

LEARNING LANGUAGES OTHER THAN ENGLISH

A TEXAS

Connections

100
Cultures
60

Communication



Communities

COMPARISONS

ADVENTURE

LANGUAGES OTHER THAN ENGLISH

LOTE
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CENTER FOR EDUCATOR DEVELOPMENT

message

from the LOTE CED/TEA

Dear LOTE Educators:

The LOTE Center for Educator Development and the LOTE Unit at the Texas Education Agency are pleased to offer you *Learning Languages Other Than English: A Texas Adventure*. The video series and this professional development video guide provide a new means of sharing information about the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) while showing the positive impact these standards can have on student learning. Teachers from around the state have consistently asked for more examples of what the TEKS for LOTE look like in the classroom; *Learning Languages Other Than English: A Texas Adventure* and this manual respond to this request. The video series shows actual classroom footage and interviews with teachers and students illustrating the guiding principles behind the TEKS for LOTE and the implementation of the five program goals outlined therein: communication, cultures, connections, comparisons, and communities.

Barriers to communication such as time and distance are being broken down by advancing technologies faster than we can learn how to use them. This phenomenon amplifies the significance of language learning in the 21st century as we have increased opportunities for face-to-face and electronic communications with people of varied linguistic and cultural backgrounds. Changing demographics within our own country make it advantageous to know other languages in addition to English. Besides being attractive—and often essential—to potential employers, the ability to communicate in a language other than English makes us a valuable resource within our local communities.

In the face of a changing world, the TEKS for LOTE and accompanying professional development materials such as this video series strive to modernize the teaching and learning of LOTE. They support language learning concepts such as learning in context, offering extended sequences of language learning, making LOTE accessible to all students, offering less commonly taught languages, employing proficiency-based curricula, esteeming heritage speakers, and experiencing cultures through language.

We hope the exemplary classrooms you see in *Learning Languages Other Than English: A Texas Adventure* inspire you to try something new in your own classrooms. We trust the materials provided in this manual will challenge you to act on that inspiration!

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LEARNING LANGUAGES OTHER THAN ENGLISH

A TEXAS ADVENTURE

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VIDEO GUIDE

special instructions to the **facilitator**

ABOUT LEARNING LANGUAGES OTHER THAN ENGLISH: A TEXAS ADVENTURE

Learning Languages Other Than English: A Texas Adventure is a five-part video series developed by the LOTE Center for Educator Development and the Texas Education Agency's LOTE Unit and produced by the TEA's T-Star Studios. The videos include interviews with students, teachers, parents, and administrators. Most importantly, they show LOTE learners in classrooms across Texas putting the standards, the *Texas Essential Knowledge and Skills for Language Other Than English* (TEKS for LOTE), into practice.

THE VIDEOS

The series is comprised of five, 30-minute videos. The first video provides an overview of current thought on LOTE teaching and learning in Texas. The remaining four videos focus on the goal of communication plus one additional "C" (cultures, connections, comparisons, or communities). Videos 2-5 each contain an identical segment, about seven minutes in length, that briefly defines the five program goals and goes into some detail on the three modes of communication (interpersonal, interpretive, and presentational). The remaining portion of these four videos illustrates and expands upon the given program goal, or "C." In this way, *each video can be used independently*, yet still contain the important message that communication is at the heart of learning a language. Although the videos may be presented in any order, we recommend you begin with the Communications Segment before completing videos 2-5.

Overview of the TEKS for LOTE (Video 1): This video provides an overview of the philosophies and policy that currently drive the teaching and learning of languages other than English in Texas. It makes a good advocacy piece that can be shown to parents, administrators, and community members as well as LOTE educators.

Communication and Cultures (Video 2): This video includes brief testimonials by teachers and others involved in LOTE education that provide real-world examples of how teachers incorporate cultures into their language classrooms and why it is important to do so. The video shows classrooms focusing on the Cultures program goal and learning about the concepts of practices, products, and perspectives.

Communication and Connections (Video 3): This video features several different classrooms "connecting" to other subject areas, both in immersion and traditional classroom settings. Also shown are students using the language to connect with target language resources such as news reports, web sites, and authentic documents.

Communication and Comparisons (Video 4): This video includes footage of teachers and students making comparisons between the target language and culture(s) and their own language and culture. Also shown are classrooms where the students are learning about the important influences that languages and cultures have upon one another.

Communication and Communities (Video 5): This video shows teachers and students using the target language both within and beyond the school walls for purposeful communication with local and world communities. It also includes several students reflecting on the value of learning LOTE for career development, as well as for personal enrichment and enjoyment.

THE VIDEO GUIDE

This manual is a companion guide to the video series, *Learning Languages Other Than English: A Texas Adventure*. The videos and guide can be used for professional development to heighten awareness about the way languages are presently being taught and learned in Texas as well as to make evident the possibilities and benefits that learning languages for real-world purposes offers.

