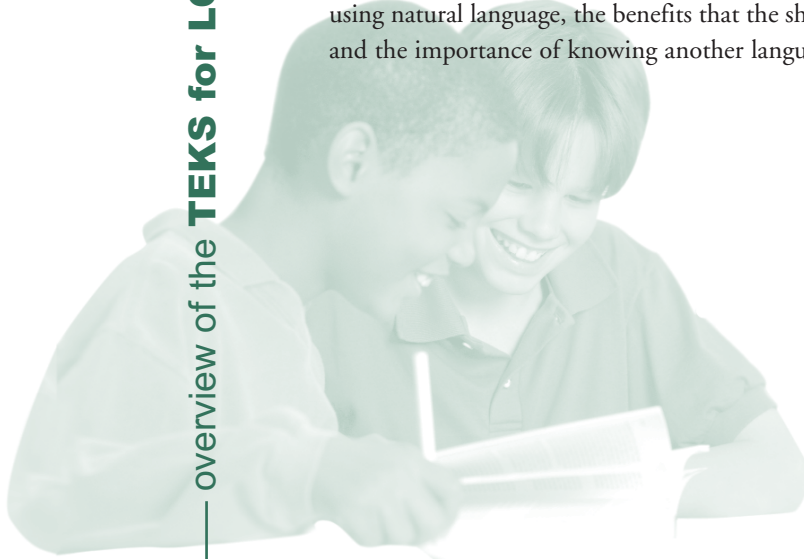overview of the **TEKS for LOTE**
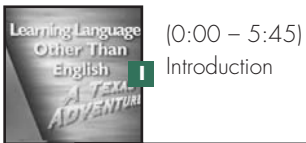
ABOUT OVERVIEW OF THE TEKS FOR LOTE

Video 1, Overview of the TEKS for LOTE, provides a summary of the philosophies and policy for the teaching and learning of languages other than English in Texas. Included in this video, you'll find the following:

- A summary of the state curriculum framework's eight Guiding Principles for language learning.

- A look at the Five Cs that are the foundation of the TEKS for LOTE: Communication, Cultures, Connections, Comparisons, and Communities.

- Pictorial and anecdotal evidence that support the TEKS for LOTE in the teaching and learning of languages. These include classroom footage and interviews and ideas from students, teachers, administrators, and parents.

The Guiding Principles address timely issues such as inclusion, student learning variables, advanced proficiency, benefits of extended learning sequences, native speakers, less commonly taught languages, the interdisciplinary nature of language, and cultural understanding. Other key points of this episode include the value of learning to communicate in real-world contexts using natural language, the benefits that the shift to a proficiency-based curriculum can bring, and the importance of knowing another language in today's job market.

Episode Breakdown

(0:00 – 5:45)
I Introduction

(5:46 – 21:11)
II Guiding Principles

(21:12 – end)
III Five Cs

Use Video 1: Overview of the TEKS for LOTE to...

- Kick off a professional development workshop for new teachers of LOTE.

- Help those involved in LOTE education to identify important issues related to learning a LOTE. (May be particularly helpful to administrators who have responsibility for LOTE but limited familiarity with the subject area.)

- Promote student-teacher interaction about the relevance of learning a LOTE.

- Facilitate discussions about the importance of LOTE and how languages are learned at parent or community meetings.

- Use as an advocacy piece in support of the establishment and/or maintenance of LOTE programs.

Questions Addressed in Video 1: Overview of the TEKS for LOTE

Inclusion of All Students

*Acquiring languages other than English is essential for **all** students.*

Can anyone learn a new language? Should everyone have the opportunity to do so? Why is it important to include students of varied backgrounds in the LOTE classroom? The benefits that language learning offers to students are discussed in this episode. What are the benefits of inclusion to the classroom?

Student Variables

Multiple student variables affect how students acquire languages.

Do we all share the same life experiences in learning a language? What evidence from your language learning and/or teaching experiences illustrates that the age, gender, ethnicity, and/or socio-economic background of students might come into play? Should accommodations be made to suit students' varied learning styles? Can LOTE teachers be all things to all students?

Advanced Proficiency

Knowing languages other than English at advanced proficiency levels upon graduation benefits students and society.

