

Teaching World Languages in the High School Context: Realities, Challenges and Aspirations

presented by: Berkeley WL Project Co-Directors

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Although the ideal model for world language courses is based on theory and research and is codified in state content standards and ACTFL documents, most secondary language teachers are overwhelmed by the challenges of large classes and very limited resources in implementing the model. Moreover, many school districts are now requiring that all students take one or two years of a language other than English to graduate from high school, increasing the challenges for teachers to differentiate their curriculum in order to meet the varied needs of all students. This presentation describes the experiences California high school students have with languages before they come to Berkeley.

Don Doehla and Nancy Salsig, Co-directors of the Berkeley World Language Project, provide professional development for K-12 language teachers to deepen their understanding of the state standards and learn strategies to implement them. They will share their own experiences of what it is like to teach language courses in secondary schools, outlining both the realities and challenges they face, and the aspirations they strive to realize. They will describe the consequences of the shift from more traditional teaching approaches to an emphasis on inquiry-based language learning and proficiency-based assessment of outcomes, using authentic texts and multimedia to address the Common Core Standards, and other professional documents.



Realities

Education in Flux

Nancy Salsig

- ✦ *BA, UCSB French; Credential, UCB; EAP Bordeaux*
- ✦ *36 years, French 1-AP, & Spanish 1*
- ✦ *Leadership roles: Department Chair; Union President and Rep; BTSA and new teacher mentor*
- ✦ *CSUEB student teacher supervisor*
- ✦ *Member of the BWLP Team for 25+ years*

Don Doehla

- ✦ *BA, UCB, French; MA, UCSB, French; Credential, UCB, French & History; National Board Certified; UC EAP Pau-Paris; Post Grad work at U Laval, Québec, U of Dakar, UCB, Stanford, etc.*
- ✦ *Taught French for 32 years, levels 1-AP*
- ✦ *Leadership roles: department chair, site and district committees, BTSA mentor, Master Teacher*
- ✦ *Member of the BWLP team for 25+ years*
- ✦ *on Twitter @dr_dmd*

Classroom Context

Nancy vs. Don

- ✦ *average 160 students case load*
- ✦ *class size 20-36*
- ✦ *3 different schedules in 10 years (1 traditional; 2 different blocks)*
- ✦ *following students each year*
- ✦ *own room, traditional lay-out*
- ✦ *average 150 students case load*
- ✦ *class size 10-36*
- ✦ *3 different schedules per week, plus rally schedule*
- ✦ *following students each year*
- ✦ *own room, tables and wheelie chairs - groups of 4*

Education in Flux

- ✿ *Over the past 35 years of our careers, many political initiatives have been thrust upon us, such as:*
 - ✿ ***Nation at Risk** - and we still are! Are teachers really to blame?*
 - ✿ ***NCLB** and "death by testing" - this is year 14! Have we reached perfection?*
 - ✿ ***Program Improvement** - script the curriculum to control the outcome*
 - ✿ ***WASC** (at least every 6 years) : with its new editions every time! Stop moving the target.*
 - ✿ ***Race to the Top** - where do we go when we reach the top? Who gets the money? What about those who don't?*
- ✿ ***The common perception:** Teachers are to blame for the poor state of schools*

