide the group in half and have them sit in two rows of chairs facing each other. Ask one row of participants to talk to the other row for 3-5 minutes about what they have learned from the material. *Note!* The roles are definitive; the talking row talks; the listening row listens—a one-way exchange of information. After 3-5 minutes, ask one row to move down one seat, then reverse the talker and listener rows. The talkers become listeners and vice versa. Repeat the process several times. At the end, ask individuals to share learnings they found interesting.

BACKGROUND INFORMATION ON TRANSPARENCIES

The information contained in this section is designed to provide the facilitators with background details needed to thoroughly discuss the Module II transparencies and to respond to participants' questions. Detailed instructions for workshop activities are also integrated into this section; you will find them in shaded boxes at the end of the background information for the corresponding transparency. If the content of a transparency corresponds entirely to a workshop activity, then all of the information for that transparency is in the shaded box. (The Talking Points section contains brief prompts for the actual presentation with cross-references to pages in this Background Information section.) ***Please note that the length of a section in this Background Information does not necessarily correspond to the amount of time that should be devoted to its corresponding transparencies.***

To provide maximum flexibility, the module has been divided into three parts: A, B, and C. **Part A** contains the review of the TEKS and Progress Checkpoints as well as the rationale for the training: the changing paradigm of LOTE instruction. The various pieces of this section can be used along with Part B *or* Part C for a three-hour workshop or with *both* Parts B and C for a six-hour workshop, depending on the needs of the audience and the time available. (*Note that a workshop combining Parts B and C cannot be completed in three hours. Please choose a more interactive B or C when working with this time frame.*) **Part B** illustrates how teachers can use learning scenarios to implement the TEKS for LOTE in their classrooms. Three sample learning scenarios are provided, with time set aside in the workshop timeframe for participants to begin developing one of their own. **Part C** illustrates a variety of techniques and strategies that teachers can use to facilitate students' adjustment to the changes in instruction that occur as a result of implementing the

TEKS for LOTE. Examples of each technique/strategy are provided and time is allotted for practice in developing sample activities.

As noted on page 24, the authors of this module feel that precedence should be given to **Part B** for workshops with a limited time frame.

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PART A

RECONNECTING TO THE TEKS FOR LOTE

Agenda

Transparency 1/Handout 1

The Signature Search activity (pp. 31-32) serves as a vehicle to get to know your participants better and to broach the topic of the changing paradigm of LOTE education.

How is LOTE education changing?

Research in language acquisition and instruction from the past several years has changed the focus of the learning and teaching of LOTE. LOTE now includes programs providing instruction from Pre-Kindergarten to Grade 12 that allow all students to develop proficiency and skills that can be used in the real world. The proficiency movement, communicative competence theory, and the work of the American Council on the Teaching of Foreign Languages (ACTFL) have all contributed to the prominence of student-centered classrooms, language in context, the use of authentic texts, and language for real-world purposes. Therefore, this “new” paradigm has actually evolved after a long period of “incubation” and with input from many sources, including the *Standards for Foreign Language Learning: Preparing for the 21st Century*.

Guiding Principles

Following is a summary of the Guiding Principles included in the *Framework*. You may find it useful to tie the Guiding Principles to the Changing Paradigm (*Framework*, p. 5) in order to show how the principles support current thought in language education.

Inclusion of All Students

Acquiring languages other than English is essential for *all* students. Throughout the United States the importance of knowing languages other than English is recognized not only for the benefits it brings students in an academic setting, but also for the benefits it brings to individuals and communities as we interact with others locally and around the world in business and in social situations.

Language learning is no longer just for college-bound students. Given the opportunity, all students are capable of and can benefit from learning other languages. Data from standardized tests show that traditionally disadvantaged groups gain an educational advantage through LOTE instruction, and research suggests students with strong LOTE instruction in the early grades score higher than those with no LOTE instruction. The skills and knowledge acquired through the

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study of LOTE are transferable to other subject areas and strengthen students' intellect while enhancing their lives. The advantages that proficiency in LOTE provide in today's world have made learning languages increasingly important for all students.

Student Variables

Multiple student variables affect how students acquire languages and must be considered in the LOTE classroom. These variables include but are not limited to the age and developmental stage of the learner, multiple intelligences and individual learning styles, prior knowledge and experience with language and content, learning disabilities, and emotional and affective factors. Though the variables can seem overwhelming, most students learn and retain knowledge best through a combination of learning styles and intelligences. Teachers, therefore, must respond to the different variables affecting language acquisition by using a variety of instructional strategies.

Advanced Proficiency

Knowing languages other than English at advanced proficiency levels upon graduation benefits students and society. When students graduate from high school knowing a language in addition to English at an advanced proficiency level, they are able to use that language for real-world applications in the community, on the job, and in their personal lives. They have a desirable job skill and have the skills to become lifelong learners. On a national level, a multilingual populace strengthens our society by expanding its members' sense of community.

Benefits of Extended Sequences

LOTE programs that start in elementary school and continue uninterrupted through high school allow students to reach advanced levels of proficiency and benefit students in other academic and social arenas. Studies show that developing advanced language proficiency requires an extended period of time so that students have ample opportunities to experience and practice the language in meaningful communication. The simple truth is that learning to communicate in another language takes time. The goals set out in the TEKS for LOTE for advanced proficiency simply cannot be reached in two or three years of language study.

The opportunity to achieve advanced proficiency is not the only reason to start learning languages in elementary school; language study is beneficial to elementary-age students for other reasons as well (e.g., greater mental flexibility, improved self-concept, and a sense of cultural pluralism). Some research suggests a "critical period" in childhood when language learning and pronunciation acquisition occur more easily. Other studies show that learning a second language strengthens rather than hinders development of a child's first language.

Native Speakers

Maintaining and expanding the language of native speakers of LOTE benefits the individual and society. In many schools in Texas, there is a large group of students who have a background in the LOTE being taught (Spanish and other languages as well). All of these students

possess some knowledge of and functional ability in the language. These students are valuable linguistic and cultural resources and their language skills should be expanded and strengthened.

Since students with home backgrounds in languages other than English have varying abilities and proficiencies and varying amounts of motivation to learn the language, instruction in the language should take into account the previous knowledge and language experience that these students possess. It is important for school districts to recognize that students who are native (or heritage) speakers have instructional needs that are different from those of the traditional foreign language student and may require a curriculum specially developed for them.

Interdisciplinary Nature of Language

Learning languages other than English is interdisciplinary and enlarges the knowledge base available to a student. Students who have skills and knowledge in LOTE have expanded access to information that is not always available to those who speak only English. In addition, when content from other disciplines is incorporated into the LOTE curriculum it reinforces that content and simultaneously serves as a vehicle for communicating in the language being learned.

Increased Cultural Understanding

Languages other than English enable students to better understand other cultures. In addition to the traditional ways of studying culture, culture in language instruction is now generally understood to include the perspectives (how people perceive things), the practices (what people do), and the products (what people create, both tangible and intangible) of a society. As students observe and analyze the interdependence of perspectives, practices, and products of a culture, they become more aware of similarities and differences among cultures. Students can explore their own cultures in the context of exploring others, thus becoming reflective learners adept at using their newly-acquired, cross-cultural vision.

Workshop Activity Directions

Signature Search (Icebreaker)

Transparency 1/Handout 2

Have **Transparency 1** on the overhead projector as participants enter, and distribute Handout packets, including copies of *A Texas Framework for Languages Other Than English*. Introduce yourself and ask participants to get to know one another by completing the Signature Search, **Handout 2**. For each question listed, participants are to find someone who answers “yes.” That person then signs his/her name in the blank beside the question. Participants should try to have a *different* signature for each statement.

(Workshop Activity Directions continued on the following page.)

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The agenda included in these materials is for a six-hour workshop. If you are leading a three-hour session, point out the agenda items you intend to cover during that time. Also, let participants know when breaks are scheduled.

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You may wish to copy Transparency 2 and provide it as a handout.

Viewing means understanding and interpreting non-linguistic communication like gestures, seeing a presentation of a play (and not just reading it), observing cultural practices and manifestations (e.g., noticing that French windows are different from American windows), looking at cultural products, such as works of art, and gaining visual information in addition to linguistic information from advertisements and television programs. Interpretation is the communication mode used primarily for viewing.

Showing includes expressing understanding of non-linguistic elements such as gestures, demonstrations of cultural practices, (e.g., dances), using graphics and illustrations with presentations, and role-playing. Presentation is the communication mode used primarily for showing.

Workshop Activity Directions (continued)

Allow 4-5 minutes for participants to do the search, then do a quick check to see how many responded “yes” to each question or if there were any questions to which no participants responded “yes.”

Refer participants to Table 1.1 (p. 5), “The Changing Paradigm of PreK-12 LOTE Education” in the *Framework*. Discuss the significance of the changing paradigm (see *How is LOTE Education Changing?*, p. 29) and draw conclusions based on the responses to the signature search (e.g., “We’re making significant progress in moving toward...” or “We obviously still have a way to go with regards to...”)

The Five Program Goals and Communication Modes

Transparencies 2 & 3

These two transparencies illustrate how the changing paradigm of LOTE instruction has had a direct influence on Texas language teachers and students through the development of the TEKS for LOTE.

Communication

Communication skills are the primary focus of language study. These skills include the usual skills of listening, speaking, reading, and writing, as well as viewing and showing skills. Students develop communication skills by using knowledge of language and culture, communication strategies, learning strategies, and content from other subject areas. Through the Communication goal, students develop the skills necessary to manipulate the content of the other four Program Goals and vice versa.

Communicative proficiency derives from control of three modes of communication: interpersonal, interpretive, and presentational. Students need practice in all three types of communication throughout a program in order to satisfy their most commonly expressed reason for taking a language class: to learn to communicate.

Interpersonal mode.

In the interpersonal mode, there is direct exchange of communication between individuals, either listeners and speakers, or readers and writers. This mode calls for active negotiation of meaning among the individuals and requires a natural pattern of adjustment and clarification in order to achieve successful communication. Both receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing) are required in the interpersonal mode.

Interpretive mode:

The interpretive mode includes the receptive skills of listening and reading. The communicative source (e.g., the author, speaker, or actor) is not present or accessible; therefore, negotiation of meaning is not possible. The listener or reader must determine the meaning by using prior knowledge of the language and culture, personal knowledge about the subject, learning strategies, and, perhaps, reference materials. Interpretation of any medium is enhanced by viewing, whether of pictures, staging, setting, or body language.

Presentational mode:

The presentational mode calls for the creation of formal messages, public speaking or an editorial, for example, to be interpreted by listeners or readers where there is no opportunity for active negotiation of meaning between listeners and speakers or readers and writers. The productive skills (speaking and writing) are used in this mode. The presentational mode is enhanced by the showing of non-linguistic elements such as photographs, gestures, demonstrations of cultural practices (e.g., dances, sports), the use of graphics or illustrations, and role-playing.

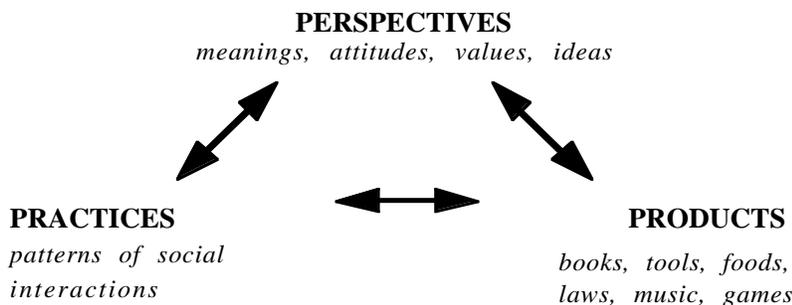
Cultures

Students learn about and experience other cultures as an integral part of studying languages other than English. This includes studying and experiencing the following three cultural components of a society:

Perspectives: The way people perceive things; their attitudes and values

Practices: What people do; their patterns of behavior

Products: What people create, both tangible and intangible: their literature, art, music, tools, food, laws, games, etc.