What specific advantages do advanced language users have over those who have not reached an advanced level of proficiency? Are advanced level skills necessary to communicate in complex business and/or social situations? Is the LOTE teaching force prepared to teach advanced level students?

Benefits of Extended Sequences

LOTE programs that start in elementary school and continue uninterrupted through high school allow students the possibility of reaching advanced levels of proficiency and benefit students in other academic and social arenas.

What are the obstacles to starting language learning in the elementary school? How does one articulate extended programs from elementary to middle to high school? What non-linguistic benefits do extended sequence LOTE programs offer students?

Native Speakers

Maintaining and expanding the language of native speakers benefits the individual and society.

How can we utilize the valuable linguistic and cultural resources of native speakers in the classroom? How does one make the most of native speaker skills in a classroom setting? In what specific ways does reinforcing language skills help the native speaker? How might instructional needs vary among native speakers?

Offering a Variety of Languages

Students should have opportunities to develop proficiency in a variety of languages.

Why are less commonly taught languages less commonly taught? Are less commonly taught languages also less commonly spoken? Are languages such as Arabic, Chinese, and Russian more difficult to teach and/or learn?

Interdisciplinary Nature of Language

Learning languages other than English is interdisciplinary.

Is learning through a language more effective than learning about a language? How are the two different? How can the learning of LOTE reinforce or enhance the learning of other subject areas? How does one ensure that the connections made between subject areas are not superficial?

Increased Cultural Understanding

Languages other than English enable students to better understand other cultures.

How does learning a language promote cross-cultural understanding? How does one offer students culturally authentic experiences, especially in remote areas or in less commonly taught languages? Why is it important to incorporate culture into the LOTE classroom daily rather than having a "culture day"?

The Five Program Goals

Five Cs form the foundation of the TEKS for LOTE – Communication, Cultures, Connections, Comparisons, and Communities.

What is the basis of the curricula for the national standards? Why are the Cs so popular? What do the five Cs offer that previous curricular frameworks have not? Are some Cs more important than others?

Goals for Participants

- To become more familiar with the TEKS for LOTE and their underlying philosophies (Guiding Principles).

- To identify issues, concerns, and questions with regard to the TEKS for LOTE and Guiding Principles.

- To develop creative ways of addressing the Guiding Principles and the five Cs by reflecting on professional and personal language learning experiences.

TO THE SESSION LEADER

*Use a variety of grouping and processing strategies to lead participants through the activities associated with **Video 1: Overview of the TEKS for LOTE**. Provide participants copies of the TEKS for LOTE and the worksheets referred to in the directions that follow, and gather any supplies needed to complete the activities.*

PREPARATION

Refer to worksheet 1.1 for the following activity.

This video provides an overview of the TEKS for LOTE, focusing primarily on an elaboration of eight Guiding Principles that support the standards. The Guiding Principles illustrate key notions about the teaching and learning of LOTE in Texas. For example, the first guiding principle addresses inclusion, asserting that acquiring a LOTE is essential for all students.

- Before participants watch the video, ask them to take some time to jot down their key "Professional Guiding Principles."

- Ask a few volunteers to share with the group.

OBSERVATION

Refer to worksheets 1.2.1 and 1.2.2 for the following activities.

I Introduction (0:00 – 5:45)

- Stop the video and ask participants what they saw or heard in the introduction that particularly caught their attention.

- They may share their thoughts with a partner or in small groups for a few minutes.

II Guiding Principles (5:46 – 21:11)

- As participants view this portion of the video, ask them to take notes on the worksheet to organize the information they see and hear.

- Stop the video and allow time for them to finish their notes, then solicit comments on each Guiding Principle to assure a common understanding.

III Five Cs (21:12 – end)

This section provides some anecdotal information about the implementation of the program goals and their real-world applications. After viewing the segment, participants work in pairs on the following activity.