The study guide provides materials to be used for professional development in conjunction with the videos in the series and includes the following components:

- Background information on the development of the videos and the changes being brought about in LOTE classrooms across the state as the TEKS for LOTE are being implemented.
- Suggestions for using the video series in a variety of professional development contexts and suggestions and tips for workshop facilitators.
- Six workshop units: one for each of the five videos (see p. ii) and an additional unit for the Communication Segment that appears at the beginning of videos 2-5.
- Appendices: helpful resources for developing training sessions and supplemental handouts for participants.

Individual workshop units contain the following sections:

About... — Includes a synopsis of the video, episode breakdown, suggestions for using the video, questions addressed in the video, and goals for the participants.

To the Session Leader — Consists of brief explanations/notes to the facilitator on guiding participants through the activities on the worksheets in the next sections.

Video Viewing Worksheets — Includes worksheet masters with instructions for pre-viewing, viewing, and post-viewing activities to be used as participants watch the video.

Investigating Further — Consists of worksheet masters and a brief bibliography of suggested readings for two types of follow-up activities.

Further information on the use of these components and the video viewing and follow-up activities is found in the chart on page *vii*.

Goals of Learning Languages other than English: A Texas Adventure

- To help viewers identify issues, concerns, and questions with regard to the implementation of the TEKS for LOTE.
- To make participants aware of the creative ways in which the TEKS for LOTE are being implemented in Texas classrooms by showing examples of communicative, standards-based classrooms that illustrate the changing paradigm of LOTE instruction.
- To give participants opportunities to work with colleagues in the in-depth exploration of TEKS implementation.
- To challenge LOTE educators to reflect on their own practices and to develop new or additional strategies for implementing the TEKS for LOTE.

special instructions to the facilitator



Highlights

Some of what you'll see in *Learning Languages Other Than English: A Texas Adventure*:

- students using the target language to communicate with one another and with native speakers
- teachers reflecting on how implementing the TEKS for LOTE has positively affected their classrooms
- students presenting information in the target language
- teachers using authentic materials, including technology, to make language come alive
- students and others commenting on the benefits of knowing a LOTE

CHARACTERISTICS OF THE COMMUNICATIVE, TEKS FOR LOTE-BASED CLASSROOM

In these videos, you will see classrooms in which teachers strive to create a communicative, standards-based learning environment as described below.

- Students are aware of what they should know and be able to do to meet the standards at the various proficiency levels.
- Students see a personal and practical value to what they are learning.
- Students are an integral part of the learning process and have a hand in the construction of their own knowledge.
- Students have the opportunity to employ a variety of technological resources in their language learning.
- Students learn through active, in-depth investigation and exploration.
- Students use their knowledge of the target language to reinforce what they know about other subject areas and vice-versa.
- Students learn with other students, teachers, and individuals beyond the school walls.
- Students learn in multiple, real-world contexts, through opportunities to address and reflect on authentic problems or situations.
- Students work creatively and use divergent and higher order thinking skills.
- Students use authentic documents and technology to interact with native speakers and the target culture(s).
- Students have the opportunity to learn how they learn best in classrooms that respect a variety of learning styles and preferences.

THE CHANGING PARADIGM OF LOTE EDUCATION

In recent years, research in language instruction has contributed to the changing focus of LOTE education. It is evolving to include programs that provide instruction from Pre-Kindergarten through Grade 16 and which allow all learners to develop language proficiency and skills they can use in the real world as exemplified in the classrooms of *Learning Languages Other Than English: A Texas Adventure*.

The learning and teaching of languages in Texas and the nation clearly focus on the goal of communicative proficiency and cultural awareness as well as the development of linguistic skills. This “new” paradigm has actually evolved over more than two decades with input from many sources such as the *Standards for Foreign Language Learning: Preparing for the 21st Century* and various state documents and frameworks including the *Texas Essential Knowledge and Skills for Languages Other Than English* and *A Texas Framework for Languages Other Than English*. The chart that follows summarizes developing trends in the learning and teaching of languages other than English.

THE CHANGING PARADIGM OF PRE-K TO GRADE 12 LOTE EDUCATION

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

from *A Texas Framework for Languages Other Than English*

USING THE VIDEOS FOR PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT OPTIONS

Research on staff development shows that one-shot workshops seldom contribute to participants' meaningful understanding and transfer of new knowledge into their daily practice. *Learning Languages Other Than English: A Texas Adventure* is designed to encourage reflection, as well as to instruct and illustrate. We recommend taking as much time as needed to complete the sequence of activities for each video. The series is adaptable to a variety of professional development formats.

District In-Service

The workshop activities in each unit have been divided into segments to make them adaptable to workshops of various lengths.

- Each video can easily be the subject of an entire day's in-service training with video viewing activities completed in the morning and follow-up activities conducted in the afternoon. (Participants will need access to the recommended readings in *Investigating Further* in advance of the training.)
- A half-day session can be used to complete the three video viewing activity segments, for example, with another half-day session scheduled at a later date and devoted to the activities in *Investigating Further*. This format works particularly well because it allows time for participants to have researched the topics using the recommended readings and provides them an opportunity to apply the major concepts discussed in the video to their own teaching/learning context.