Products include both the great accomplishments of a culture and the institutions that characterize how the society functions. This element has been referred to as “Big C” culture and includes art, music, dance, drama, poetry, and literature, as well as social, economic, and political systems.

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Grasping the “perspectives-practices-products” concept has been challenging for many teachers of LOTE. This diagram has been quite helpful in explaining the concept. You may wish to draw it on a transparency as you discuss the Cultures Program Goal

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Cultural *practices* are also a vital component of communication. Inappropriate body language can convey an unintended meaning even when the words are correct (e.g., a gesture intended to be a “good-bye wave” could be confused with the “come here” gesture in Italian). Unexpected behavior can cause one to misinterpret someone else’s meaning (e.g., arriving “late” to an appointment may mean only that the person has a different understanding of time).

Learning about and understanding cultures increases student motivation to learn the language, fosters divergent thinking, and connects language learning to other subject areas. In addition, the Program Goal of Cultures provides knowledge to enhance any future contacts with native speakers of the language studied, either informal (through friends or travel experiences) or formal (in business or professional contexts).

Using products, practices, and perspectives to frame the study of culture represents a relatively new way of thinking about culture for most language teachers. *Perspectives*, in particular, may be a difficult concept to grasp. In fact, not all teachers of LOTE will know all of the perspectives of a given culture, e.g., their values and attitudes. Yet understanding how people view things, perspectives, is integral to understanding practices and products because perspectives often determine the manifestations of the practices and products. For example, in the U.S., attitudes about time and food determine a product - fast food - and a practice - getting food from a drive-through window.) The goal is to teach about observing and analyzing cultural information in order to determine what the perspectives of individuals and groups in the culture are. Studying the cultural perspectives behind the behavioral patterns of people in that culture (practices) and behind the tangible and intangible creations of art; literature; dance; music; and social, economic, and political institutions (products) creates a balanced approach to understanding a culture.

Because novice level students may not have sufficient knowledge of the language to use it exclusively to discuss culture, teachers may choose to use English to help students understand and discuss the perspectives behind cultural practices and products. Students can then apply this knowledge in tasks matched to their ability to use the language, such as listing practices that are common among speakers of English, speakers of the language being studied, or speakers in both cultures. Intermediate and advanced level students, however, would use the language to learn about culture through the interpretation and discussion of authentic materials. For example, while novice level students might speak in English about why *Día de los Muertos* (Day of the Dead) is an important ritual in Mexico before applying that knowledge by matching contrasting phrases as descriptive of

Mexico or of the United States, intermediate and advanced level students would interpret the unique cartoons and other *Día de los Muertos* features in Mexican newspapers through discussion in Spanish.

Resources that provide cultural information include videos, literature, periodicals, and guest speakers. Students should be made aware of the cultural context of language segments and taught to look for cultural information. As they role play, write stories, or conduct interviews, they should do so in a culturally-appropriate manner.

Connections

Knowledge of other languages and cultures provides the tools and context for connecting with *other subject areas* such as health, social studies, sciences, mathematics, and English.

Language acquisition becomes more relevant and engaging to students when they access information that is pertinent to other school subjects and to their personal interests. Knowing another language enables learners to look beyond the limits of their immediate experience and to access the whole range of information available internationally through print, the Internet, satellite technology, and video.

Students make connections in different ways at different grade levels. Because linguistic development (native language and other languages) and other cognitive development take place simultaneously in the early elementary grades, examples of Connections appropriate for younger learners could include learning the basic concepts of the solar system, the parts of a plant, or the life cycle of a butterfly completely in the second language. In middle school, students might experiment with Connections through a historical role-play using the second language. For example, German students could set up an Ellis Island-type immigration station with a twist — non-language students play the role of the immigrants in the late 1800's while German students operate the station in German. At the high school level, intermediate and advanced students often create their own personal connections, with the language teacher serving as a coach. Students may apply their second language skills to acquire information, such as materials on food exports in international agribusiness, original French research on leukemia, or recordings of contemporary Chinese musical opera.

In immersion and content-based language programs, students develop language skills by using the language as a medium for learning other school subjects. In LOTE programs, students can use the content of other subjects to learn the language and use the language to gain access to content for other subjects.

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Comparisons

Learning another language involves an implicit or explicit analysis of the *nature of language* and *concept of culture*. A natural result of learning another language is the comparison of the language being learned with the native language. As a result of these comparisons, students focus, often for the first time, on how their own language functions (e.g., the use of gender or the placement of adjectives). They gain a deeper understanding of vocabulary through the study of cognates and derivatives. Such comparisons also highlight the differences between languages and help students to understand that there are many different ways to communicate the same idea. The insights gained from language comparisons enable students to be better language learners.

The same type of comparisons occur when it comes to cultures. Students learn about different traditions, customs, and practices, as well as discover that they share many things in common with people of another culture. Students realize how one culture can have an impact upon another culture.

Exploring cultural concepts with limited language skills requires activities that ask students to interpret materials for their main ideas and to present information in formats that match their language ability, such as listing for novice level learners. Activities can be designed that help students express complex cultural comparisons with simple language. For example, students can be asked to check their comprehension or insight on a cultural topic by responding to statements with a check in the appropriate column: this is common in the United States, this is common in the foreign country, or this is common in both cultures. As students progress through a LOTE program, their growing sophistication in cultural insights will be matched by their growing sophistication in using the language.

Communities

Learning languages other than English occurs both *within and beyond the school*. It increases opportunities for participation in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives, for *personal enrichment* and *career development*.

Students may participate in Texas communities by attending cultural events or concerts, or visiting museums or exhibitions. As part of their language study, they may participate in or plan their own celebrations of the traditions of cultural and linguistic communities that are the same as or different from their own. They may also use the language to converse with speakers of that language outside of class (e.g., helping a Spanish-speaking parent in the school office, or using Vietnamese to serve a patron at a restaurant). Students may also participate in communities in other

states and around the world by traveling or by using technology to inform themselves about other places, peoples, and cultures.

In studying Communities, students learn how knowing more than one language is an asset for future career and business opportunities, and thus how it can expand their possibilities for employment. High school students may apply their language skills by tutoring elementary grade native speakers or by doing an internship during part of the school day in a business setting where the language being studied is used, such as in the international marketing section of a manufacturing company or in the international exchange center of a bank. In addition, knowing more than one language provides a means of future learning and personal enrichment. Regardless of the language studied, students of LOTE learn how to use languages to communicate across cultural borders, a skill that is applicable throughout one's life.

Progress Checkpoints for LOTE

Transparency 4

This transparency reminds participants that TEKS-based classroom activities must take into consideration reasonable expectations for learners at each proficiency level.

Language proficiency is not developed in a strict linear progression, a progression of equal-sized blocks of material learned and tested. Rather, language proficiency develops when practice is guided repeatedly over time to help students gain confidence and fluency in different language functions. Teachers plan classroom activities to help students get closer and closer to authentic use of language structures and vocabulary, knowing that students' experimentation with language will falter as structured support (such as written sheets to guide pair work) is removed, but will then progress again as students stretch to creatively apply their language tools. In this section, Progress Checkpoints along the path of proficiency are described. These checkpoints cannot be precisely equated with year-long courses, since experience makes clear that students do not neatly reach a new checkpoint at the end of each school year. Progress on the pathway is constant, but the time it takes each student to reach each checkpoint is not. These Progress Checkpoints help guide the teacher and students to know first the goals for designing developmental activities and second the signs showing that students are reaching a given checkpoint. In this way, the Progress Checkpoints will guide curriculum, instruction, and assessment.

The Progress Checkpoints in the TEKS for LOTE represent different learning stages also known as proficiency levels (Novice, Intermediate, and Advanced). An inverted triangle is often used to show that as students advance from Progress Checkpoint to

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*Developing appropriate classroom activities requires a thorough understanding of the "TEKS-pectations" for each proficiency level. If you have not used one of the two Progress Checkpoint activities in Module 1 with this group (**Understanding Progress Checkpoints**, p. 38, or **Identify Tasks by Progress Checkpoints**, p. 41) you may wish to do so here. Otherwise, elicit the key words and phrases for each proficiency level and ask for examples of appropriate activities.*

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Progress Checkpoint, the amount of time and practice needed to reach the next stage increases. A student can move relatively quickly through the early stage of mimicking memorized words and phrases, a stage that is limited, controlled, and comfortable. To move into later stages, characterized by flexible, challenging, and creative use of language, longer periods of practice and an increasing volume of experiences are required.

Gaining proficiency is a process that requires repeated exposure and opportunities to practice new language functions, vocabulary, and structures; to receive feedback; and to use skills in increasingly sophisticated contexts. A topic introduced at one level might reappear in the next as a challenge in a new context; learners reach for the next level as they begin to control the tasks of the present level. "Mastery" does not come two or three weeks after material is introduced, but rather after the student has had many opportunities to practice the material in meaningful ways. In addition, students do not "wake up" one day having changed Progress Checkpoints; instead, they move through stages within the Progress Checkpoint (e.g., novice-low, novice-mid, novice-high) as they progress toward the next Progress Checkpoint by showing increasing control over and consistency in the use of the language proficiency characteristics at the next checkpoint.

A Word on Accuracy

Accuracy is the degree to which communication is linguistically correct and culturally appropriate. In real-life situations, communication occurs without complete structural precision, that is, grammar mistakes do not necessarily equate to lack of communication. However, a high degree of accuracy, including communicating in a socially and culturally appropriate manner, is very important to achieving high levels of proficiency.

At different levels of proficiency, students exhibit different degrees of accuracy. Novices, for example, may repeat memorized phrases with nearly perfect grammar and pronunciation. As they begin to combine these learned phrases in an effort to build more creative ones, accuracy initially declines. Temporary fluctuations in accuracy normally accompany increases in skill development. As students grow more secure in their understanding of another culture, their ability to behave in culturally appropriate ways increases. The overall goal is to gradually use and mesh cultural and linguistic skills with increasing accuracy in order to obtain a high level of language proficiency.

Progress Checkpoint Descriptions

Progress Checkpoints describe what students should know and be able to do at the end of each level of proficiency. They provide an overall view of the expectations for student performance at critical points along the language learning continuum. As students progress, they may experiment with and show some ability in

language characteristics normally beyond their proficiency level; however, for most students their consistent and independent use of the language follows the progression from Novice, through Intermediate, to Advanced. Progress Checkpoints will influence the design of class activities and assessment by providing a broad focus for the evaluation of student work.

Notes

Novice level

Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

- understand short utterances when listening and respond orally with learned material;
- produce learned words, phrases, and sentences when speaking and writing;
- detect main ideas in familiar material when listening and reading;
- make lists, copy accurately, and write from dictation;
- recognize the importance of communicating in a culturally appropriate manner; and
- recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

Intermediate level

The intermediate language learner, when dealing with everyday topics, should:

- participate in simple face-to-face communication;
- create statements and questions to communicate independently when speaking and writing;
- understand main ideas and some details of material on familiar topics when listening and reading;
- understand simple statements and questions when listening and reading;
- meet limited practical and social writing needs;
- use knowledge of the culture in the development of communication skills;
- use knowledge of the components of language, including grammar, to increase accuracy of expression; and
- cope successfully in straightforward social and survival situations.

