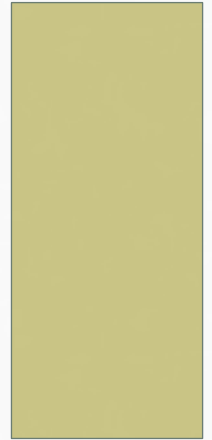


LOTE UPDATE: FLES MEETS MS

APRIL 8, 2014



Recommendations for 2008-2009

- Introduce a K-5 Sequential, Content-based FLES program—beginning at the Kindergarten level in 2008-2009
- Each succeeding year one new grade level will be added
- Target language—Spanish
- 3X/week 20 minute sessions
- Push-in program taught by a certified FLES teacher

VISION:LOTE PROGRAM EXIT GOALS FOR ALL STUDENTS

- Use a language other than English for communication
- Demonstrate increased proficiency at the post Regents level or Checkpoint C level in preparation for post secondary or university level studies
- Develop cross-cultural skills and understandings
- Explore offering additional languages and create new pathways for language study

VISITATIONS AND PROGRAM RECOMMENDATIONS

Visitations:

- Sub-committee visited Jericho and Northport to review course offerings and observe the integration of technology

Recommendations:

- ✓ Revise the French 4, German 4, and Spanish 4 curricula (i.e. enhance the study of culture)
- ✓ Differentiate instruction –offer honors level 2 LOTE courses
- ✓ Explore innovative ways of integrating technology into the curriculum (i.e. podcasts, language labs)
- ✓ Investigate offering entry level languages at the high school level

COMMITTEE RECOMMENDATIONS FOR 2008-09

- ✓ • **New Director of LOTE confers with members of LOTE department utilizing the NYSED LOTE Program Self-Evaluation Tool to guide:**
 - Curriculum articulation projects
 - Make recommendations for new courses
- ✓ • **Initiate Curriculum Mapping Projects—FLES program & secondary level LOTE program**
- ✓ • **Complete textbook and/or instructional resource review process and forward adoption recommendations for BOE approval**
- ✓ • **Pilot the use of iPods in middle school LOTE classrooms and multi-media language lab tools in the high school to improve students' fluency and communication skills**
- ? • **Investigate the use of e-Pals, videoconferencing and other technology resources to enhance students' cultural understandings**

SUMMARY

- * Curriculum Maps generated for all levels of LOTE
- * Textbook plan submitted to Assistant Superintendent for Curriculum, Instruction, and Technology
 - *Realidades series purchased for Spanish 6-10
 - *Treftpunkk for German grades 8 & 9
 - *Blinkneue for AP German
 - * IB texts for French, German, and Spanish
- * Honors level option at all high school grade levels
- * Opportunity to advance to higher study in a third language: Honors German 1 and Honors French 1 offered on alternating years; students accomplish 3 years of LOTE in one, taking Checkpoint B exam (formerly the Regents Exam) at the end of the course.

TECHNOLOGY & LOTE

- Installation of Sanako Lab at the high school
- Two iPod carts (40 ipods in each cart) at the middle school
- Web 2.0 tools and internet for authentic resources to use in the classroom
- Flip camera and digital recorders for FLES

HOW ARE OUR FLES STUDENTS DOING?

Grade 2 benchmark exam:

- * inform our instruction and curriculum writing
- * measure our students' progress in listening
- * measure our students' progress in speaking

Grade 5 Early Language Listening and Oral Proficiency Assessment:

- *to inform our curriculum writing for grades 6-12
- *measure our students' progress

Students proficiency is measured on a proficiency scale.