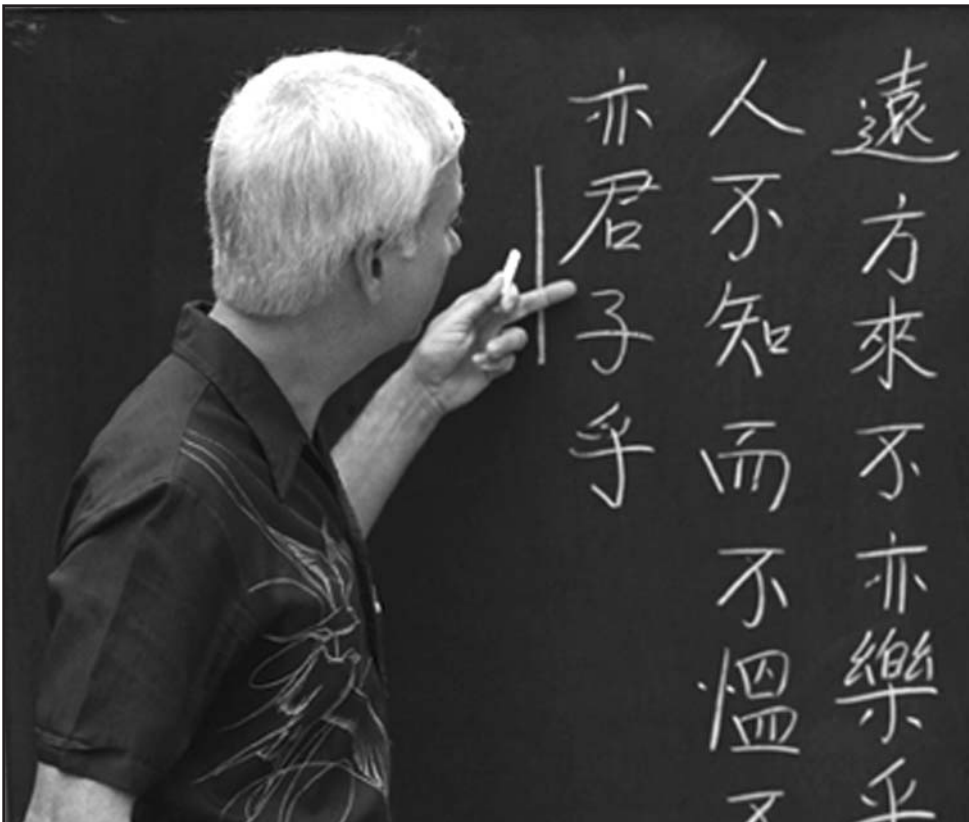- Ask them to imagine that they will be explaining the LOTE program goals to parents during Back-To-School Night.

- Assign a C to the pairs, and have them develop a clear explanation that covers all the important components for that C. (They may use the worksheet or a blank transparency for their descriptions. Limit them to one paragraph.)

- After several minutes, elicit at least one description per C from participants.

REFLECTION

Refer to worksheet 1.3 for the following activity.

Once participants have watched *Video 1: Overview of the TEKS for LOTE*, they should reflect on how the Guiding Principles and the Five Cs were or were *not* reflected in their own language learning experiences.

- Allow time for participants to complete the worksheet and share their information in small groups, identifying similarities and differences among their experiences.

- Reconvene as a large group and report on small group conclusions.

- For those Guiding Principles and Cs that were less present in personal language learning experiences, discuss how increased attention to those areas might have altered that education.

- (You may also wish to have participants develop a mnemonic device for remembering the Guiding Principles.)

For the Investigating Further (follow-up) activities, remember to obtain copies of the suggested readings and distribute them to participants in advance of the workshop. Participants will need to have studied some or all of the chapters/articles in order to complete most of the Exploration and Expansion activities.

EXPLORATION

Refer to worksheets 1.4.1 to 1.4.3 for the following activities and readings for further study.

Participants evaluate how well their current LOTE program takes the Guiding Principles into consideration by reflecting on a series of questions provided on the worksheet.

- Choose from the techniques suggested in Appendix C, or use one of your own to lead the group through the reflective process.

- Once participants have identified one or more of the principles that they deem most needed in their program, they should investigate further by choosing from among the suggested readings you have distributed.

- After considering one or more of the readings, participants share ideas and brainstorm ways their identified guiding principles can be used to strengthen their program.

EXPANSION

Refer to worksheets 1.5.1 and 1.5.2 for the following activities and recommended readings.

These three tasks allow participants to reflect on and personalize the situation set forth in the teaching scenario. They may discuss with a partner, in small groups, or with the whole group; the suggested readings will help them prepare their responses.