Advanced level

The advanced language learner, when dealing with events of the concrete world, should:

- participate fully in casual conversations in culturally appropriate ways;
- explain, narrate, and describe in past, present, and future time when speaking and writing;

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- understand main ideas and most details of material on a variety of topics when listening and reading;
- write coherent paragraphs;
- cope successfully in problematic social and survival situations;
- achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
- apply knowledge of culture when communicating.

For an adaptation of these Progress Checkpoints for classical languages, see Appendix D of the *Framework*.

TEKS for LOTE Terminology

Transparency 5

This transparency introduces terminology used in discussing the state standards. The official TEKS for LOTE provide the following:

Knowledge and Skills: General statements describing what students should know and be able to do.

Performance Expectations: Statements describing what students are expected to know and be able to do *at a given proficiency level (Progress Checkpoint)*.

A Texas Framework for Languages Other Than English adds the following terms:

Example Progress Indicators: Illustrate what students might do to show their progress in meeting the Performance Expectations outlined in the TEKS for LOTE. They provide sample descriptions of what a student should know and be able to do at each proficiency level (Progress Checkpoint). The Example Progress Indicators are just that, examples, and are not meant to be comprehensive. These example progress indicators may not always apply to classical languages.

Learning Snapshots: Brief examples of real classroom activities that show what Program Goals, Knowledge and Skills, or Performance Expectations can look like when implemented. Teachers wrote the learning snapshots that were adapted for use in the Framework. Many of the learning snapshots can be adapted to all languages, proficiency levels, and grade levels. Usually, more than one Knowledge and Skill and Performance Expectation are reflected in the learning snapshots.

You can use your copy of the TEKS for LOTE poster to point examples out to participants.

Refer participants to pp. 35-71 of their Framework for more examples. If you are not providing copies of the Framework, you might make a few copies of these pages in case participants forget to bring their own Frameworks.

The Classroom Circus

Transparency 6

This transparency serves as a transition from a review of the TEKS to a discussion of classroom implementation. Use it to generate reflection on what standards-based learning activities look like.

I am singing. (you, he, we, they)

Today, I'm studying Latin.

Yesterday, I ...

To implement the TEKS for LOTE, language teachers must move well beyond the grammar-translation approach of old where classes focused primarily on explication of grammar rules and structured written practice or mechanical oral drills such as those above (which the learner can manipulate without understanding the meaning). According to Lee and VanPatten (1995), such exercises “bypass deeper levels of processing where form-meaning connections are involved” (p. 119). They contend that “mechanical practice is obsolete, based on shaky theoretical constructs tied to habit-formation theory. In terms of communicative language teaching, mechanical practice is of dubious value” (p. 120). They go even further, however, in suggesting that even “meaningful” communicative drills (those where learners must understand the stimulus to respond) are often not worth time spent in class because learners usually recognize that they are really practicing a grammar point and thus “abandon the informational messages in the utterances” (p. 120). Consider the following example where students “interview” their partner:

A: What did you eat yesterday? (tacos)

B: I ate tacos.

Lee and Van Patten propose instead, activities that not only keep meaning in focus but that also require an exchange of unknown information and where students must “do something” to indicate they have attended to the *meaning* of the message (e.g., complete a checklist, act something out, fill in a grid, answer a question, draw something, etc.) Instead of the preceding activity with responses provided, students might survey several classmates about what they’ve eaten recently with the intention of using the information to create a menu for a class party.

Developing activities that support the TEKS for LOTE requires a general understanding of language acquisition theories (the

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significance of authentic input, of negotiation of meaning, of interlanguage theory, etc.) as well as a willingness to accept a new role as guide and encourager in a classroom where students assume more responsibility for their own learning. (See *On Roles and Tasks*, Appendix D.)

Omaggio (1984) offers several hypotheses that form a helpful framework for developing proficiency-oriented activities that support the TEKS for LOTE.

Hypothesis 1: Opportunities must be provided for students to practice using the language in a range of contexts likely to be encountered in the target culture.

Corollary 1: Students should be encouraged to express their own meaning as early as possible in the course of instruction.

Corollary 2: A proficiency-oriented approach promotes active communicative interaction among students.

Corollary 3: Creative language practice (as opposed to exclusively manipulative or convergent practice) must be encouraged.

Hypothesis 2: Opportunities should be provided for students to carry out a range of functions (task universals) likely to be necessary for interacting in a target language and culture.

Hypothesis 3: There should be concern for the development of linguistic accuracy from the beginning of instruction.

Hypothesis 4: Proficiency-oriented approaches respond to the affective as well as the cognitive needs of students.

Hypothesis 5: Cultural understanding must be promoted in various ways so that students are prepared to understand, accept, and live harmoniously in the target-language community. (p. 51)

Workshop Activity Directions

The Classroom Circus

Transparency 6

Ask participants to tell you what the cartoon says about classroom activities. Guide the discussion to include the emphasis on “real” communication and requiring negotiation of meaning.

PART B

USING LEARNING SCENARIOS TO IMPLEMENT THE TEKS

Notes

Characteristics of Learning Scenarios

Transparencies 7 & 8

The term **learning scenarios** refers to outlines of activities used to pilot standards. (They are introduced in the national standards document as well as in documents created by language-specific organizations such as the AATF, AATG, etc.) In this module, the term refers to the planning process as well (i.e., participants are asked to *create* learning scenarios) and is synonymous with an integrative, student-centered unit of study exhibiting characteristics described below. Because participants may have differing ideas about what constitutes an “integrative, student-centered” unit of study, the term *learning scenario* (along with a discussion of the characteristics and three concrete examples) is used to help unify their understanding.

Learning scenarios should exhibit the following characteristics:

- Obviously, they are **standards-based**, since they depict activities that reflect the standards (the TEKS for LOTE).
- They form a **thematic unit** consisting of **multi-staged, task-based** activities **resulting in a product** of some kind that shows what the students have learned.
- Learning scenarios incorporate an approach to teaching and learning in which content, vocabulary, grammatical structures, and communicative strategies are **integrated** in the lesson(s) as students focus on a topic, learning *through* the language – not just about it. Learning scenarios are not just activities, but a series of personalized, relevant, task-based (not manipulative) activities building one upon the other and spanning days or even weeks.
- They **include content from other subject areas**, so learning scenarios provide a perfect opportunity for teachers to incorporate the Connections Program Goal, because in them, students are using the target language to learn about “something” – a topic selected by the teacher and/or students and of interest to the learners. Technology can be integrated as students use available target language resources: not only books, magazines, and newspapers, but also video, CD-ROMs, the Internet, and e-mail.
- They are **student-centered** as opposed to teacher-directed. Effective learning scenarios are composed of activities that force instructors and students to leave their traditional roles. As Lee and Van Patten (1995) describe it, “[t]he role that instructors often assume (and that students very willingly

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grant to them) is that of the authority, the expert, the central figure in the classroom who transmits knowledge to the students. Because instructors are authoritative knowledge transmitters, the students become their passive audience, receptive vessels into which that knowledge is poured” (p.4). However,

“the contemporary communicative era is now incorporating tasks that encourage communicative language development. In a reversal of direction, the tasks now determine the roles that instructors and learners may take. The major roles that instructors are beginning to assume are those of resource person and architect... As architects, instructors provide activities and tasks that allow for a distribution of teaching functions between instructors and students. As a consequence, when the instructor gives up the role of Atlas, the students are no longer mere receptive vessels: they must become more active, more responsible for their own learning” (pp. 12-13).

As a resource person, Lee and Van Patten continue, the teacher provides only the information requested, for example, rather than automatically repeating what has been said. “When the instructor’s role is that of a resource person, the student’s role is that of information gatherer and negotiator of meaning. Their task is no longer simply to listen and respond but to signal if and where comprehension has not taken place” (p. 14). Learning scenarios are examples of the type of tasks to which Lee and Van Patten refer, and they go well beyond simply developing communicative “practice.”

- They stimulate **creativity** and encourage **divergent thinking**. Students are more actively engaged in the learning process when they are researching, on their own, information of interest to them. For example, students could research several cities in the target country on the World Wide Web, decide which one interests them, and state a case for the one they’d prefer to visit, rather than finding the “right” answer to a list of questions about the cities.
- They make use of **authentic, contextualized target language**. Students use media created by and for native speakers of the target language, such as menus, train schedules, or web sites. They also use this media in a range of contexts likely to be encountered in the target culture(s), such as through role plays or through real correspondence with a native speaker.
- Although it can’t really be called a “characteristic,” another aspect of learning scenarios of particular importance to teachers is that they **can usually be adapted to other languages and proficiency levels**. Since learning scenarios can take time to develop (locating resources, etc.), teachers need to be able to share basic ideas across languages and to adapt scenarios created for one level to other levels.

Art History Connection

Transparency 8

Use this example to help participants process the information presented above and to help them distinguish between a scenario and an isolated activity. Have them compare this example with the characteristics of a learning scenario. They can brainstorm in small groups, then share their ideas with everyone. After the group has concluded that the example provided is not a learning scenario (with guidance, as needed), ask the whole group how the activity could be developed into a learning scenario. Points you hope they bring up include developing a *sequence of activities* in which the *students, rather than the teacher, choose* the artists of interest to them and *do the research* on the artists (use encyclopedia, surf the Internet, watch videos, interview native speakers, etc.) The activities suggested (obituary, documentary, etc.) are further examples of products that could be developed through a multi-stage process.

Once participants understand the characteristics of a learning scenario, they will need clear, concrete examples. Explain that you will present sample scenarios that incorporate two or more of the Program Goals of the TEKS for LOTE. You will point out the Program Goals and proficiency levels targeted and show how the activities help students meet the Performance Expectations for that level. Next, participants will work in groups, creating an activity of their own that incorporates two or more Program Goals. Finally, they will take that activity and adapt it for the two other proficiency levels.

Learning Scenario 1: Comparing Dating Customs

Transparencies 9 & 10

Use **Transparency 9** to explain briefly that in the first sample activity, students will be conducting interviews to compare dating customs in the native and target cultures. Point out the TEKS goals and expectations used in the planning process and embedded in Learning Scenario One.

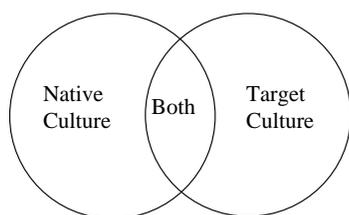
The activities described in the first learning scenario are designed for learners at the intermediate proficiency level. They target the Communication (interpersonal and presentational modes) and

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*There are three learning scenarios included in this module, including one at the elementary level. You should choose **one or two** (as time allows) of these scenarios to share with your participants.*

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A Venn diagram can be used to compare customs, events, people, etc. Information pertaining only to the native culture or the target culture is placed in the appropriate circle. Information relevant to both is placed in the overlapping area.



Latin students could write interview questions and try to answer them by reading intermediate level texts related to social issues.

This section is particularly important to help participants see that learning scenarios can be readily adapted to other levels.

Comparisons (cultures) Program Goals. They provide students with an opportunity to meet the performance expectations indicated, e.g., to “obtain information,” to “present information,” and to “compare their own and another culture.”

Use **Transparency 10** to describe Learning Scenario One.

Context: The class has begun a unit on ways to spend leisure time. They’ve begun learning appropriate vocabulary and structures needed to ask and answer questions related to what they do for fun.

Goal: The goal of the lesson is for students to collect and present information comparing dating customs in a target culture with dating customs in their own culture.

Directions: Students work in small groups to formulate a set of interview questions on dating customs. A class discussion is held in which groups reach consensus on the questions that will make up the standard interview form such as: “Do you date?”, “Do you go out with a group or as a couple?”, “What do you do on a date?”