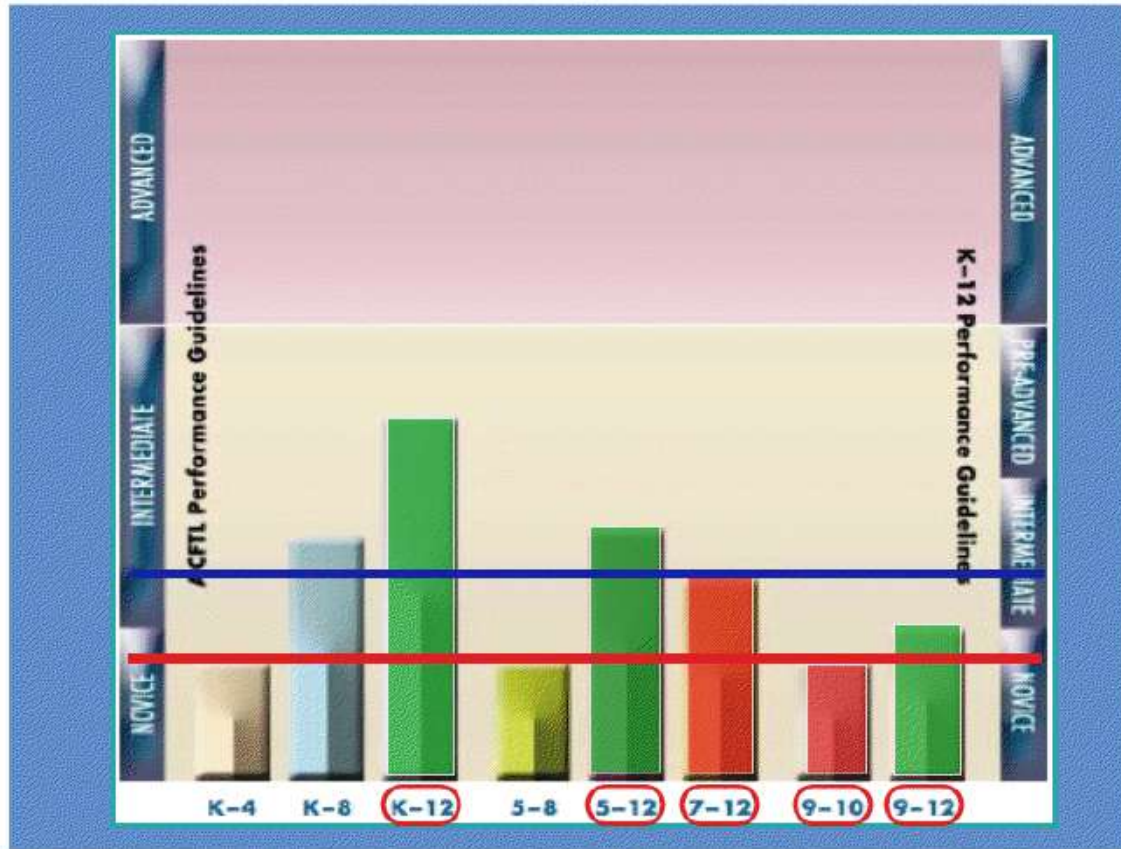
Cow Talk- Early Language Listening and Oral Proficiency Assessment Rating Profile* (ELLOPA-RP)

© 2009 Version** CAL

Pre-Jr. Novice	Junior Novice-Low	Junior Novice-Mid	Junior Novice-High	Junior Intermediate-Low
ORAL FLUENCY				
-Beginner	-Produces only single-word responses and/or greetings and polite expressions such as <i>good morning</i> and <i>thank you</i> . -Tends to use native language almost exclusively.	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., <i>My name is.... I don't know</i>) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long pauses are common.	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Maintains simple conversations at the sentence level by creating with the language although in a reactive, limited manner. -Handles a limited number of everyday social and academic interactions.
LANGUAGE CONTROL (GRAMMAR) (Speaking)				
	-May use greetings and polite expressions accurately. -No evident language control. Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present showing a lack of language control.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.
VOCABULARY (Speaking)				
	-Uses words in very specific topic areas in predictable contexts. -May use greetings and polite expressions.	-Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searches for words are common. -Uses gestures or native language when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for expressing ideas minimally in predictable topic areas. -Use of native language and gestures is common to expand topics.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but cannot elaborate or give explanations. -Use of some native language is common when vocabulary is lacking.
LISTENING COMPREHENSION				
	-Recognizes single words, and greetings and polite expressions, such as <i>hello</i> , <i>good morning</i> , <i>thank you</i> .	-Understands predictable questions, statements, and commands in familiar topic areas <i>with strong contextual support</i> (gestures, objects, visuals, or previously presented material) though at a slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.
COMMUNICATION STRATEGIES				