- Guide participants to read, reflect on, and discuss the challenges for each teacher described in the teaching scenario. Have them share the suggestions they devise.

- Lead participants to think about the connections between oral proficiency and error correction and how their views have or have not changed over the years.

- Provide an opportunity for participants to consider their own professional development and to identify potential areas for continued growth. They should list at least five and prioritize them from most to least urgent.

PARTICIPANT WORKSHEETS

Video Viewing Worksheet

Investigating Further

PREPARATION

Video 1, *Overview of the TEKS for LOTE*, provides a summary of the state standards for foreign language learners, focusing primarily on the eight Guiding Principles that support the standards. The Guiding Principles illustrate key notions about the teaching and learning of LOTE in Texas. For example, the first Guiding Principle addresses inclusion, asserting that acquiring a LOTE is essential for *all* students.

Before watching the video, take some time to reflect on what you consider to be your key Professional Guiding Principles. Identify them by filling in the following illustrations with simple 2-3 word phrases.

OBSERVATION

I Introduction

What did you see or hear in this section of Video 1 that particularly caught your attention? Share your thoughts with other workshop participants.

II Guiding Principles

Use the following chart to organize the information you see and hear in this portion of the video about the Guiding Principles.

GUIDING PRINCIPLE	MAIN IDEA	OBSERVATIONS/COMMENTS/QUESTIONS
Inclusion of all Students		
Student Variables		
Advanced Proficiency		
Benefits of Extended Sequences		
Native Speakers		
Offering a Variety of Languages		
Interdisciplinary Nature of Language		
Increased Cultural Understanding		

III Five Cs

This section provides a brief look at the program goals and anecdotal information about their implementation and real-world applications.

Imagine that you will be explaining the LOTE program goals to parents during Back-To-School Night. Choose one of the Cs and develop a clear explanation that covers all the important components for that C. Limit your description to one paragraph.

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REFLECTION

Now that you've seen an overview of the Guiding Principles and the 5 Cs, think about how they were or were not reflected in your own language learning experiences. Below, write examples for each that apply.

8 GUIDING PRINCIPLES
Inclusion of all Students
Student Variables
Advanced Proficiency
Benefits of Extended Sequences
Native Speakers
Offering a Variety of Languages
Interdisciplinary Nature of Language
Increased Cultural Understanding

5 Cs
Communication
Cultures
Connections
Comparisons
Communities

investigating **further**

EXPLORATION

- Reflect on how well your current LOTE program takes the Guiding Principles into consideration. To begin, consider the following questions:

  – Are all types of learners represented in foreign language classes in your district, including those with special needs?

  – Do you include instructional strategies that address learners with non-traditional learning styles or preferences? For example, do you include activities for the musically inclined? the kinesthetic learner? the shy or anxious student?

  – Does the program begin in the early grades, providing learners an opportunity to reach advanced levels of proficiency? Does it offer level IV or higher in all languages that are taught?

  – Does your district's program offer special classes for heritage language learners? Do you provide learning opportunities geared to the needs of native speakers in your classes?

  – What less commonly taught languages are offered in your school district? Are they offered at advanced levels?

  – How do you integrate your foreign language curriculum with that of other disciplines? Have you collaborated in designing an interdisciplinary lesson or unit with colleagues in history, math, science, etc.?

  – Do you see evidence in the classroom that students are better understanding the concept of culture? What indication is there that learners are open to new ideas and less prone to passing judgment on other cultures?

- Now choose one (or more) of the 8 Guiding Principles that you deem most needed for strengthening your program. Study at least one of the readings for further study related to it (see pages 12-13). Use these questions to guide your follow-up group discussion:

Guiding Principle: _____

  – What ideas did you discover that addressed your concerns about your program?

  – What circumstances peculiar to your context would need to be dealt with?

  – What suggestions were made that could be implemented in your program to strengthen support of this Guiding Principle?

  – What is the first step you might take to use what you learned?