Students use the form to interview a specified number of representatives from the target culture and from their own culture (students in other classes). Interviews may take place in person, on the telephone, through the Internet, or as a written questionnaire, depending on the availability of interviewees.

Students compile and present their responses in chart form or using a Venn diagram (see above left) to show areas of similarity and differences in dating customs between the two cultures. Finally, they show comprehension by drafting short statements explaining cultural differences for a column in the department’s LOTE newspaper.

Rationale: Students both obtain and present information using intermediate level language. They produce short, written statements and ask and answer questions about familiar, everyday topics. They compare the native and target cultures, and they connect with the target language community through the interviews.

Adapting Instruction

Transparency 11/Handout 3

Ask participants to use **Handout 3** (TEKS-pectations) to review the tasks for learners at each Progress Checkpoint. Use **Transparency 11** to show how Learning Scenario One can be adapted to the other Progress Checkpoints, the Novice and Advanced proficiency levels. Elicit additional examples from

Adaptations for the Novice Level

- Teacher provides some simple interview questions.
- Interview responses are simplified (e.g., yes-no or one word answers).
- Students pair up to conduct interviews.
- Survey results are presented using original art or silent role-play to illustrate customs.
- Categorize using Venn diagrams. To assess comprehension, have students arrange a list of dating customs on a Venn diagram showing target culture practices, native culture practices, and practices common between the two.
- Other (Elicit participants' suggestions.)

Adaptations for the Advanced Level

- Students read and discuss background material on dating customs in the target culture from a variety of authentic sources before formulating interview questions.
- Students take target culture norms into consideration in developing the questions (such as topics that may be considered taboo).
- Students apply their knowledge of cultural norms when conducting interviews.
- Students write a short essay on the differences in target and native culture dating habits which they submit for publication in the department's LOTE newspaper.
- Other (Elicit participants' suggestions.)

Learning Scenario 2: Perspectives in Advertising

Transparency 12 & 13

Use **Transparency 12** to briefly explain that students will be examining target and native culture advertisements to search for examples of how cultural perspectives influence practices. Show participants the TEKS Program Goals and Performance Expectations used in the planning process and embedded in Learning Scenario Two. The activities described are designed for learners at the novice proficiency level. They target the Communication (presentational mode) and Cultures (perspectives and practices) Program Goals. They provide students with an opportunity to meet the performance expectations indicated, e.g., to “present information” and “to demonstrate an understanding of the practices... and how they are related to the perspectives... of the culture studied.”

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participants.

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Use **Transparency 13** to describe Learning Scenario Two. Picture one highlights two common themes in American advertising: rugged manliness and state pride. The second picture shows that history plays such a significant role in the French psyche that historical references are even used to sell flavored beverages. Picture three illustrates the importance of the extended family in Italian and many Hispanic cultures.

Context: The class has been working on putting together a target language publication (e.g., newsletter, newspaper). As they have been determining the necessary content of the publication, the class has been discussing the media of the target country (countries) and its (their) advertising methods.

Goal: The goal is for students to understand that cultural perspectives play a significant role in the design of the culture's products. They should demonstrate their understanding of the perspective by conceptualizing an advertisement for an American product that would be suitable for the target culture.

Directions: Students work in small groups to examine a series of English-language print advertisements and to identify some of the underlying icons that reoccur and which are used to sell products in the United States (patriotic images, "Wild West" themes, animal images, "guy" scenes, etc.). Groups then share their findings and come to consensus on the most common favorable images used in the advertisements. Although the discussion is in English, students also learn key, relevant vocabulary in the target language. They discuss the perspectives implicit in the choice of images, e.g., "sexy" is good, "rugged" is cool, "natural" is important.

The process is repeated, this time using a series of *target language* print advertisements. When consensus is reached on images important in the target culture advertisements, students hypothesize about target culture perspectives implicit in the choice of images (e.g., history plays an important role in the French psyche; family and the sense of "conviviality" and "coming together" are particularly significant concepts in Italian and Hispanic cultures).

Finally, to demonstrate their understanding of the cultural perspectives inferred, students develop a list of categories of images that would figure importantly in an advertisement for an American product (e.g., Coca-Cola, Nike) sold in the *target* culture. They then find two or three pictures for each category which would be appropriate to use in the advertisement and explain their choices.

Instead of using advertisements, Latin students might study examples of American and Latin graffiti to determine what the words and images say about their respective cultures.

Rationale for the activity: Students examine brief texts (pictures and simple written expressions) for main ideas to learn about the cultural perspectives implicit in them. They demonstrate understanding by categorizing and selecting images appropriate for the target culture and explain their selections.

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Adapting Instruction

Transparency 14/Handout 3

Ask participants to use their copies of **Handout 3** (TEKS-pectations) to review the tasks for learners at each Progress Checkpoint.

Use **Transparency 14** to show how Learning Scenario Two can be adapted to the other Progress Checkpoints, the Intermediate and Advanced proficiency levels. Elicit additional examples from participants.

Adaptations for the Intermediate Level

- Student use the target language to identify images in native and target culture advertisements.
- Products examined include video advertisements.
- Students develop a target culture advertisement for a native culture product using simple questions and statements.
- Students check their hypotheses by showing their advertisements to native speakers (if available) and asking for their reactions.

Adaptations for the Advanced Level

- Student use the target language to identify images in native and target culture advertisements.
- Products examined include video and audio advertisements.
- Students interview native speakers to confirm or refute hypotheses.
- Students develop an ad campaign proposal to send to a target culture company suggesting how they might market their products in the United States.

Learning Scenario 3: Birds Beyond Borders

Transparencies 15 & 16

What follows is a description of a learning scenario presented in the *Standards for Learning Spanish* document developed by the American Association of Teachers of Spanish and Portuguese. It describes a learning scenario for elementary-aged children.

Use **Transparency 15** to explain briefly that the elementary school children in this scenario are participating in an international education

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program of the Colorado Bird Observatory. Point out the TEKS goals and expectations that are used in the planning process and embedded in Learning Scenario Three. The novice-level activities described target the Communication (all three modes), Connections, and Communities Program Goals. They provide student the opportunity to meet the performance expectations indicated, e.g., to “obtain and present information,” to “use the target language to connect with other subject areas,” and to “connect with native speakers in the community and abroad.”

Use **Transparency 16** to describe Learning Scenario Three.

Context: This elementary class is participating in an international science education program of the Colorado Bird Observatory. They are paired with a class in a state in western Mexico, and are studying birds that migrate between Colorado and that state.

Goal: The goal of the unit is for students to make connections among the disciplines using a common theme. They communicate with elementary school children in Mexico as they learn about the birds’ migratory habits, habitat, environmental dangers and human practices that threaten their existence, etc.

Directions: The teacher uses a variety of instructional techniques to show students the necessary steps for certain hands-on activities: concrete experiences such as bird banding and constructing a bird habitat. Through the use of props, pantomime, TPR story-telling, and other activities, students become familiar with the appropriate Spanish vocabulary and learn to use it to describe what they are doing. Once internalized, they use the Spanish language to tell mini-stories or dramatize their experiences for the Mexican teachers who visit the school.

Now students are ready to conduct research in Spanish on birds; they use maps, field guides, books, and/or the Internet. They regularly exchange information with the elementary students in Mexico and invite native speakers in the area to their classroom to help them read the letters they receive.

Rationale: Learners engage in oral and written exchanges of learned material to provide and obtain information. They make connections with other subject areas (e.g., environmental science) and with the community. They compare their language with Spanish as they learn how to express new ideas (e.g., letter writing), and they learn about Mexican cultural perspectives and practices (e.g., the importance of preserving the environment).

Adapting Instruction

Transparency 17/Handout 3

Ask participants to use **Handout 3** (TEKS-pectations) to review the tasks for learners at each Progress Checkpoint.

Use **Transparency 17** to elicit ideas from participants as to how this scenario could be adapted for middle school and high school students

as well as to the Intermediate and Advanced proficiency levels. Although many middle and high school students will also be at the novice proficiency level, the age difference may require further modification.

Notes

Evaluating Learning Scenarios: Guidelines

Transparency 18/Handout 4

Show participants **Transparency 18** and distribute **Handout 4**. Tell participants they can use these guidelines when developing scenarios to implement the TEKS for LOTE:

- 1) Does the scenario support the designated **Knowledge and Skills** (two or more)?
- 2) Do the activities reflect student-centered tasks?
- 3) Are the tasks appropriate for learners at the designated proficiency level?
- 4) Are the activities multi-staged and task-based, leading to a product showing evidence of what students know and can do?
- 5) Do the activities encourage creative and divergent thinking?

Workshop Activity Directions

A Learning Scenario

Transparencies 18-19/Handout 5

Divide participants into small groups and distribute **Handout 5**. Each group will develop a learning scenario supporting at least two Program Goals, one of which must be Communication (e.g. Communication and Culture, Communication and Connections). The groups will write these on **Handout 5**, following the prompts.

When all groups have completed the activity, ask a representative of each group to come forward and briefly describe the scenario using **Transparency 19** as a guideline for presentation.

Alternatively, each group can write up its scenario on a blank transparency placed over their handout. They then put their blank transparency over **Transparency 19** to display. Process the information by asking participants to choose the “best” scenario(s) based on the criteria given on **Transparency 18**.

If your group is large, elicit samples from only some of the groups. As each example is given, ask all participants to consider the “evaluation” questions on **Transparency 18** and to give feedback to the group. Process the information by asking participants to choose the “best” scenario(s) based on the evaluation questions.

Notes

Workshop Activity Directions

Adapting to Other Proficiency Levels

Transparency 20/Handouts 3 & 6

Participants remain in their groups. Distribute **Handout 6**. Each group will adapt the scenario developed in the previous activity to the other two proficiency levels using **Handout 3** as a guide for appropriate expectations. When all groups have completed the activity, ask a representative of each group to come forward and briefly describe their adaptations, using **Transparency 20** as a guideline for presentation. Alternatively, each group can put its suggestions on a blank transparency for sharing.

If your group is large, elicit samples from the groups that did not present in the previous activity. Check continually to be sure their adaptations conform to the TEKS-pectations for the level, and refer them again to **Handout 3** if they do not.

If you are presenting a three-hour workshop, go now to the concluding activities and evaluation on p. 64.

PART C

FACILITATING CHANGE IN LOTE INSTRUCTION AND LEARNING

Transparency 21

The TEKS for LOTE reflect numerous changes in language learning and teaching as exemplified in the learning scenarios previously discussed:

- a shift from the four-skills approach to one that integrates all the skills within the framework of the 5 Cs with an emphasis on communication;
- a thorough understanding of the proficiency levels and realistic expectations (TEKS-pectations) for language learners;
- a focus on activities that guide students to learn *through* the language; and
- activities that are more student-centered than teacher-directed.

Use **Transparency 21** to talk about a new organizing principle. Using the TEKS for LOTE as the framework for classroom instruction can help teachers to more easily integrate these new concepts

in their lessons, but the paradigm shift is not necessarily painless! Some teachers may have adjustments to make as they take time to plan new lessons or learning scenarios and to incorporate new techniques that may seem strange to them – occasionally even in conflict with their preferred teaching style. The concept of the learning scenario previously discussed may differ considerably from the type of instructional activities with which they are comfortable or familiar. Students, too, may have some adjusting to do when confronted with new expectations (“You want me to say something--on my *own*--in *Spanish*?”) and learning activities (“Role play? Who, me??”).