Study Group

Consider the following planning options when using this series with a study group:

- Begin with the video that is of most interest or best fits the needs of the group.
- Meet after school or during campus in-service time to complete the activities.
- Identify group members to be responsible for each activity section (e.g., one person leads the Preparation activity; another, the Observation tasks), or choose a different facilitator for each video.
- Match the time schedule to the group's purpose and number of videos and activities.
- Share photocopies of the *Investigating Further* readings. Have all study group members do the readings on their own, saving group time for discussion and activities.
- Alternatively, divide up the readings in the *Investigating Further* section, and share information with one another during the study group meeting.

Individual Use

If you are watching the video series on your own and wish to use the activities in this study guide, simply adapt the *To the Session Leader* instructions. As you watch the videos and read through the activities, you may wish to:

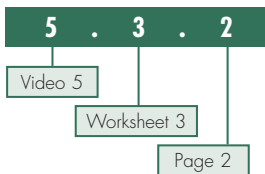
- Record your reactions and responses to activities/discussion questions in a journal, then mark your calendar to review the journal at a later date.
- Find a peer with whom you can discuss any interesting or problematic issues that emerge from your viewing.
- Share your independent professional development experience at an in-service session.

PREPARING FOR THE WORKSHOP

Components of the Study Guide Units

Each unit includes the following sections. The activities are designed to be completed sequentially in the order listed below.

SECTION	USE THIS COMPONENT TO...
<p>About ... Introductory material specific to the video includes a synopsis, episode breakdown, and suggestions for video usage.</p> <p>Questions Addressed uses an inquiry-based format to help identify issues addressed in the video.</p> <p>Goals for Participants sets out basic objectives for workshop participants.</p>	<p>Familiarize yourself with the video and prepare for the workshop.</p> <p>Share with participants and ask them to look for some answers as they view the video.</p> <p>Share verbally with participants at onset of workshop or have posted on a flip chart.</p>
<p>To the Session Leader Brief explanations/instructions for guiding participants through the workshop activities.</p>	<p>Prepare to lead workshop activities by familiarizing yourself with these instructions in light of the companion worksheets.</p>
<p>Video Viewing Worksheets Worksheet masters with instructions for pre-viewing, viewing, and post-viewing activities to be used as participants watch the video episode.</p> <p>Preparation: Priming activity to be completed prior to viewing the video.</p> <p>Observation: Activities to be done in conjunction with video viewing. Times are indicated so that the video may be stopped at appropriate intervals to complete tasks.</p> <p>Reflection: Processing activity to be completed at the end of the video.</p>	<p>Make sufficient number of worksheets for each participant.</p> <p>Activate participants' prior knowledge of video content.</p> <p>Identify and elaborate on important concepts within the video.</p> <p>Get participants to process, share and/or apply concepts and information in the video to their personal classroom teaching experiences.</p>
<p>Investigating Further Worksheet masters with instructions for two types of follow-up activities.</p> <p>Exploration: Reflective questions/situations to be considered and researched using bibliographic resources listed on the handout.</p> <p>Expansion: Teaching Scenario and follow-up questions to be contemplated, discussed with peers, and used for action research.</p>	<p>Acquire copies of recommended readings to share with participants ahead of time.</p> <p>Do in-depth reflection and research on key concepts from the video.</p> <p>Encourage participants to reflect on thought-provoking comments from the video and to respond to frequently debated topics in LOTE education.</p>



Workshop Materials

The facilitator needs to gather a few materials before the workshop.

- Prepare photocopies of the TEKS for LOTE and TEKS expectations included in Appendices A and B.
- Make copies of the video's worksheets included in this manual.
- Have on hand chart paper, transparencies, and some basic art supplies (crayons, markers, paper) for the use of participants.

The *Investigating Further* (Exploration and Expansion) activities are an integral part of the workshop design and *require the use of bibliographic resources*. Some of these will be part of the facilitator's or district's professional library. Others can be found in the libraries of local universities or may be acquired through an inter-library loan program. Every effort should be made to acquire the texts needed to complete these activities as participants must be familiar with them to complete many of the activities.



Facilitator's Checklist

- Make copies of relevant worksheets and gather the necessary materials.
- Go over sections of the TEKS for LOTE and background information from Appendix C that are relevant to the particular video on which the workshop focuses.
- Be thoroughly familiar with the *To the Session Leader* section and all activity worksheets. Try some of the activities yourself before conducting the workshop.
- Watch the video before the workshop and be aware of stop and start places within the Observation section.
- Acquire and familiarize yourself with the recommended readings listed in the *Investigating Further* section. *Provide copies to participants to read in advance of the workshop.*

Tips for a Successful Workshop

- Know your audience – be aware of their concerns and their level of familiarity with the TEKS for LOTE.
- Phrase questions in varied ways and follow-up participant responses with additional questions.
- Allow ample time for participants to respond to questions/situations posed.
- Provide for plenty of participant interaction with one another and with you.
- Allow sufficient time for practice and reflection.
- Use the suggestions in *To the Session Leader* or your own creativity to select a variety of grouping formats for the activities: individual reflection, pair and small group work, and large group interactions. (See also, Appendix D, *Sample Facilitation Techniques*.)