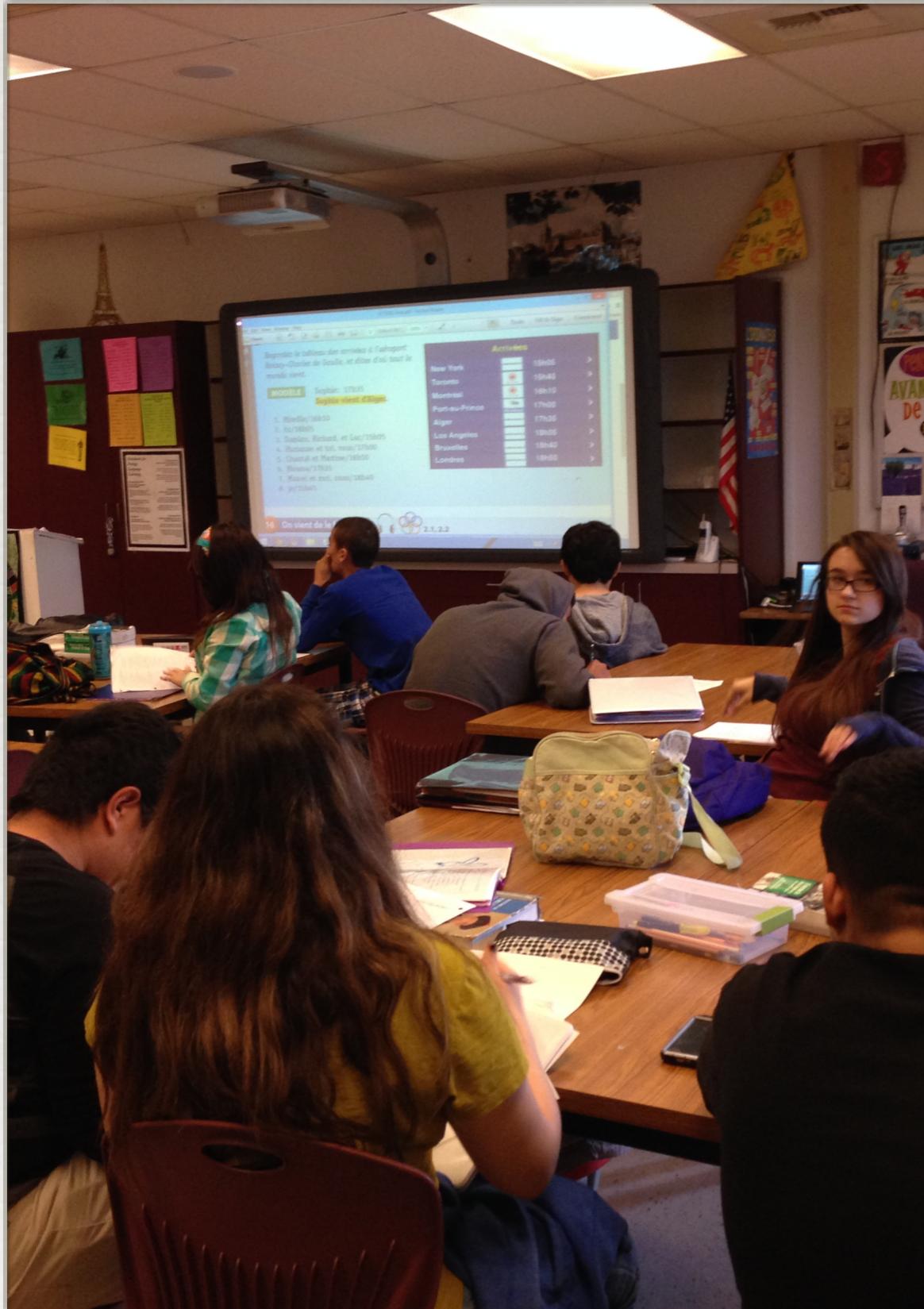


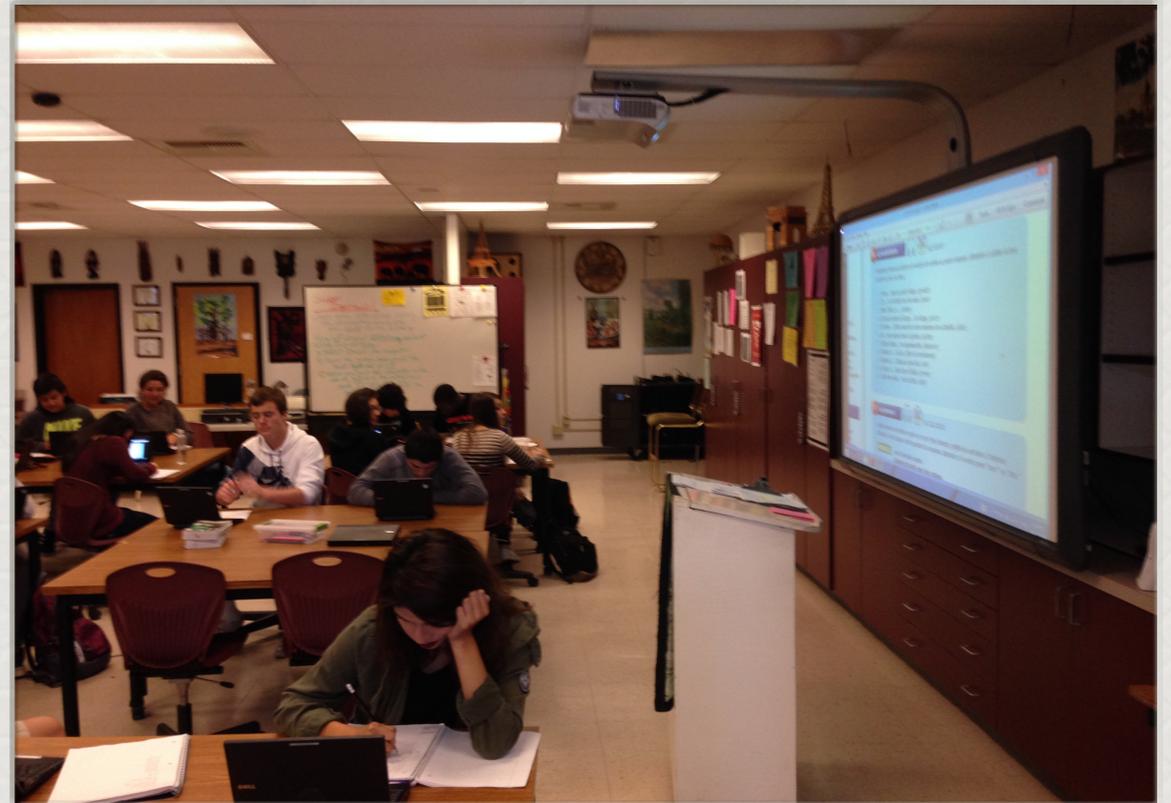
Challenges

Facing the Day

What we deal with each day...

- ✦ *Class sizes - 36 or more is common in California*
- ✦ *5-6 different classes to teach (no less than 3 different preps)*
- ✦ *150+ students case load, some have 200!*
- ✦ *Different kinds of schedules*
- ✦ *Combination classes, and independent study*
- ✦ *Grading, planning, parent contacts / conferences*
- ✦ *Meetings!*





- ✦ *Athletes, leadership students leave early for sports and activities*
- ✦ *Behavior matters: classroom management and little support from parents and administration*
- ✦ *Attendance and tardies: many parents pull kids from school for vacations; arrive late to school*
- ✦ *Attitude of entitlement*

- ✿ *Shortage of substitutes, and of qualified teachers - no methods courses for WL in credential programs*
- ✿ *Textbook adoptions every 10-15 years*
- ✿ *Funds are very limited for anything we might need*

A-G as Graduation Requirement

- ✿ *Many districts have adopted the UC A-G entry requirements as their high school graduation requirements. All students must take 2 years of a WL to graduate. Results:*
 - ✿ *Increased enrollment in WL courses*
 - ✿ *More students have access to the WL curriculum*
 - ✿ *We are required to differentiate instruction to meet the needs of all - this is good and not so good*
 - ✿ *We often are not able to teach as much in one year as before*
 - ✿ *There are some great success stories! - Nayeli*

Literacy Development Challenges

- ✿ *We have always had students who needed special attention.*
- ✿ *With all students taking WL courses, we must address more special educational needs and literacy development issues, such as ADHD, and need for more time to do assignments*