There are, however, many different instructional strategies and techniques that can be used to help students *and* teachers make the transition to a more communicative approach to standards-based language learning. Five such instructional strategies are presented below, with each section offering a TEKS-based sample activity that reflects the related strategy. This is not an exhaustive list and it is not given as a lesson planning “formula.” The strategies presented here are simply five aspects of instruction that teachers should consider as they strive to help students attain the goals outlined in the TEKS for LOTE. Please note that *the strategies discussed here are neither hierarchical or (necessarily) sequential, nor does the use of one preclude the use of another.* For example, Student-Centered Practice, Priming, and Assessment strategies may all come into play in the development of activities that focus on real-world applications. Likewise, note that activities used to “assess” may also be used to “practice.” In addition, all of the strategies described here are multifaceted and may be adapted and used for all sorts of classroom activities; for example, teachers will consider Grouping in *all* types of learning activities.

PRIMING

Transparencies 22 & 23

Priming strategies help students focus on a new topic. Without priming, students may perceive that new information is presented in a purely random order or may wonder how the material relates to what has been going on in class. Priming prepares students for what is to follow by engaging their thinking; it may be used to introduce individual activities, a daily lesson, or a longer unit of study. Below are examples of several types of activities that may be used for priming.

Brainstorming

Students use brainstorming techniques to generate information on a topic related to an activity or unit they will be doing. They may work individually, in pairs, in small groups, or as a class. To follow-up, cumulative responses may be tallied on the board, listed in columns, or categorized by students (e.g., positive/negative associations.)

Notes

*Within the context of the Learning Scenarios focused on earlier in this module, the instructional strategies and the corresponding example activities described here comprise only **part** of a full-blown scenario. For example, a Priming activity might prepare students to formulate the interview questions used in the **first** stage of Sample Learning Scenario One: Comparing Dating Customs, but that activity would not comprise a scenario in and of itself.*

Notes

Graphic Organizers

Students use graphic organizers to help organize their thoughts. Using charts or diagrams can get them in the habit of framing questions to clarify meaning in a sequential progression or to identify relationships between people and/or events. They may take various forms such as a “web” or a “t-chart”. (See examples, p. 92 of the *Framework*.)

KWL

Students brainstorm a list of items they **K**now and **W**ant to know when beginning a new topic or theme. (At the end of the unit, students list what they **L**earned.) This can be done silently by having charts on three walls in the room, entitled, “What I know about the topic,” “What I want to know about the topic,” and “What I learned about the topic.” In the week before beginning a new unit, students are told to write on the first two charts. This information can help the teacher to plan the unit, giving students real input into the content of their learning. (As students identify key concepts learned, they start writing on the “What I Learned” chart.)

SQ3R

Students use the five step reading strategy called “SQ3R” which is a useful tool for dealing with longer reading segments. They (1) **S**urvey the reading to find out the subject, (2) formulate **Q**uestions about the reading based on their survey, (3) **R**ead the piece carefully using the questions they formulated in step two, (4) **R**ecite the main idea and primary details of what they read, and (5) **R**evise the passage (more than once, if necessary), reexamining it to find answers to their questions. *Note: In this sequence, steps one and two are the priming activities.*

PRIMING ACTIVITY EXAMPLE

As mentioned above, priming activities prepare learners for communicative interaction by focusing them on the topic or unit being introduced. In the following intermediate-level example, the goal of the activity is for students to be able to ask for and understand simple directions in the target language as well as to provide simple directions when asked, mentioning a variety of landmarks along the way. The priming task activates students’ prior knowledge and begins to introduce some new vocabulary or review relevant terms they know already.

Context: The class is beginning a unit on “the town.” Within that context, students will practice giving/receiving directions and describing spatial relationships.

Directions: In the target language, the teacher briefly questions students about when they might use a map (to plan a trip, to find

Use the illustrations on Transparency 22 to walk participants through this example activity.

a street, to decide whether to walk or drive, etc.), as opposed to when they might just *ask* for directions (when the map's no good, when they're lost on the street, etc.) Students are then asked to imagine a conversation between two strangers in the street. One is asking for directions, and the other is giving them. Working in groups, students predict words and expressions they expect to hear in the conversation. One group lists buildings that could be mentioned; another, verbs; another, words indicating location. Each group's reporter writes the words on the board with the teacher supplying unfamiliar target language vocabulary. The teacher asks the groups if they can add to each others' lists.

Students then work in small groups to produce an original map of an area of their city, labeling buildings and streets in the target language. (If appropriate, maps can be produced on a computer and/or assigned as homework.) If done in class, the teacher monitors group work and encourages target language talk and the use of new vocabulary by asking leading questions: Is there a bank in the neighborhood? What's behind the library? Where's the park? Students are now primed with relevant vocabulary and maps are available for use in a variety of communicative activities.

Rationale for the strategy: The activity uses predicting to elicit relevant vocabulary and introduce new words and expressions. Students are more engaged in the topic of giving and receiving directions because their products (their city maps) are forming the basis for instruction.

Using **Transparency 23**, cover the answers and ask participants to identify the Progress Checkpoint (intermediate proficiency) and possible Program Goal(s) and Performance Expectation(s) for the unit. This will reinforce the TEKS-based nature of this priming activity.

Workshop Activity Directions

Priming

Transparency 22/Handout 7-7a

After explaining this sample priming activity (**Transparency 22**) have participants examine other types of priming activities in the *Framework* (pp. 91-93) and on **Handout 7-7a**. Then, in groups, ask participants to choose one of those listed and spend ten minutes sketching a student-centered priming activity of their own. Have volunteers share as time allows. Process by asking about the Program Goal(s) and proficiency level targeted.

Notes

Latin students might use a map from ancient Rome to identify the sites of various public buildings.

Point out that Cultures and Comparisons may also be included by using target culture maps and noting how cities are laid out differently (or elicit participants' input on how to include other Program Goals).

Notes

The Six-Step interview activity is described by Dr. Spencer Kagan in his book, Cooperative Learning (Resources for Teachers, Inc. San Clemente, CA, 1994). The model describes a series of interviews and information exchanges between four students (two pairs). Each student interviews and is interviewed by two other students. Each student also shares information about a partner with two other students. The following diagram illustrates the sequence of interviews. (The arrow indicates the direction of the interview.)

Step One:

$A \rightarrow B \quad C \rightarrow D$

Step Two:

$A \leftarrow B \quad C \leftarrow D$

Step Three (sharing):

$A \leftrightarrow C \quad B \leftrightarrow D$

Step Four:

$A \rightarrow C \quad B \rightarrow D$

Step Five:

$A \leftarrow C \quad B \leftarrow D$

Step Six (sharing):

$A \leftrightarrow D \quad B \leftrightarrow C$

The Six-Step Interview provides a great deal of language practice with adequate redundancy and a low-anxiety environment since students never have to speak with more than one person at a time.

GROUPING

Transparencies 24 & 25

Grouping, or classroom organization strategies, address how students will work in the classroom: individually, in pairs, in groups, etc. The teacher has to determine how s/he will organize students for each learning activity. A variety of organizational patterns should be used to provide interest and to accommodate different learning styles. Each of the following patterns can be used with any number of activities.

Cooperative Learning Groups

Students work in groups of two to five in order to complete a task (e.g., solve a problem, produce a text, research a topic). In addition to the central task, each student is assigned a specific role for which s/he is responsible (e.g., secretary, reporter, questioner, encourager).

Without multiple occasions for social interaction, students are often more fearful of expressing themselves in the target language and are not as eager to participate in open-ended activities. The cooperative learning pattern described on page 57 and illustrated to the left, Kagan's Six-Step Interview, is just one way to organize an activity.

Inner/Outer Circle

Students form two groups and get in two concentric circles, one facing the other. Members of one circle seek information from members of the other circle. Then, one of the circles rotates a certain number of spaces and the process is repeated with a new partner. After a certain number of turns, the two circles change roles with regards to seeking and providing information. Students are "primed" by hearing a variety of ideas on a given topic in preparation for an oral or written activity based on that topic.

Sustained Silent Reading (SSR)

Students select individual reading materials in the target language for their enjoyment and read uninterrupted during a regularly scheduled period of at least fifteen minutes. Students are encouraged *not* to use a dictionary (which can limit enjoyment and reduce the amount of material actually read). The teacher spends this time reading for enjoyment in the language as well. As an alternative, students can be given different materials on the same topic in order to prompt discussion. After the sustained silent reading, students will all have at least one idea to contribute to a small group discussion.

GROUPING ACTIVITY EXAMPLE

The goal of this activity is for students to develop an understanding of a target culture *perspective* based on what they have learned about its *practices*. They should also be able to state their opinion on the subject. The sample advanced-level activity offers students the chance to work in pairs, sharing ideas with several different classmates before expressing themselves in writing.

Context: Using primary sources, including the Internet, class members have been individually gathering information and taking notes on a recent campaign and election in a country where the target language is spoken.

Directions: Students share the specific facts from their notes on the campaign they have been researching. They work in groups of four students, A, B, C, and D. In Steps One and Two, students pair up (A & B; C & D) and interview each other, adding to their notes. In Step Three, students A & C and B & D then share the information they learned in their interviews with their previous partners. In Steps Four and Five, students A & C and B & D interview each other, again adding to their notes. In Step Six, A & D and B & C share information from the last round of interviews.

Next, using the information obtained in the interviews, students participate in a whole-class discussion, sharing information and hypothesizing about perspectives of the target country with regards to politics and campaigns. To confirm or refute their hypotheses, groups collaboratively compose a letter to a native speaker or target language newspaper commenting on some aspect of the campaign and asking questions. The letter is sent via e-mail if available.

Rationale for the strategy: The Six-Step Interview is student-centered, providing a great deal of student-to-student practice on a single topic with the teacher serving as a resource person to help learners express their personal understanding and opinions.

Using **Transparency 25**, cover the answers and ask participants to identify the Progress Checkpoint (advanced proficiency) and possible Program Goal(s) and Performance Expectation(s) for the unit. This will reinforce the TEKS-based nature of this sample strategy.

Workshop Activity Directions

Grouping

Transparency 24/Handout 7-7a

After describing this example using **Transparency 24**, have participants examine other types of grouping in the *Framework* (pp. 93-94) and on **Handout 7-7a**. In groups, participants choose an organizational pattern and spend ten minutes sketching a student-centered activity using it. Have volunteers share as time allows. Process by asking about the Program Goal(s) and proficiency level targeted.

Notes

Use the illustrations on Transparency 24 to walk participants through this example activity.

Latin students can use the Six-Step Interview as a jigsaw activity to understand a written text on a political topic. The text is divided into four segments with each student responsible for one of them. The interviews are used to share information about the four sections of the text. After Step Six, all students should have a thorough understanding of the entire text.

As an alternative, ask participants to use the activity you presented and have them describe a different way to organize the interactions.

APPLICATION

Transparencies 26 & 27

In developing learning activities, teachers think about how new skills and concepts *apply* to students' lives. Teachers plan activities in which the skills (e.g., writing, higher order thinking) developed in LOTE classes transfer to other school subjects and other areas of life. As they design their lessons, they also reflect on when and how the concepts being introduced are put to use in the "real world," and they design practice that fits the situation. For example, large numbers are seldom written out except on checks, so writing large numbers would be practiced in that context. Thinking about how the lesson applies to the real world helps teachers organize instruction to teach skills applicable beyond the language classroom, linking to other areas of the curriculum and community.

Field Experience

Students use the language in the community to participate in a variety of activities (e.g., teaching the language to younger children, giving a concert with songs in the language, or using the language in a job internship situation).

HOTS

The ability to use Higher Order Thinking Skills is valuable in many areas of life. These skills can be developed in the language classroom, for example, when students go beyond reading a short story solely for comprehension to analyzing character motivation, synthesizing a scene and presenting it in dialogue format, or evaluating the theme of the story.