	-Primarily relies on speaker's facial expressions, gestures, and non-verbal clues to aid comprehension. -May mimic words or phrases or sing comprehending words. -May use native language, gestures, and facial expressions to convey message or invent words by mixing target and native language sounds.	-Relies heavily on visuals, other contextual clues, and familiar expressions in the target language to assist in comprehension. -Uses manipulatives, visuals, and non-verbal clues to convey message. May use native language to expand meaning, change topic, or interpret for clarification. May invent words by using target language pronunciation for a native language word. May use a memorized expression in the target language inappropriately (e.g., <i>How old are you? I'm fine.</i>) After hearing a word in the target language, may repeat it or may even listen for a word and then repeat it in the conversation.	-May draw on background experiences to assist in comprehension. May attempt to clarify meaning in the target language by interpreting phrases in the native language, by asking questions in the native language, or by selecting substitute words. Relies heavily on visuals for comprehension of new topics, less for familiar ones. -Relies on repeated language structures, non-verbal clues, and visuals to convey message. May use a new word in conversation rather than just repeating it. May resort to native language to expand meaning or change a topic.	-Visuals and context may be important for comprehending new topics, but student relies less on these clues, especially in familiar topic areas. -May use paraphrasing, questioning, circumlocution, and other strategies to avoid breakdown in communication. Attempts to self-correct are primarily for meaning when communication does break down. May also resort to native language for urgent communication. May demonstrate more of the basic interpersonal communication skills than cognitive academic language proficiency.
CULTURAL AWARENESS				
<input type="checkbox"/> 1. Can sing a song in the target language.	<input type="checkbox"/> 2. Can distinguish objects that are typically found in a culture of the target language from objects typically found in U.S. culture.	<input type="checkbox"/> 3. Can speak in English about some holidays and customs found in a culture of the target language.	<input type="checkbox"/> 4. Uses some gestures and body language from a culture of the target language.	<input type="checkbox"/> 5. Uses some culturally appropriate vocabulary and/or idiomatic expressions in the target language. <input type="checkbox"/> Other observations of Cultural Awareness from ELLOPA interview