- ✿ *Increased number of EL students*

Technology and Media Literacy Challenges

- ✦ *The move is toward one-to-one technology*
- ✦ *Schools are poorly equipped: inadequate bandwidth; minimal tech support personnel; teachers must fix their own equipment on the fly*
- ✦ *Teachers must teach tech skills while still teaching the curriculum in the same amount of time*
- ✦ *Students are called digital natives, but they do not really know how to use tech for academic purposes*
- ✦ *Teachers receive little to no training, or it is sometimes offered after school or during the summer*



Aspirations

Hopes for Tomorrow

CCSS and WL Standards

- ✦ *All teachers are expected to address the CCSS. All students will be tested.*
- ✦ *WL courses address many CC literacy standards in significant ways. We support students to:*
 - ✦ *listen and view to negotiate meaning*
 - ✦ *read authentic materials closely and deeply*
 - ✦ *speak and write to communicate their learning*
 - ✦ *fiction and non-fiction are both included in the curriculum*
 - ✦ *cultural contexts are addressed to support deeper comprehension*

WL and CCSS

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

21st Century Skills

- ✦ *Defined as:*
- ✦ *communication skills - how to present*
- ✦ *collaboration - how to work with others*
- ✦ *critical thinking - how to think deeply*
- ✦ *creativity - how to demonstrate acquired knowledge in innovative ways*

Technology Integration

- ✿ *Schools are adopting BYOD (bring your own device) policies.*
- ✿ *The motivation is to help students gain tech literacy for academic purposes, and to address the CCSS.*
- ✿ *Benefits: one-to-one opportunities, increased student engagement, personalized learning*