Problem-Solving

Students use the language to solve a problem from another subject area. For example, students figure out what elements conduct electricity by using and practicing the language while conducting scientific experiments.

Think-Alouds

Students explain to their partners their thinking process as they try to make meaning of a passage heard or read. For example, both students in a pair look at a reading passage. While one student listens, the other student talks aloud, explaining how s/he is figuring out the meaning of the passage. The student may predict meaning from the title or illustrations of the passage, guess the meaning of the words from context, make inferences, validate predictions, etc. The listener reacts to and reinforces the strategies used.

Writing Process

Students use the same steps taught in English Language Arts (brainstorming, outlining, creating a first draft, peer editing, rewriting, etc.) to create a piece of writing in the target language, thus reinforcing writing skills useful in all areas of the curriculum.

APPLICATION ACTIVITY EXAMPLE

In this activity, novice-level students are learning expressions to describe the weather and vocabulary for items of clothing. The practical application of this knowledge is to “provide and obtain information” about plans for a possible trip to a target culture city. Students use higher-order thinking to make decisions and develop research (and possibly computer) skills. The goal is for students to use memorized expressions to tell about the weather in a given location and to list appropriate clothing items they would pack for a trip to that location.

Context: The class has begun a unit on combining weather and clothing vocabulary.

Directions: In groups of three, students use a variety of resources to identify and locate three cities they would like to visit where the target language is spoken (in different countries, if possible). They also look up average weather conditions during the time of the year when they would like to plan their trip. Additionally, students identify clothing items they will need to pack for each city in order to be comfortable under the projected weather conditions.

Each group creates a visual, indicating the location of the cities on a map and the average high and low temperatures (in both Celsius and Fahrenheit where appropriate) for the chosen month. Computer resources may be used to create and present the visuals (which may also be assigned as homework). The group uses the visuals to impart information to the class on the weather in each city. They also list, bring in, and/or show illustrations of the items of clothing they have selected to take with them.

Rationale: The activity connects students to the geography and history of other regions as they research places they would like to visit where the target language is spoken. They use simple meteorological expressions to describe weather conditions and to explain their choice of clothing.

Using **Transparency 27**, cover the answers and ask participants to identify the Progress Checkpoint (novice proficiency) and possible Program Goal(s) and Performance Expectation(s) for the unit. This will reinforce the TEKS-based nature of this sample strategy.

Notes

Use the illustrations on Transparency 26 to walk participants through this example activity.

Latin students could use simple sentences to describe weather or create art to illustrate clothing items appropriate to the times.

Notes

Workshop Activity Directions

Application

Transparency 26/Handout 7-7a

After describing the activity using **Transparency 26**, have participants examine other examples of application in the *Framework* (pp. 94-96) and on **Handout 7-7a**. In groups, participants choose one of those listed and spend ten minutes sketching an activity of their own in which they focus on the real-world application of a skill or concept. Have volunteers share as time allows. Process by asking about the Program Goal(s) and proficiency level targeted.

STUDENT-CENTERED PRACTICE

Transparencies 28 & 29

A great deal of student-centered practice will be required if learners are to meet the high standards outlined in the TEKS for LOTE. (Something other than a teacher-fronted classroom is also required to maintain students' interest!) Most activity types (information gathering, role play, debates, etc.) can be readily adapted to a variety of contexts, thus cutting down on preparation time for the teacher and reducing the time required to explain the learning tasks to the students. Familiarity with an activity type is also comforting to students, even if the particular topic is a new one. The following activities, some of which are adaptations of teacher-directed exercises, provide templates for student-centered practice.

Dictation/Cloze

Students listen to and write down an oral communication or fill in blanks in a paragraph as they hear it read. Another student, rather than the teacher, provides the input from a short, original text.

Interviews/Surveys

Students formulate questions, interview, and probe for deeper understanding and clarification of a topic of their choice. They may interview one or two classmates in-depth or survey several classmates, asking one or two questions of each (as in the Signature Search icebreaker at the beginning of the workshop).

Journals

Students practice writing skills by making journal entries on a regular basis (daily, weekly) on school activities, current events, or topics of personal interest. The primary goal of journals is fluency, so they are not usually graded for grammatical accuracy.

Read and Tell

Students read a story of their choice and retell it in their own words to a partner or a small group of classmates.

Role-Playing

Students use the language to take on various roles in different situations. Role playing gives students an engaging way to enjoy and practice new vocabulary and language functions. They work in groups to determine appropriate vocabulary and phrasing, then present their role-play to the class.

Total Physical Response (TPR)

Students follow oral commands to complete tasks, first following the model of the teacher, then without the model. Thus they are provided the opportunity to internalize language before producing it themselves. Once students are comfortable with the material, they may serve as the “modeler,” recombining the new material in unique ways.

STUDENT-CENTERED PRACTICE ACTIVITY EXAMPLE

Here, advanced-level students are studying environmental issues. The goal is for them to analyze and synthesize information gathered from a variety of target-language sources in order to form educated opinions on the topic and present them in a creative way.

Context: Students have been studying current environmental issues in a target language country by reading articles in target language news magazines and watching replays of news broadcasts recorded from cable TV.

Directions: As a final information-gathering activity, students attend a lecture by an environmentalist from the target culture who is speaking at the local university. Based on the information they have already gathered, students participate in the question and answer session that follows.

In class, students work in groups of three or four to compile their findings and use them to create an original role-play or mini-drama on the environment. One takes the form of a discussion among like-minded friends; another, a heated exchange among students with opposing views; another, a formal debate between “politicians” on a public service television program, etc. The role-plays are presented to classmates and to students in intermediate-level classes. The best are entered in a state-wide language competition.

Rationale for strategy: Students connect with the target community through the Internet, the lecture they attend, etc. The

Notes

Use the illustrations on Transparency 28 to walk participants through this example activity.

If this type of activity is not feasible in a particular area, alternative connections with the target community could include a visit to a museum exhibit from the target country, interacting in a group discussion on the environment through the Internet, or interviewing native speakers in the community.

Latin students can research a topic which would have been a “current event” in ancient times. They may be able to attend a lecture by a noted classicist or a museum exhibition as a way of connecting with “native” speakers. Their evaluations of the issue would be in writing.

Notes

role-play allows them to demonstrate their knowledge of the topic in an engaging and creative way. The activity is student-centered with the teacher serving as a resource person.

Using **Transparency 29**, cover the answers and ask participants to identify the Progress Checkpoint (advanced proficiency) and possible Program Goal(s) and Performance Expectation(s) for the unit. This will reinforce the TEKS-based nature of this sample strategy.

Workshop Activity Directions

Student-Centered Practice

Transparency 28/Handout 7-7a

After describing the sample activity using **Transparency 28**, have participants examine other types of student-centered practice activities in the *Framework* (pp. 96-97) and on **Handout 7-7a**. In groups, participants choose one of those listed and spend ten minutes sketching a student-centered activity of their own. Have volunteers share as time allows. Process by asking about the Program Goal(s) and proficiency level targeted.

ASSESSMENT

Transparencies 30 & 31

The instructional goals and performance expectations of a program provide the basis for both instructional/practice strategies *and* assessment. Thus, decisions as to which assessment strategies to use should also be based on the five Program Goals described in the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities. Since good assessment reflects instruction, any of the practice activities and strategies described in this module can be modified and used as assessment tools. Indeed, evaluation can be seen as both the beginning and the end point of classroom instruction, for it is there that teachers' lesson/unit planning actually starts. Without reflecting on where students should end up, teachers cannot effectively guide them to that desired end point. Lessons and units are stages along the way to attainment of the goal: the standards outlined in the TEKS for LOTE. Thus, for any lesson or unit that teachers evaluate, they will already have conceptualized the means of assessment as part of the initial planning stage.

ASSESSMENT ACTIVITY EXAMPLE

The goal of the activity is for novice-level students to understand the main ideas of an oral text describing family relationships, then to express their understanding in writing, using memorized

materials to fill in blanks on a family tree, e.g., “_____ is _____’s husband.” Point out that this same evaluation activity could also have been used as a practice activity or a priming activity (with the teacher describing his/her own family tree.)

Context: Students have completed a unit on naming and describing family members. They have participated in a series of communicative activities using the appropriate vocabulary and structures, including the following: listening to the teacher name and describe the members of a famous family (e.g. the Kennedy family, the Brady Bunch), drawing their own family trees and presenting them to the class, and interviewing classmates about their family members.

Directions: As an assessment activity, the teacher tells students that they have been hired to design the family tree of a famous local family. He/she then describes the family orally in simple narrative form. Students take notes, then draw the family tree, labeling branches with each person’s name. They then complete several sentences describing relationships, filling in the appropriate names.

Rationale: Students are asked to understand main ideas and to label the names and relationships, appropriate novice-level tasks.

Using **Transparency 31**, cover the answers and ask participants to identify the Progress Checkpoint (proficiency level) and possible Program Goal(s) and Performance Expectation(s) for the unit. This will reinforce the TEKS-based nature of this sample strategy.

Workshop Activity Directions

Assessment

Transparency 30/Handout 7-7a

After describing the sample evaluation, using **Transparency 30** have participants examine other types of assessment activities in the *Framework* (pp. 97-101) and on **Handout 7-7a**. Then, in groups, participants choose one of those listed and spend ten minutes sketching a student-centered assessment activity of their own. Have volunteers share as time allows. Process by asking about the Program Goal(s) and proficiency level targeted. Remind participants that an assessment does not always involve a major exam or heavily-weighted grade.

Notes

Use the illustration on Transparency 30 to walk participants through this example activity.

Latin students might read the text describing the family rather than hearing it and then draw the family tree.

Notes

Workshop Activity Directions

What Do I Do Now?

Transparency 32/Handout 8

Distribute **Handout 8**. Show **Transparency 32** and give participants two minutes to quickly list a number of steps they can take in order to implement the TEKS for LOTE. Solicit several responses and write them on a blank transparency on the overhead projector. Add additional ideas, such as the ones listed below, if participants don't come up with them on their own.

- Begin developing some TEKS-based learning scenarios for use in your classroom; submit your work to the LOTE CED web site for publication (www.sedl.org/loteced).
- Develop some TEKS-based activities that employ some of the instructional strategies included in this workshop.
- Use some of the instructional strategies you learned about today in some of the classroom activities you already do.
- Using what you now know about the TEKS for LOTE, evaluate your district or classroom curriculum's ability to help students reach the TEKS' Performance Expectations.
- Make plans to attend additional TEKS training workshops, including Module III-A: Addressing Assessment and Module III-B: Developing Curriculum (available February 2000).

DON'T FORGET THE EVALUATION!

Allow ten minutes for participants to complete the evaluation included at the end of the Handouts section of this manual. Send copies of the evaluation forms to the LOTE CED in one of the large postage-paid envelopes provided in this binder.

Please note! Don't forget to tell participants to which statements they should respond on page 1 of the evaluation (depending on sections covered in the workshop.)

Also, please send a LOTE CED Module Workshop Roster back to the LOTE CED every time you conduct a workshop (also included in this binder.) If the workshop venue already uses another type of sign-in sheet, please photocopy that sheet and send in a copy. Please ensure that whatever you send includes your name, your co-presenter's name, the date of the workshop, the module presented, the workshop location, and the number of participants.

References

- Lee, J. & VanPatten, B. (1995). Making Communicative Language Teaching Happen. New York: McGraw-Hill, Inc.
- Omaggio, A. (1984). The proficiency-oriented classroom. In T. Higgs (Ed.), Teaching for Proficiency, the Organizing Principle (pp. 43-84). Lincolnwood, IL: National Textbook Company.