TIME NEEDED TO BECOME PROFICIENT

ACTFL Performance Guidelines Range Chart

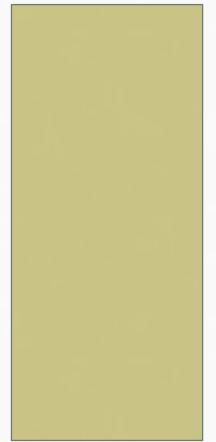


ents, districts, and teachers usually think of fourth year language classes as “advanced” level. Indeed, good students in these classes can reach Intermediate-Mid or -High, do well on AP or IB exams, and speak with relative ease on everyday topics. About 85% of them, however, do not reach this proficiency level. The majority have only minimal functional proficiency, i.e. the ability to describe things in their immediate environment, order a meal, ask a simple question, or tell a simple story. They are not able to use language for professional purposes, though they may be able to, for example, greet a customer or handle a phone call in another language.

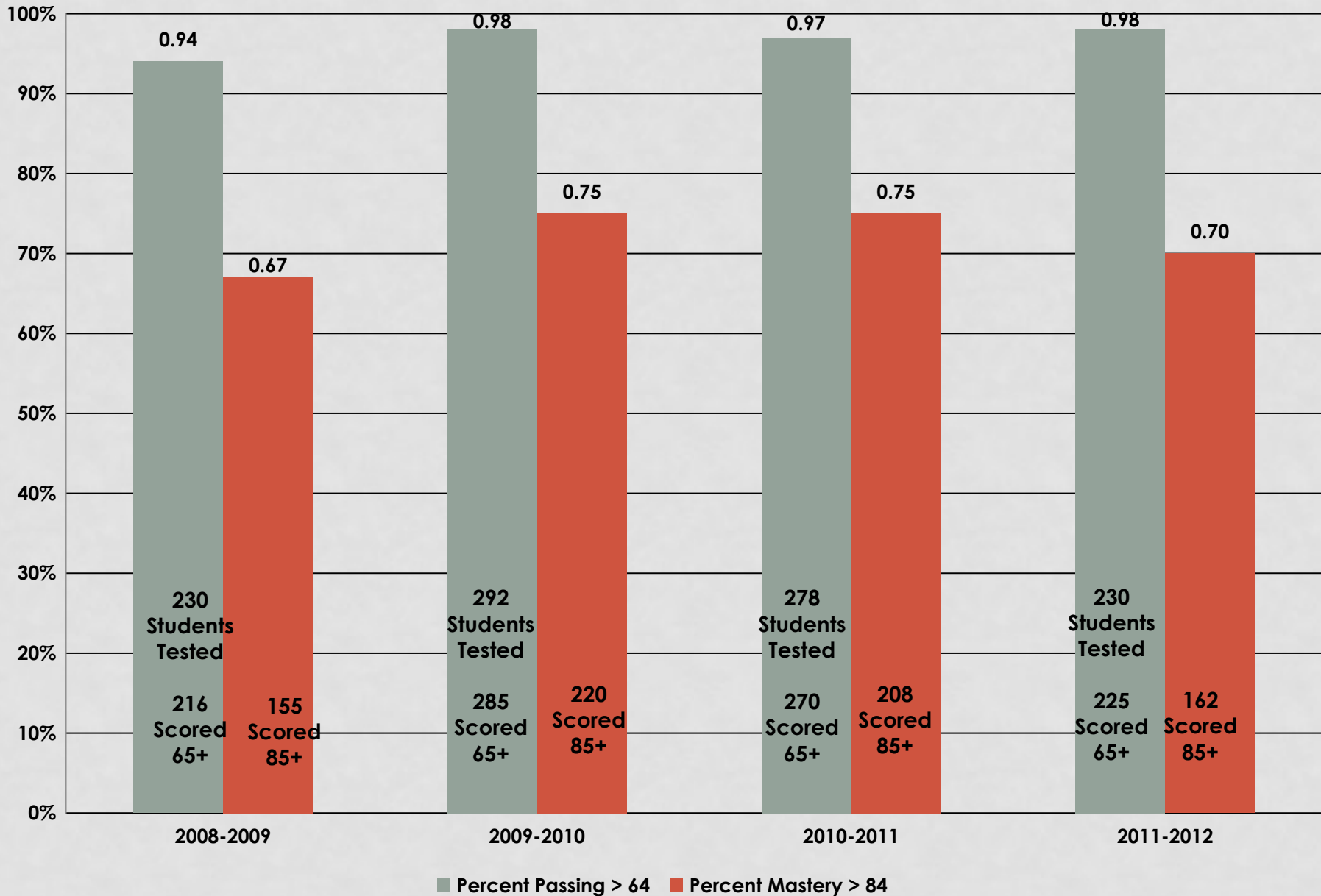
LOTE ENROLLMENT TRENDS FROM GRADES 6 - 12

SCHOOL YEAR	6TH GRADE	LOTE 3 & 3H	IB 1	IB2	LOTE 5	AP LOTE			
2013-2014									
FRENCH	53	41	9	5	9	9	█	23	43%
GERMAN	33	30	13	7	5	5	█	17	57%
SPANISH	192	199	29	19	93	32	█	144	75%
2012-2013									
FRENCH	48	52	10		12	17		29	60%
GERMAN	46	42	12			26		26	57%
SPANISH	187	237	27		80	24		104	56%
2011-2012									
FRENCH	53	43			13	15		28	53%
GERMAN	43	32				34		34	79%
SPANISH	223	242			83	15		98	44%
2010-2011									
FRENCH	42	50			8	3		11	26%
GERMAN	44	45				17		17	39%
SPANISH	218	182			66	11		77	35%
2009-2010									
FRENCH	52	50			13	10		23	44%
GERMAN	42	49				23		23	55%
SPANISH	224	171			60	15		75	34%
2008-2009									
FRENCH	55	24			13	4		17	31%
GERMAN	42	30				16		16	38%
SPANISH	263	170			49	15		64	24%