Inclusion

Bar-Harrison, P. & Daugherty, C.P. (2000). Multiple realities of the classroom. In R. M. Terry (Ed.), *Agents of change in a changing age* (pp. 79-105) (Northeast Conference Reports). Lincolnwood, IL: National Textbook Co. This chapter explores several issues facing teachers of LOTE and includes a section on diverse student populations including ethnic, at-risk, special needs, gifted, and heritage language students. It looks at sample classroom behaviors and recommends changes and strategies to improve instruction.

Spinelli, E. (1996). Meeting the challenges of the diverse secondary school population. In B. H. Wing (Ed.), *Foreign languages for all: Challenges and choices* (pp. 57-90). (Northeast Conference Reports). Lincolnwood, IL: National Textbook Company. This chapter begins with a brief overview of "change in the collective U.S. student body," and then describes three districts who have changed their LOTE program to meet the needs of diverse student populations. The chapter also suggests methods to help special needs students become successful in the foreign language class and addresses additional areas of concern affecting LOTE instruction.

Rosenbusch, M. H. (1998). Is foreign language education for all learners? In M. Met (Ed.), *Critical Issues in Early Second Language Learning* (pp. 57-80). Glenview, IL: Scott Foresman-Addison Wesley. National (and state) standards for LOTE endorse the inclusion of all students in LOTE education although foreign language educators usually have little experience with "mainstreamed" students, and little research has been done on inclusion in LOTE classrooms. This chapter provides a brief look at how two school districts are dealing with inclusion, the challenges that learners with various disabilities face, and the suitability of immersion for all students. It concludes with a brief list of resources on inclusion in general education that are useful for LOTE educators.

Student Variables

Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences.* New York: Harper Collins. Gardner's theory challenges the belief that intelligence is a single, general capacity present to a greater or lesser degree in every person that can be measured by an IQ test. He posits the existence of a number of intelligences, present to varying degrees, that combine to make up an individual's unique intelligence profile.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know.* Boston: Heinle & Heinle. A language learning strategy is a deliberate action taken by a learner in order to improve knowledge or comprehension of the target language. Oxford outlines various strategies, provides a survey to help learners identify their own, and offers examples of activities for training students to most effectively use strategies in developing their reading, writing, speaking, and listening proficiencies.

Young, D. J. (1999). Giving priority to the language learner first. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 241-246). Boston: McGraw-Hill. This chapter summarizes information from the entire volume including: sources of language anxiety (personality, beliefs, instruction), suggestions for coping with LA, and suggestions for making the language classroom less stressful. Other chapters provide advice on helping learners deal with negative affect related to reading, writing, listening, speaking, and learning grammar, as well as individual differences.

Theisen, T. (2002). *Differentiated instruction in the foreign language classroom: Meeting the diverse needs of all learners.* LOTE CED Communiqué, Issue 6. Austin, TX: SEDL. This article discusses reasons teachers may differentiate in the classroom based on students' varying levels of readiness, differing interests, and diverse learning profiles. It offers strategies for differentiating lessons based on the lesson's content, how learners process or make sense of the lesson, and how learners demonstrate what they have learned.

Advanced Proficiency/Extended Sequences

Curtain, H. (1998). When should an elementary school foreign language program begin? In M. Met (Ed.), *Critical Issues in Early Second Language Learning* (pp. 24-56). Glenview, IL: Scott Foresman-Addison Wesley. This chapter examines three questions: what are reasonable language proficiency expectations for children who begin early to learn another language; what is known about a "critical period" for language learning; and what are the other benefits that accrue for early foreign language learners?

Gilzow, D.F., & Branaman, L. E. (2000). *Lessons learned: Model early foreign language programs.* Washington, DC: Center for Applied Linguistics. This volume highlights seven early-start, long-sequence LOTE programs built around the 5 Cs. Program descriptions include characteristics of the communities, illustrative classroom activities, assessment practices, and keys to success. In the concluding chapter, "readers can quickly identify effective strategies or promising directions in a specific area of program design, implementation, or evaluation."

Norden, J. B. (2001). *Early language learning programs: Reaping the benefits, facing the challenges.* LOTE CED Communiqué, Issue 4. Austin, TX: SEDL. This paper provides an overview of various types of early language learning programs and issues related to implementing them in the elementary school. The paper includes questions for discussion and an annotated bibliography.