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Talking Points

Transparency 1

Agenda

- ❑ *Introductions / Getting Started*
- ❑ *Reconnecting to the TEKS for LOTE*
- ❑ *A Look at Learning Scenarios*
 - *Characteristics*
 - *Development*
- ❑ *Facilitating Change in LOTE Instruction and Learning: Instructional Strategies/Techniques*
- ❑ *Planning for the Future*
- ❑ *Concluding Remarks and Evaluation*

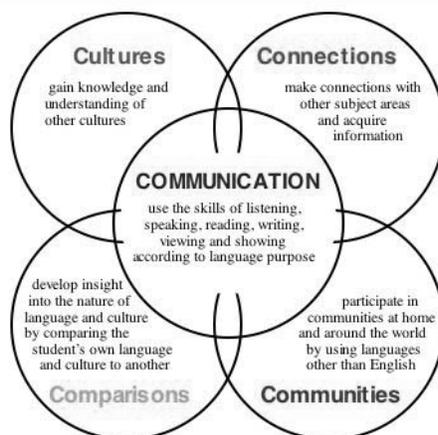
T-1

Agenda

- Have this transparency on the overhead projector and pass out handout packets as participants enter the room.
- Introduce yourself, then guide participants to complete the icebreaker activity (Signature Search, HO 2).
- Use information from the participants' answers to point out key elements of the Guiding Principles and changing paradigm underlying the development of the TEKS for LOTE. (See Background Information (BI, p. 29).)
- Point out agenda items that you will cover during the workshop.

Transparency 2

Interrelationship of the Five Program Goals



T-2

LOTE Program Goals

- Explain that you will begin with a brief review of the TEKS for LOTE. *This section can be skipped or shortened to a statement of review if participants have already completed Module 1 or have a thorough understanding of the TEKS for LOTE.*
- Tell participants the Program Goals, or 5 Cs, form the foundation of the TEKS for LOTE. Briefly explain what each term means (BI, p. 32-37).
- Emphasize that Communication is at the center of everything that goes on in language classrooms and is the vehicle by which students reach the other Program Goals.
- State that the traditional four skills of listening, speaking, reading, and writing are integrated across the Program Goals. Explain the skills of viewing and showing that have also been added to the traditional ones and elicit examples from participants (BI, p. 32).

Communication Modes

- Say that communicative proficiency derives from control of three modes of communication. See if participants can name the three modes.
- Describe the three modes (BI, pp. 32-33).

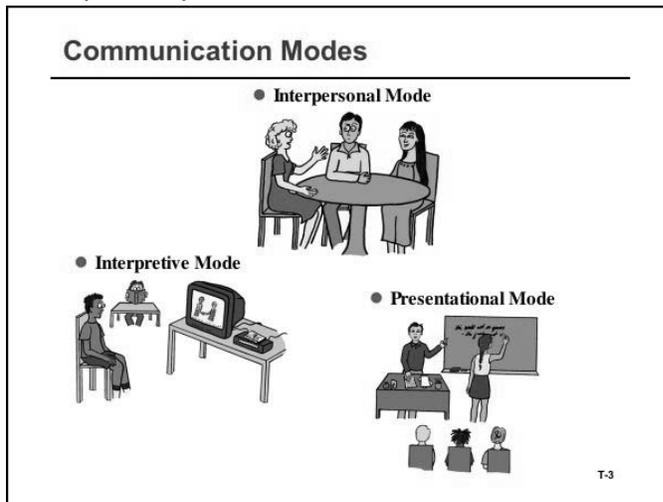
Progress Checkpoints

- Use the transparency to point out the non-linear nature of language proficiency as illustrated by the gradual darkening of the color in the inverted triangle and the dotted lines separating the levels.
- Explain how the inverted triangle also illustrates the increasing amount of language controlled at each level.
- If time allows and you feel your audience needs practice identifying the Progress Checkpoints, you may wish to use one of the two Progress Checkpoint activities from Module I.

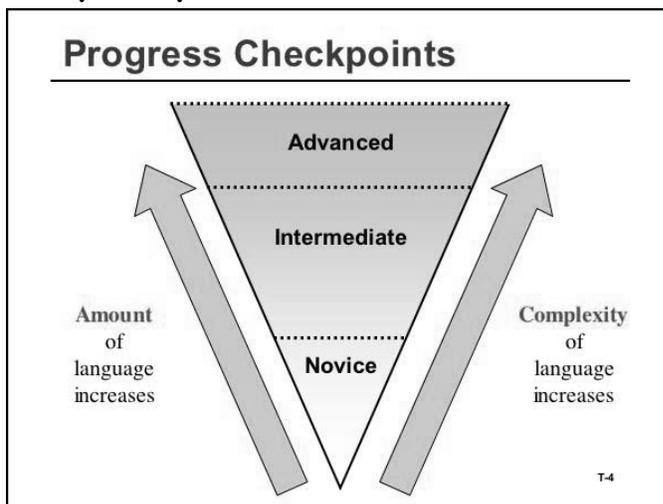
TEKS for LOTE Terminology

- Define the terms for participants and then review examples on transparency. (These examples are for the Cultures Program Goal.)
- Tell participants that Example Progress Indicators and Learning Snapshots are found in the *Framework*, pp. 36-71.
- Point out citations in the TEKS for LOTE for classical languages, §114.22 (a) (3); §114.23 (a) (3); §114.24 (a) (3) (4). Appendix D of the *Framework* includes “Language Specific Progress Checkpoints: Classical Languages.” Emphasize that students of classical languages use the skills of listening, speaking and writing to enhance reading skills.
- The *Framework* also contains information on Exploratory Languages (§114.25) and Cultural and Linguistic Topics (§114.26).

Transparency 3



Transparency 4



Transparency 5

TEKS for LOTE Terminology

Cultures

- ✓ **Knowledge and Skills**
The student gains knowledge and understanding of other cultures. (Novice, Intermediate, and Advanced)
- ✓ **Performance Expectations**
The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied. (Novice)
- ✓ **Example Progress Indicators**
Identify and illustrate a traditional custom or celebration. (Novice)
- ✓ **Learning Snapshots**
Students make their own business cards using *Hiragana*, *Katakana*, and *Kanji* and use them to practice formal business introductions in role plays. Students learn the perspectives behind the practice by observing similarities with business introductions in the U.S., discussing them in English, and summarizing them through a list in Japanese. (Novice)

T-5

Transparency 6

The Classroom Circus

“Mrs. Clarke must be colorblind. She kept askin’ us what colors these were.”



THE FAMILY CIRCUS®
1998 Bill Keane, Inc.
Reprinted with permission of King Features Syndicate.

T-6

The Classroom Circus

- Ask participants what the cartoon says about classroom activities.
- Guide discussion to suggest changes in the nature of the language classroom. Focus on the use of authentic documents; meaningful, interesting, and real-world contexts; and student-centered interaction (BI, pp. 41-42).

Transparency 7

Characteristics of a Learning Scenario

Learning Scenarios are...

- ❖ TEKS-based
- ❖ form a thematic unit consisting of multi-staged, task-based activities
- ❖ integrate other subject areas
- ❖ are student-centered
- ❖ stimulate creativity and encourage divergent thinking
- ❖ use authentic, contextualized target language

T-7

Characteristics of Learning Scenarios

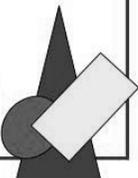
- Discuss the term “learning scenario”, noting that a scenario is a student-centered unit of study, not a single classroom activity (BI, pp. 43-45).
- Go over the characteristics listed on Transparency 7. Lead participants to see the parallels between the characteristics listed and the changing paradigm of LOTE education discussed in the preceding sections of the workshop.
- Use Transparency 8 to help participants distinguish between an activity and a learning scenario, using the list of characteristics as a guide (BI, pp. 43-44).

Transparency 8

Art History Connection

The teacher has previously introduced several artists to the class, showing them their major works and explaining the artistic characteristics of each painter. Students work in groups of four. Possible activities include:

- Drawing a picture as the artist would have (i.e., cubism, bright colors, elongated fingers)
- Writing an obituary for the artist
- Making a 10-minute documentary on the artist
- Producing marketing materials to promote an exhibit of the artist’s best works



T-8

Learning Scenario 1: Comparing Dating Customs

- Tell participants you will now present some sample student-centered learning scenarios that incorporate at least two of the five Program Goals (5 Cs) of the TEKS for LOTE. Say you will illustrate how both activities can be adapted to other proficiency levels. As a follow-up, participants will work in groups to write and share original scenarios using TEKS for LOTE Program Goals.
- Mention the topic of the scenario and point out the TEKS goals, expectations, and proficiency level targeted.

Learning Scenario 1: Comparing Dating Customs

- Discuss briefly the context and goal, then use the transparency art to explain the activities within the scenario (BI, pp. 45-46).
- Ask participants how the learning scenario supports the designated Program Goal(s) and proficiency level.

Learning Scenario 1: Adapting Instruction

- Ask participants to refer to the TEKS-pectations on Handout 3. Show how Learning Scenario 1 can be adapted to the novice and advanced levels.
- Elicit participants' suggestions for other ways to adapt the learning scenario.

Transparency 9

Learning Scenario 1: *Comparing Dating Customs*

Progress Checkpoint: Intermediate

PROGRAM GOAL: Communication - Interpersonal and Presentational Modes

Performance Expectation: The student is expected to engage in oral and written exchanges to provide and obtain information. The student should also be able to present information and convey short messages on everyday topics to readers and listeners.

PROGRAM GOAL: Comparisons - Concept of Culture

Performance Expectation: The student is expected to use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.

T-9

Transparency 10

Learning Scenario 1: *Comparing Dating Customs*

- **Formulate Interview**
- **Conduct Interview**
- **Present Results**
- **Describe Differences**

T-10

Transparency 11

Learning Scenario 1: *Adapting Instruction*

Novice Level

- ✓ Provide questions
- ✓ Simplify response type
- ✓ Pair up for interviews
- ✓ Draw illustrations or role-play
- ✓ Categorize with Venn Diagram
- ✓ Other

Advanced Level

- ✓ Read authentic background material
- ✓ Consider culturally appropriate questions
- ✓ Apply knowledge of cultural norms
- ✓ Prepare essay
- ✓ Other

T-11

Transparency 12

Learning Scenario 2: Perspectives in Advertising

Progress Checkpoint: Novice

PROGRAM GOAL: Communication - Presentational Mode

Performance Expectation: The student is expected to present information using familiar words, phrases, and sentences to listeners and readers.

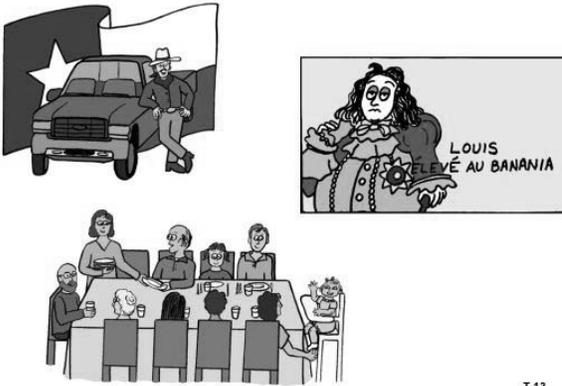
PROGRAM GOAL: Cultures - Practices and Perspectives

Performance Expectation: The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the culture studied.

