

PISD LOTE Guiding Principles

- ❖ Languages are acquired, not taught.
- ❖ Language acquisition takes place through a process linking language to meaning.
- ❖ In order for languages to be acquired, learners must be exposed to comprehensible input.
- ❖ A learner who functions in one language is already a candidate to function in others.
- ❖ Linguistic accuracy is a destination, not a point of departure.
- ❖ Degrees of proficiency in a language are attainable; mastery of a language is not.
- ❖ Valid and reliable evidence involves a cadre of performance assessments which require the learner to use language purposefully to meet needs, solve problems, or describe situations.

PISD LOTE Curriculum Intentions

- To demonstrate variety in the learning environment depending on where the learners are in the instructional cycle, but keep target language instruction the constant
- To develop learning moments & opportunities arising from effective use of strategies rather than methodology
- To acknowledge the affective relationship between learner and task
- To measure engagement not as a behavior but as learner-to-learner interactions
- To lead to a sequence of integrated performance tasks of progressing degrees of complexity and rigor
- To set up classroom practice which directly relates to anticipated learner performance (IP Exam, CAP)

Curriculum Research Basis

- Farley, A. P., 2005. *Structured Input: Grammar Instruction for the Acquisition-Oriented Classroom*. New York: McGraw-Hill
- Lee, J. F. and B. VanPatten, 1995. *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.
- Moeller, A, G. Cote, and L. Masmaliyeva, 2007. "Student Achievement, Teacher Change and LinguaFolio: Studies from the Field" *Paper presented at the annual meeting of the American Council on the Teaching of Foreign Languages, Henry B. Gonzalez Convention Center, San Antonio, TX, Nov 12, 2007.*
- Savignon, S.J., 1997. *Communicative Competence: Theory and Classroom Practice, 2nd ed.* New York: McGraw-Hill.
- Shrum, J.L. and E. W. Gilsan, 2005. *Teacher's Handbook: Contextualized Language Instruction, 3rd ed.* Boston: Thomson Heinle.
- VanPatten, B. and W. Wong, 2003. "The Evidence is IN: Drills are OUT." *Foreign Language Annals* 36:403-423.