Native Speakers

Webb, J. B., & Miller, B. L. (2000). *Teaching heritage language learners: Voices from the classroom.* Yonkers, NY: ACTFL. This book addresses the question of what teachers should know and be able to do to successfully teach heritage language learners. Chapters offer information on getting to know the heritage learners, standards and heritage learners, and monitoring students' progress. They include case studies and a description of a project focused on preparing teachers to teach heritage learners.

Gonzalez-Pino, B. (2000). An Infusion Curriculum for the Heritage Speaker of Spanish. *Texas Papers in Foreign Language Education*, *5*, 93-110. This article provides an overview of program models for heritage speakers of Spanish and reviews three surveys of heritage language learners with regard to their feelings about taking mixed classes versus classes specifically for heritage learners. It also discusses the interest expressed by students when information on "Southwest Spanish" was included in a course.

Variety of Languages

Rhodes, N. (1998). Which language should young students learn? In M. Met (Ed.), *Critical Issues in Early Second Language Learning* (pp. 81-102). Glenview, IL: Scott Foresman-Addison Wesley. This chapter responds to a variety of questions such as: What criteria do districts use in selecting which languages will be taught? What are the "right" reasons for selecting a language to teach? Is there a rationale for choosing one over the other (and wouldn't that vary with the times)? Respondents express divergent viewpoints such as building on the skills of heritage language learners, focusing on "national interest and international competitiveness," and looking beyond Western European languages in this age of globalization.

Met, M. (1989). Which foreign languages should students learn? *Educational Leadership, 47*, 54–58. Although enrollment figures mentioned in the article are dated, the answer Met gives to the article's title question still resonates. Which language students choose to learn depends on their purpose for learning a language. To communicate in the marketplace (cooperate as well as compete), for international relations, to live in a global society, and for personal and intellectual enrichment are a few of the possible purposes and each may lead to different choices.

Interdisciplinary Nature of Language

Bragger, J. D., & Rice, D. B. (1998). Connections: The national standards and a new paradigm for content-oriented materials and instruction. In J. Harper, M. Lively, & M. Williams (Eds.), *The coming of age of the profession* (pp.191-217). Boston: Heinle & Heinle. The authors discuss the relationship between content-based instruction and the national standards, pointing out the paradigm shift to interdisciplinary instruction in education in general. They present a four-stage developmental model for implementing Connections that gradually expands the content orientation of the curriculum and offer specific examples of how content can be implemented at each stage.

Increased Cultural Understanding

Galloway, V. (1998). Constructing cultural realities: "Facts" and frameworks of association. In J. Harper, M. Lively, & M. Williams (Eds.) *The coming of age of the profession* (pp. 129-140). Boston: Heinle & Heinle. Galloway humorously and articulately lays out the difficulties of developing cross-cultural understandings when the cultures involved do not share the same form-meaning frameworks. Because even (especially) the "seemingly familiar" can lead to false impressions, learners must develop the ability to see the target culture through the lens of that culture, not their own. Galloway discusses the use of authentic texts and how to prime learners to understand them in terms of target culture "realities."

Phillips, E. (2001). *IC? I See! Developing learners' intercultural competence.* LOTE CED Communiqué, Issue 3. Austin, TX: SEDL. This paper examines how and why culture has traditionally been taught and suggests additional components that are crucial in developing students' intercultural competence, the learner's ability to "understand culture as a broad organizing and socially constructed concept." The paper suggests strategies for helping students develop cross-cultural awareness and self-awareness with regards to their own culture and proposes a hypothesis-refinement approach to the teaching and learning of culture.

EXPANSION

In Video 1, one coordinator suggests that changes brought about by the TEKS for LOTE in language classrooms also mean changes for teachers of LOTE. These include going back to school, traveling abroad to raise their proficiency level in the language, and using—not just talking about—the foreign language.

With the idea of "change" in mind, read the following teaching scenario, and reflect on the questions that follow. Discuss your reactions with other participants. The recommended readings on page 15 should help you prepare your responses.

Learning Scenario

Mr. Schultz taught German for seven years during the 1970s. He is now returning to the classroom after an absence of twenty-two years during which time he worked for a German pharmaceutical company and traveled abroad frequently. Mr. Schultz believes he can still relate well to the students, and he has a strong desire to share his love for German language and culture with them. However, he is unfamiliar with the learner-centered methodologies and the proficiency orientation used in his textbook. He is concerned that students will make mistakes when they work in pairs.