T-12

Transparency 13

Learning Scenario 2: Perspectives in Advertising



T-13

Transparency 14

Learning Scenario 2: Adapting Instruction

Intermediate Level

- ✓ Use target language for discussion
- ✓ Include video advertisements
- ✓ Produce a culturally appropriate advertisement
- ✓ Confirm hypothesis through native speakers
- ✓ Other

Advanced Level

- ✓ Use target language for discussion
- ✓ Include video and audio advertisements
- ✓ Interview native speakers regarding perspectives
- ✓ Develop a culturally appropriate ad campaign
- ✓ Other

T-14

Learning Scenario 2: Perspectives in Advertising

- Mention the topic of the scenario and point out the TEKS goals, expectations, and proficiency level targeted.

Learning Scenario 2: Perspectives in Advertising

- Discuss briefly the context and goal, then use the transparency art to explain the activities within the scenarios (BI, pp. 47-49).
- Ask participants how the learning scenario supports the designated Program Goal(s) and proficiency level.

Learning Scenario 2: Adapting Instruction

- Ask participants to refer back to the TEKS-pectations on Handout 3. Show how Learning Scenario 2 can be adapted to the intermediate and advanced levels.
- Elicit participants' suggestions for other ways to adapt the learning scenario.

Learning Scenario 3: Birds Beyond Borders

- Mention the topic of the scenario and point out the TEKS goals, expectations, and proficiency level targeted.
- Note that this is an elementary-level learning scenario.

Learning Scenario 3: Birds Beyond Borders

- Discuss briefly the context and goal, then use the transparency art to explain the activities within the scenario (BI, pp. 49-50).
- Ask participants how the learning scenario supports the designated Program Goal(s) and proficiency level.

Learning Scenario 3: Adapting Instruction

- Ask participants to refer back to the TEKS-pectations on Handout 3 to review the tasks for learners at each Progress Checkpoint.
- Use Transparency 17 to elicit ideas as to how the scenario could be adapted for middle and high school students, as well as to the other proficiency levels.

Transparency 15

Learning Scenario 3: *Birds Beyond Borders*

Progress Checkpoint: Novice

PROGRAM GOAL: Communication - Interpersonal, Interpretive, and Presentational Modes

Performance Expectation: The student is expected to engage in oral and written exchanges of learned material to socialize and to provide/obtain information. The student should also be able to present information using familiar words, phrases, and sentences to listeners and readers.

PROGRAM GOAL: Connections

Performance Expectation: The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information. The student should also be able to use the language to obtain, reinforce, or expand knowledge of other subject areas.

PROGRAM GOAL: Communities

Performance Expectation: The student is expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.

T-15

Transparency 16

Learning Scenario 3: *Birds Beyond Borders*

• Internalize Language

• Construct Habitat

• Exchange Information

T-16

Transparency 17

Learning Scenario 3: *Adapting Instruction*

How would you adapt the scenario for...

- ✓ Middle school students?
- ✓ High school students?
- ✓ Intermediate-level proficiency?
- ✓ Advanced-level proficiency?

T-17

Transparency 18

Evaluating Learning Scenarios

Does the scenario support the designated knowledge and skills (two or more)?

Do the activities reflect student-centered tasks?

Are the tasks appropriate for the designated proficiency level?

Are the activities multi-staged and task-based, leading to a product showing evidence of what students know and can do?

Do the activities encourage creativity and divergent thinking?

T-18

Evaluating Learning Scenarios: Guidelines

- Share how participants can use these guidelines to evaluate how well a learning scenario supports the TEKS for LOTE.

Transparency 19

A Learning Scenario

Scenario Title	Program Goals	Proficiency Level
		
<p>Description:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		<p>Students will be able to:</p> <div style="border: 1px solid black; padding: 5px;"><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></div>

T-19

A Learning Scenario

- Group participants appropriately, by level or language.
- Ask participants to complete Handout 5 by developing a learning scenario that supports at least two Program Goals including Communication.
- Allow sufficient time, then process the activity, eliciting examples of the groups' scenarios (See BI, p. 51).
- Ask participants to refer to Handout 4 as they consider each others' scenarios.

Adapting to Other Proficiency Levels

- Participants will remain with the same group.
- Ask them to complete Handout 6 by adapting the original activity to the two other proficiency levels.
- Participants should use the TEKS-pectations on Handout 3 as a guide as they adapt their activities.
- Allow sufficient time, then process the activity, eliciting examples of the groups' activities (See BI, p. 52).

Instructional Strategies/Techniques

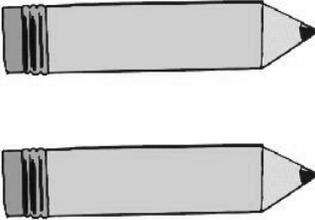
- Use Transparency 21 to discuss how the TEKS for LOTE reflect the changes taking place in LOTE teaching and learning.
- Mention that implementing the TEKS for LOTE requires much reflection on objectives and assessment strategies, and may require teachers to incorporate new strategies and/or techniques that may seem strange or unfamiliar to them.
- Tell participants that use of a variety of instructional strategies can enhance the appeal of a language lesson and allows for multiple Program Goals and Performance Expectations to be reflected in an activity.
- Mention the five instructional strategies to be considered in the workshop. Tell participants that you will describe an example activity for each strategy and give them the opportunity to practice developing some activities of their own.

Transparency 20

Adapting to Other Proficiency Levels

Adapt it!

Proficiency Levels

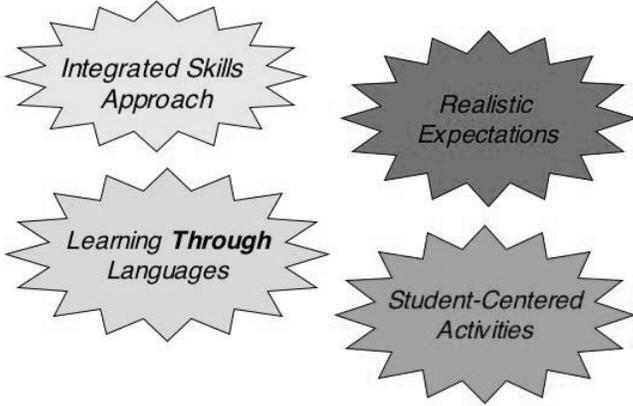


Adaptations

T-20

Transparency 21

Facilitating Change in LOTE Instruction and Learning



T-21

Transparencies 22 & 23

TEKS-Based Activity: *Priming*

Communication - Interpersonal Mode - Intermediate

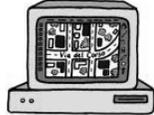
● Question



● Predict



● Create



T-22

PERFORMANCE EXPECTATIONS?

1. Interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations;
2. Present information and convey short messages on everyday topics to listeners and readers.

T-23

TEKS-Based Activity: Priming

- Remind participants of the purpose of priming activities and indicate the goal(s) and level targeted in the example.
- Explain briefly the context, then use the transparency art to explain the directions for the activity (BI, p. 54-55).
- Emphasize how the activity serves to “prime” students for what will follow.
- Use Transparency 23 to reinforce the TEKS-based nature of the activity by identifying the targeted Progress Checkpoint, Program Goal(s), and Performance Expectations.
- Have participants develop a Priming activity using Handout 7-7a and the *Framework* as resources (BI, p. 55).

TEKS-Based Activity: Grouping

- Tell participants that varying organizational patterns for activities enlivens the atmosphere and reaches a greater variety of learning styles and intelligences.
- Indicate the goal(s) and level targeted in the example.
- Explain briefly the context, then use the transparency art to explain the directions for the activity (BI, pp. 56-57).
- Emphasize the rationale for using the Six-Step Interview (BI, pp. 56-57).
- Use Transparency 25 to reinforce the TEKS-based nature of the activity by identifying the targeted Progress Checkpoint, Program Goal(s), and Performance Expectations.
- Have participants develop a Grouping activity using Handout 7-7a and the *Framework* as resources (BI, p. 57).

Transparencies 24 & 25

TEKS-Based Activity: *Grouping*

Connections/Cultures - Practices and Perspectives - Advanced

● Research



● Interview



● Share



● Compose



T-24

1. Use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied.
2. Use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.
3. Use the language at the advanced proficiency level to obtain, reinforce, and expand knowledge of other subject areas.

T-25

TEKS-Based Activity: Application

- Mention that linking classroom activities to the real world adds relevance and provides opportunities to connect to other subject areas.
- Indicate the goal(s) and level targeted in the example.
- Briefly explain the context, then use the transparency art to explain the directions for the activity (BI, p 59).
- Emphasize how other subject areas may be incorporated into language lessons.
- Use Transparency 27 to reinforce the TEKS-based nature of the activity by identifying the targeted Progress Checkpoint, Program Goal(s), and Performance Expectations.
- Have participants develop an Application activity using Handout 7-7a and the *Framework* as resources (BI, p. 60).

TEKS-Based Activity: Student-Centered Practice

- Discuss how student-centered activities maintain students' interest. Mention that many teacher-directed activities can be readily adapted for use as student-centered practice.
- Indicate the goal(s) and level targeted in the example.
- Explain briefly the context, then use the transparency art to explain the directions for the activity (BI, pp. 61-62).
- Emphasize how the activity provides practice in higher order thinking skills and connects students to the larger target language community.
- Use Transparency 29 to reinforce the TEKS-based nature of the activity by identifying the targeted Progress Checkpoint, Program Goal(s), and Performance Expectations.
- Have participants develop a Student-Centered Practice activity using Handout 7-7a and the *Framework* as resources (BI, p. 62).

Transparencies 26 & 27

TEKS-Based Activity: *Application*

Connections - Other Subject Areas - Novice

● Research



● Create



● Present



T-26

PERFORMANCE EXPECTATIONS:

1. Engage in oral and written exchanges of learned material to socialize and provide and obtain information.
2. Demonstrate understanding of simple, clearly spoken and written language, such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.
3. Use resources (that may include technology) in the language and cultures being studied to gain access to information.
4. Use language to obtain, reinforce, or expand knowledge of other subject areas.

T-27

Transparencies 28 & 29

TEKS-Based Activity: *Student-Centered Practice*

Communities - Within and Beyond the School - Advanced

● Listen



● Participate



● Debate



T-28

PERFORMANCE EXPECTATIONS:

1. Use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information.
2. Use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.
3. Use the language at the advanced proficiency level, both within and beyond the school setting, through activities such as participating in cultural events and using technology to communicate.

T-29

Transparencies 30 & 31

TEKS-Based Activity: Assessment

Communities

Interpretive Mode

Novice

T-30

PERFORMANCE EXPECTATIONS?

1. Engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

T-31

Transparency 32



TEKS-Based Activity: Assessment

- Explain how this assessment activity can also be modified and used for priming or practice.
- Indicate the goal(s) and level targeted in the example.
- Discuss briefly the context, then use the transparency art to explain the directions for the activity (BI, pp 62-63).
- Emphasize how the activity supports the TEKS-pectations for the novice level.
- Use Transparency 31 to reinforce the TEKS-based nature of the activity by identifying the targeted Progress Checkpoint, Program Goal(s), and Performance Expectations.
- Have participants develop an Assessment activity using Handout 7-7a and the *Framework* as resources (BI, p. 63).

What do I do now?

Distribute Handout 7, a copy of transparency 22. Give participants two minutes to quickly list a number of steps they can take to implement the TEKS for LOTE. Elicit several responses and write them on a blank transparency on the overhead projector. Add additional ideas such as the ones listed below if participants don't come up with them on their own.

- Utilize Project ExCELL documents.
- Attend other TEKS training workshops (Module III).
- Network with other teachers and districts.
- Join professional organizations.
- Evaluate your district or classroom curriculum (a unit plan or weekly plan).
- Identify a coach or mentor/get training as a coach or mentor.

DON'T FORGET THE EVALUATION

Allow ten minutes for participants to complete the evaluation included at the end of the Handouts section of this manual.