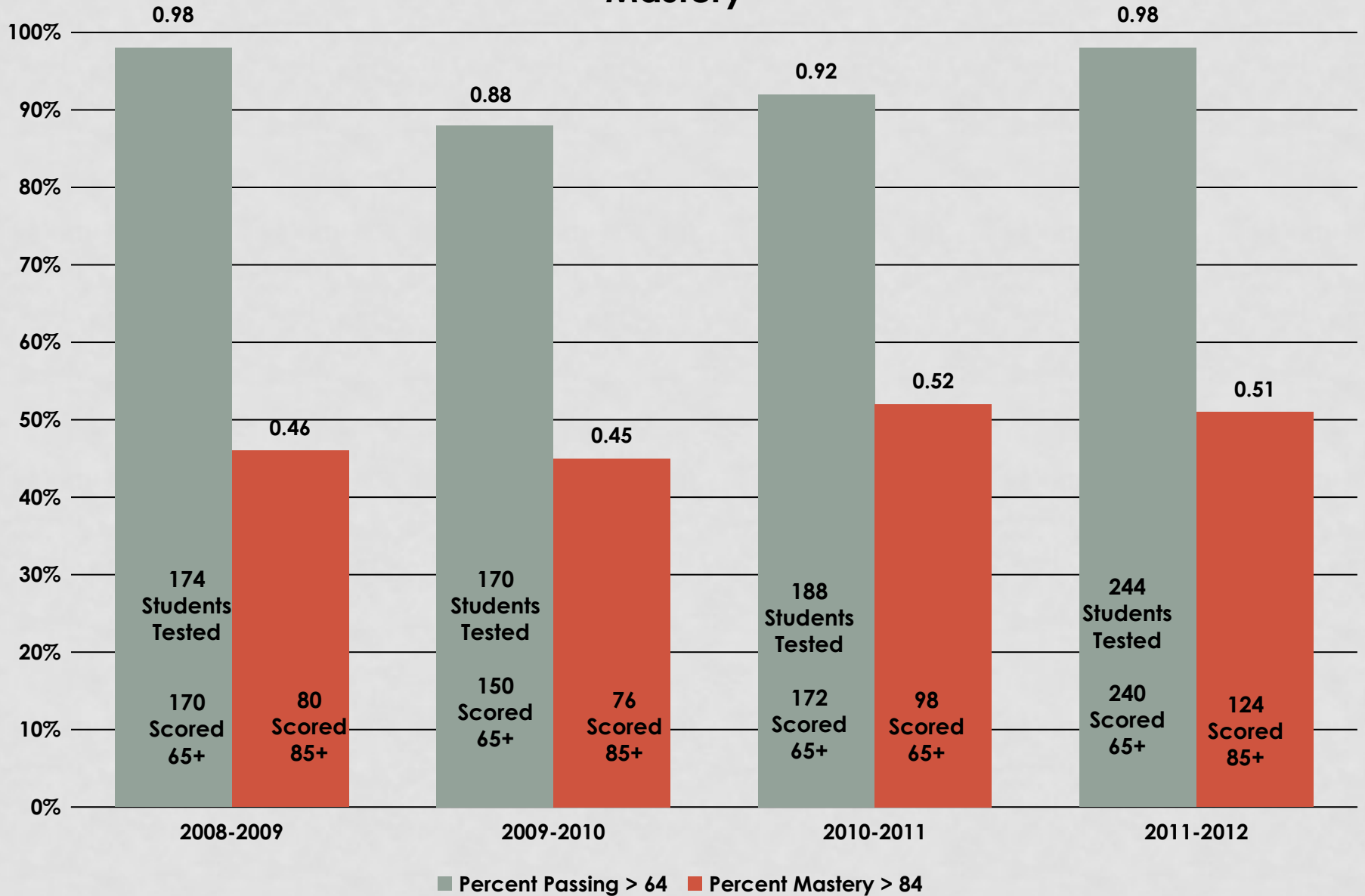
LOTE CHECKPOINT A & B
PERCENT PASSING &
MASTERY



Spanish Language Checkpoint A Percent Passing & Mastery



Spanish Language Checkpoint B Percent Passing and Mastery



RECONVENED LOTE COMMITTEE RECOMMENDATIONS

1. Establish curriculum writing committee to redesign Spanish curriculum grades K-12, working backwards from our AP/IB courses.
 - * 6th grade Spanish will build upon students' knowledge acquired during FLES program.
 - * Increase rigor of Spanish courses by bringing HS course content to the MS coursework.
 - * Administer the FLACS Checkpoint A Exam typically given at the end of 8th grade to the first graduating FLES class in 7th grade as the final exam to determine feasibility of administering both checkpoint exams a year earlier.
 - * Administer the FLACS Checkpoint A Exam again in the 8th grade to this same cohort in order to acquire data regarding the impact our FLES program has had on our students' Spanish language proficiency.

THE MOST WIDELY SPOKEN LANGUAGES IN THE WORLD

If all of the languages spoken in the world were proportionally represented by 100 people at a party,



17 would speak **Chinese**,



6 would speak **Spanish**,



5 would speak **English**,



4 would speak **Hindi**,



3 would speak **Arabic**,



3 would speak **Portuguese**,



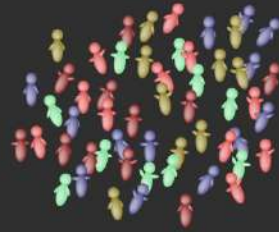
3 would speak **Bengali**,



2 would speak **Russian**,



and 2 would speak **Japanese**.