Ms. Harker, his colleague, is a first-year teacher well-versed in second language acquisition theory but with only six weeks of student-teaching experience. She spent a semester in Vienna in a study abroad experience. She feels confident in her ability to design standards-based lessons but is disappointed in the students' reluctance to participate in oral activities.

Mr. Schulz and Ms. Harker each teach sections of first and second year German; Mr. Schulz also teaches the third year German class. They plan to work closely together. Their principal offers four substitute hours per semester to teachers to work collaboratively on improving instruction. The German teachers have decided to take advantage of the training in collegial collaboration provided by the district. They will have to arrange time before and after school for conferencing together and can use the substitute hours to observe each other's classes.

1) Consider the challenges facing each of these teachers. What changes might be in store for them? What strengths does each appear to have that can benefit the other? What steps are they taking already to compensate for their lack of experience or expertise? What benefits do you think might accrue because of those steps? What complications could arise?

After examining some of the recommended readings, prepare three suggestions for each teacher that address the challenges you listed.

2) How would you respond to Mr. Schultz's concern about student errors? Do you notice your students making errors when they work in pairs? Do they make errors when they are doing activities as a whole class? How would you reply to Ms. Harker's disappointment at the students' reluctance to speak German? What strategies do you suggest she use to overcome students' reticence?

Have your views on error correction and/or oral proficiency changed since the earlier years of your teaching career? How?

3) Consider the challenges you face in your classroom. What strengths (program and personal) can you draw on? Would you be willing to collaborate with a colleague to find ways to grow professionally in self-identified areas? What other professional changes might benefit your classroom vis à vis implementation of the TEKS for LOTE?

Read Smith and Rawley's article, then list at least five changes, prioritizing them from most to least urgent, in your opinion.

Recommended Readings

Ballman, T. L. (1998). From teacher-centered to learner-centered: Guidelines for sequencing and presenting the elements of a fl lesson. In J. Harper, M. Lively, & M. Williams (Eds.), *The coming of age of the profession* **(pp. 97-111). Boston: Heinle & Heinle.** Ballman's chapter highlights the benefits of learner-centered instruction and describes an instructional sequence in which "one activity leads to the next, and student responsibility gradually increases" as teachers provide the linguistic support needed at each stage.

Lee, J. F., & VanPatten, B. (1995). *Making communicative language teaching happen.* **New York: McGraw-Hill.** (In particular, Chapters 1-3: "On Roles and Tasks," "Research Insights," and "Comprehensible Input"). Chapter One presents a rationale for the changes in the role of the language teacher from that of being a provider of knowledge to one of architect and resource person. Chapter Two offers a highly readable look at research insights on the acquisition of grammar, the effects of explicit instruction, and the development of communicative language proficiency. Chapter Three describes the kinds of target language input that are most useful to learners and provides numerous examples of how teachers can include more input in their classrooms.

Phillips, J. K. (1998). Changing teacher/learner roles in standards-driven contexts. In J. Harper, M. Lively, & M. Williams (Eds.), *The coming of age of the profession* **(pp. 3-14). Boston: Heinle & Heinle.** Curricular changes brought on by the implementation of state and national standards for students of LOTE have important implication for teachers of LOTE as well. Within the context of the standards, both teachers' and students' roles will change. Phillips outlines what those changes will be for teachers (e.g., increased competencies, a repertoire of approaches) and for learners (e.g., more active participation and collaboration, strategizing).

Smith, A. N., & Rawley, L. A. (1998). Teachers taking the lead: Self-inquiry as professional development. In J. Harper, M. Lively, & M. Williams (Eds.), *The coming of age of the profession* **(pp. 15-36). Boston: Heinle & Heinle.** This chapter emphasizes the important contributions of classroom teachers to professional conversations and urges teachers to take the lead by "telling their stories and portraying their views of what is important in their work." The authors value the knowledge teachers gain from experience and encourage a reflective model of professional development in which what is most often "tacit" knowledge becomes explicit through questioning, reflection, study and discussion. They see teachers not just as recipients of research, but—through self-inquiry—as researchers in their own right with important contributions to make to the profession.