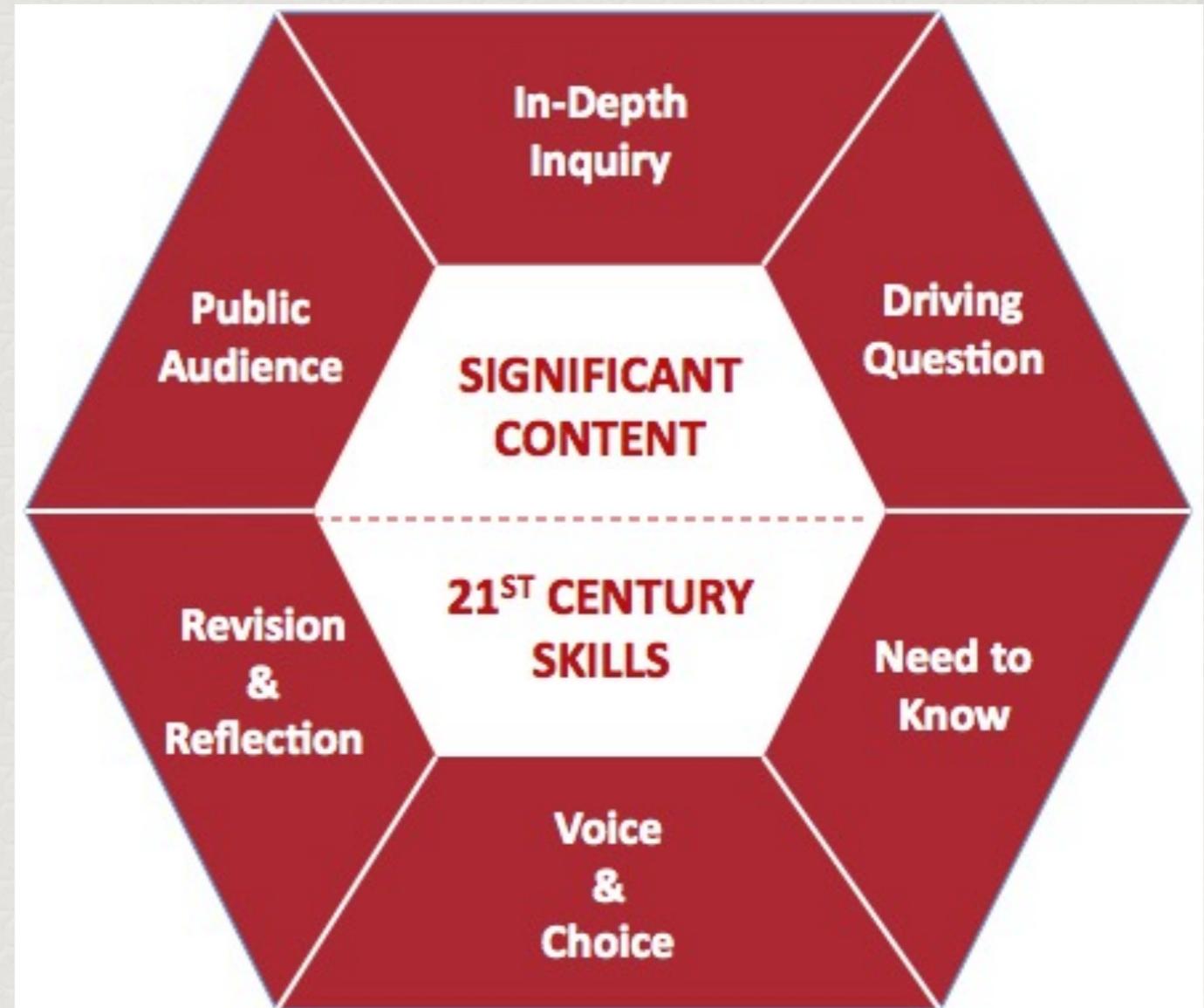
Project-based Learning

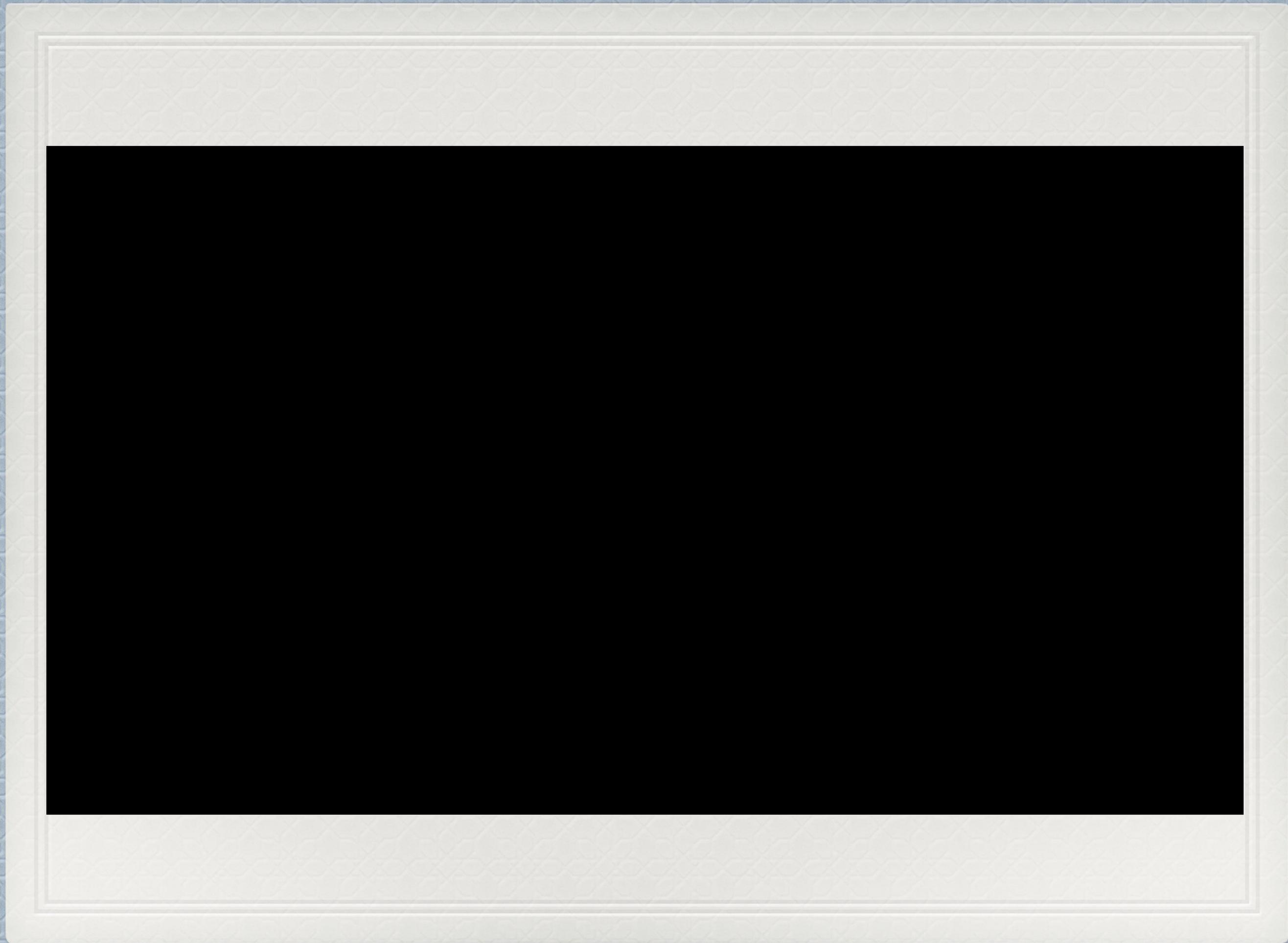
edutopia™

- ✦ *Inquiry-based approach*
- ✦ *8 elements*



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BWLP and CWLP

- ✦ *Our mission: to equip WL teachers with communication-based instructional strategies and practices, founded on second language acquisition research, and guided by our professional documents*
- ✦ *Our program: Foundations 1, 2, 3; PBL; Leadership; Technology Integration for WL*
- ✦ *Our participants: K-12 teachers of WL; pre-service teachers; occasionally university instructors/professors*
- ✦ *Serving our community since Fall 1987*
- ✦ *Follow us @CalBWLP on Twitter; G+ and FB as well*



3. After having discussed with your partner the meaning of the proverb, prepare a two to three minute skit for which the closing line is the proverb. Your skit will present a situation which logically ends with one of the proverbs you stating the proverb. You may find it helpful to write out the script.



Q & A

with our appreciation!