Without a fellow speaker of their native language to talk to at the party, **the other 55* would just dance awkwardly.**



*Representing Javanese, German, Panjabi, Telugu, Marathi, Tamil, French, Vietnamese, Korean, Urdu, Italian, and about 6,000 other languages.

THE LANGUAGES OF BUSINESS

Which languages -- other than English -- are most useful for conducting business around the world?

LANGUAGE	SCORE*	NUMBER OF COUNTRIES WHERE LANGUAGE IS OFFICIAL	NUMBER OF SPEAKERS, MILLIONS	POPULATION IN COUNTRIES WHERE OFFICIAL, MILLIONS	2011 GDP, USD, BILLIONS	GDP GROWTH %, 2011-2016	EXPORTS + IMPORTS AS % GDP	SCHOOL LIFE EXPECTANCY, YEARS	WEIGHTED AVERAGE LITERACY RATE FOR ALL COUNTRIES WHERE LANGUAGE IS OFFICIAL	NUMBER OF INTERNET USERS, MILLIONS	INTERNET PENETRATION, % OF SPEAKERS	GEOGRAPHIC CONTINITY (KM ² , MILLIONS)	TOURISM RECEIPTS AS % OF GDP
Mandarin	57.0	1.0	845.0	1,331.5	6,515.9	57.4	49.1	11.6	94.0	444.9	52.7	-	0.8
French	51.7	27.0	67.8	341.5	4,115.9	11.1	70.0	10.1	65.3	59.8	88.2	9.5	2.1
Arabic	50.1	23.0	221.0	361.7	2,662.5	25.7	91.3	10.5	71.5	65.4	29.6	13.9	2.9
Spanish	49.2	20.0	329.0	410.4	4,558.6	16.5	50.9	14.1	92.9	153.3	46.6	11.8	2.3
Russian	44.6	4.0	144.0	172.7	2,134.9	23.9	52.9	14.2	99.6	59.7	41.5	20.2	0.8
Portuguese	37.7	8.0	178.0	249.2	2,783.1	21.8	30.6	13.2	85.1	82.5	46.4	-	0.8
Japanese	34.1	1.0	122.0	127.6	5,821.9	8.0	24.8	15.1	99.0	99.1	81.3	-	0.2
German	24.0	6.0	90.3	109.3	5,079.5	9.2	89.1	15.9	98.9	75.2	83.2	0.5	1.7
Italian	19.6	4.0	61.7	68.4	2,784.6	7.6	56.9	16.2	98.8	36.7	59.5	0.3	2.1
Korean	16.0	1.0	48.8	48.7	1,126.5	22.2	95.9	16.9	97.9	39.4	80.8	-	1.1
Turkish	13.7	1.0	50.8	75.7	822.6	22.1	49.7	11.8	90.9	30.1	59.3	-	3.7

Sources: World Bank, IMF, Ethnologue, UN Educational, Scientific and Cultural Organization (UNESCO), CIA,

As of: August 5, 2011

International Telecommunications Union, UN World Tourism Organization (UNWTO)

*Languages were awarded points from 0 to 100 based on position relative to each other. Points were summed to rank each language.

METHODOLOGY: To create this ranking, we first identified the 25 languages with the greatest number of native speakers, then narrowed the list to the 11 that are official languages of G20 countries. (Countries where English is the official language, or one of multiple official languages, were excluded.) We then compiled statistics from countries where each language is official. In countries with multiple official languages, statistics were included for each language. For example, Switzerland's data were included for its three official languages: German, French and Italian.

LOTE COMMITTEE RECOMMENDATIONS CONT'D

2. Maintain our current language offerings: French, German, & Spanish.
All three languages:
 - * are globally important business languages
 - * offer advanced level courses (IB and AP)
 - * present travel/exchange opportunities
 - * have successful student participation in language competitions and scholarship awards
3. Establish a formal process for informing K-5 parents of their child's progress in FLES. In addition to letting parents know how their child was doing in Spanish, it would also assist them in making an informed decision regarding their child's language selection for 6th grade.
4. Explore the feasibility of offering Mandarin as a HS language elective.