A Vision for the Future of LOTE Education

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4th Annual Workshop for LOTE Teachers & Learners
Stony Brook University
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Part 1: Increase Cultural Connectivity Through Realia

Part 2: Align Curricula & Instruction to Final Assessment Rubrics

Part 3: Teach Proficiency Through Reading & Storytelling: An opportunity for Total Immersion
“Good is the enemy of great. Great Teachers are brave and different.”
-Susan Gross
Part 1: Increasing Cultural Connectivity to Realia

Research-Based Instruction by:
• Dr. Nancy Bell

• Increases tactile and multidimensional connections
• Helps learner associate a word with a real-life visual
• Easy for the teacher to implement
• Concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.
• Many web resources available for “virtual realia”
Example 1: Virtual Realia
Travel through googleearth.com

El Bosque de Chapultepec, Ciudad de México
Example 2: Quetzal or Quetzal?

Bird or $$?
Example 3:

Booking a pretend train ticket at www.renfe.com
TRATTORIA MICHELI

ANTIPASTI

INSALATA CAPRESE 8
Roma tomatoes, fresh mozzarella, sweet balsamic vinegar

FRUTTI DI MARE 12
Seafood salad with calamari, shrimp, crab and octopus and conchiglioni

SPIEDINI ALLA ROMANA 8
Deep-fried bread and mozzarella with an anchovy caper sauce

VERDURE

RATICCHIO ALLA GRIGIA 7
Radicchio, brushed with olive oil and grilled

BRUCCOLI DI RAPE 7
Sautéed with garlic and white wine

FUNGHI 8
Pan roasted portobello and shitakes with shaved gude and white wine

PIZZA

MARGHERITA 11
Roma tomatoes, mozzarella, fresh basil and parmesan

SICILIAN 14
Italian sausage, spicy Capicola ham, salami, Fontina, mozzarella, parmesan and oregano

CHICKEN FLORENTINE 15
Ricotta cream sauce, tender roast chicken and spinach

PASTA

FETTUCCINE ALFREDO 14
Homemade fettuccine noodles served in our famous butter, cream and cheese sauce.

LASAGNA FRESCO 12
Homemade lasagna with tomato sauce, ricotta and mozzarella cheeses, ground veal and mushrooms

BUCATINI ALL’AMATRICIANA 16
Tomatoes, pancetta, white onion, white wine and garlic

RIGATONI ALLA SICILIANA 12
Grilled eggplant with fresh Mozzarella, Pecorino Romano, and marinara

PAGLIA E FIENO 14
Fresh spinach tagliatelle, peas, Prosciutto di Parma, and Pecorino Romano

ORECCHIETTE CON RAPE 14
Grilled zucchini and roasted sausage with Pecorino Romano, garlic and white wine

PAPPARDELLE CON CONIGLIO 15
Braised rabbit with vegetables, garlic and white wine

CARNE

POLLO ALL’ BALCEIA VELOCE 19
Organic, “fast roasting” breast of chicken with mushrooms, broccoli, zucchini and fresh tomatoes in a white wine sauce

VITELLO AI FUNghi 25
Veal slices with wild mushrooms and marsala wine

CHICKEN PICCATA 16
Lemon caper sauce, served with Linguini
Virtual Realia: The Pulsera Project

https://www.facebook.com/pulseraproject/photos

www.pulseraproject.org
This lesson examines the restrictions, relocations, and internment of Italian Americans during World War II, including the lasting effects of the wartime stigmas.
Part 2: Align Curricula and Instruction to Assessment Rubrics

Research Based Instruction by:
• Dr. Heidi Hayes Jacobs
• Dr. Jon W. Wiles
Mi chiamo Elisabetta. Sono di Siderno Marina, Provincia di Reggio Calabria. Io hai tredici anni e studio l’inglese in una scuola americano. Mia mamma ha trenta nove anni e lavori in una banca internazionale. Mio zio non lavora, però lui viaggia molto.
Part 3: Telling Proficiency Through Story Telling

Research based instruction by:

- Blaine Ray
- Susan Gross
- Dr. Stephen Krashen-(incorporating reading in LOTE classes)

Language Acquisition vs. Language Learning

“Current language acquisition theory claims that we acquire language in only one way, when we understand messages, that is, when we obtain ‘comprehensible input’.”
Through consistent and comprehensible exposure to grammatically correct language, students develop an 'ear' for language. By allowing students to proceed with natural language acquisition, fluency is promoted. Students no longer edit their speech and interrupt their message to think about grammar rules—the main reason language in traditional classes is typically low and slow. The low level of stress also enhances fluency, invites participation and increases motivation TPRS eliminates the need for memorization of lengthy vocabulary lists and complex grammar rules, formidable stumbling blocks for most students.

Out of context" grammar drills do not work with students of any age. Teachers of language learners should really be developing the oral communication, reading, vocabulary, and writing skills of their young students. The grammar will take care of itself. Read predictable books. Teach thematic units. Any mention of a grammar rule should be within the context of those texts.
A TINY POEM

We dedicate this poem to kids and grown-ups everywhere who are trying to make the world more awesome.

“Keep going. Keep going. Keep going.”

The world is so big,
and we’re all so small.
Sometimes it feels like we can’t do anything at all.
But the world can be better
(in spite of its flaws).
The world can be better,
and you’ll be the cause.

Even though the waves are bigger than our boats . . .
the wind keeps us sailing;
its love gives us hope.
Some days it’s dark,
but we’ll keep on rowing,
because people like you whisper,
“Keep going, keep going, keep going.”
For further exploring……

Dr. Nancy Bell
Susan Gross
Dr. Heidi Hayes Jacobs
Dr. Stephen Krashen
Blaine Ray
Dr. Jon W. Wiles

www.renfe.com
www.pulseraproject.org
www.italianhall.org

www.facebook.com/pulseraproject/photos