

## Sociocultural Model Lesson Template (Warford & White, 2010)

**LOTE Topic (i.e. ‘Meal-taking, food and drink’, ‘Personal ID’...).**

See NYS LOTE Resource Guide: <http://accelerateu.org/resourceguides/lotte/lotte.html>

<input type="checkbox"/> 1) Personal ID <input type="checkbox"/> 2) House & home <input checked="" type="checkbox"/> 3) Services <input type="checkbox"/> 4) Family life <input checked="" type="checkbox"/> 5) Community/neighborhood <input type="checkbox"/> 6) Physical environment <input type="checkbox"/> 7) Meal taking/food/drink <input type="checkbox"/> 8) Health & welfare	<input type="checkbox"/> 9) Education <input type="checkbox"/> 10) Earning a living <input type="checkbox"/> 11) Leisure <input type="checkbox"/> 12) Public and private services <input type="checkbox"/> 13) Shopping <input checked="" type="checkbox"/> 14) Travel <input type="checkbox"/> 15) Current events <input type="checkbox"/> 16) Other (for non-NYS LOTE). Please indicate: <div style="border: 1px solid black; width: 100%; height: 15px; margin-top: 5px;"></div>
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**Instructional objectives:** Phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- “Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities (topic).” For more on writing good instructional objectives, go to: <http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

LOTE Standard 1.1 (listening and speaking; address situations and functions related to topic).  
Students will be able to...

produce and respond to verbal requests regarding travel on the metro

LOTE Standard 1.2 (reading and writing; address situations and functions related to topic).  
Students will be able to...

Interpret a Plano de metro

LOTE Standard 2.1 (cross-cultural comparisons related to particular topic). Students will be able to:

Understand variations in transportation infrastructure in US vs. Spain.

### Standards addressed (check all that apply):

<p><b>COMMUNICATION</b> Communicate in Languages Other Than English</p> <input checked="" type="checkbox"/> <b>Standard 1.1:</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions <input checked="" type="checkbox"/> <b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics <input type="checkbox"/> <b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <p><b>CULTURES</b></p>	<p><b>CONNECTIONS</b> Connect with Other Disciplines and Acquire Information</p> <input type="checkbox"/> <b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language <input checked="" type="checkbox"/> <b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through <p><b>COMPARISONS</b> Develop Insight into the Nature of Language and Culture</p> <input checked="" type="checkbox"/> <b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
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\*Warford, M. K., White, W. L., & Amato, W. W. (2010, March). Toward the integration of literacy and culture into foreign language instruction. Workshop presented at the Annual Meeting of the Northeast Conference on Foreign Language Teaching, New York, NY.

<p><b>Gain Knowledge and Understanding of Other Cultures</b></p> <p><input checked="" type="checkbox"/> <b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p><input checked="" type="checkbox"/> <b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p>	<p><input checked="" type="checkbox"/> <b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>COMMUNITIES</b></p> <p><b>Participate in Multilingual Communities at Home &amp; Around the World</b></p> <p><input checked="" type="checkbox"/> <b>Standard 5.1:</b> Students use the language both within and beyond the school setting</p> <p><input type="checkbox"/> <b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
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**Common Core Curriculum points addressed: 6-12**

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nysp12cclsela.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf)

**Language:**

**Vocabulary acquisition and use:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).(grade 9-10

**Reading :**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (Integration of knowledge and ideas, 9-10

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.(Craft and Structure, 9-10

**Writing:**

NA

**I. Activation of schemata** (lexically and morpho-syntactically simple top-down (i.e. Kramersch, 2003; Wiley, 2000) and bottom-up leading questions about cultural conventions (in L2) that pertain to the text students are about to explore. The teacher then collects students’ comments, translating them into L2 if offered by students in L1.

<p><b>Top-down activation</b> (leading questions about students’ (C1) experiences of the symbolic capacity in question, preview text (freeze frame, if video is involved) generate and record for further discussion some hypotheses about content.</p> <p>Consulte <a href="#">el mapa de metro de Manhattan</a> y considere cómo llegar al Parque Central desde la calle 238 (cerca del Parque Cortland en el Bronx). En inglés, ¿qué palabras, expresiones se emplearían para describir la ruta? (take...headed south, get on, get off, until you get to/arrive at, etc....).</p>	<p><b>Bottom-up activation</b> (Address unfamiliar lexical, idiomatic items that may undermine comprehension of the text vis-à-vis a glossary and or, students to scan for and present unfamiliar terms for clarification.</p> <p>Ahora consulte <a href="#">el plano de metro de Madrid</a> y lea las direcciones para llegar a (elija un punto de partida y destino que involucran varios cambios y no están al comienzo o final de la(s) línea(s). Ejemplo: El Retiro a La Ciudad Universitaria. Modele para los estudiantes, escribiendo a cada paso de las direcciones...</p> <ol style="list-style-type: none"> <li>1) Suba en la línea roja, dirección Cuatro Caminos.</li> <li>2) Baje en la estación San Bernardo y cambie a la línea marrón.</li> <li>3) Tome la línea marrón dirección Argüelles.</li> <li>4) Baje en Argüelles y suba en la línea gris hacia el norte hasta llegar a Ciudad Universitaria</li> </ol>
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**II. Text Interpretation:** Combine bottom-up and top-down leading questions to process text

<p><b>Top-down strategies (in L2):</b></p> <ul style="list-style-type: none"><li>• What is the purpose of ____? Is it to ____? Etc.</li><li>• What is the emotional state of person A/B?</li><li>• What are the interactants trying to accomplish?</li><li>• Do they accomplish the task?</li><li>• What are the phases of this discourse/speech event? (beginning, middle, end?)</li></ul> <p>¿En comparación con el mapa de metro de NYC, cuáles similitudes se notan en los elementos? (colores, difícil de determinar la dirección sin usar el punto de origen o terminación, el caso particular de la línea gris?)</p> <p>¿Hay similitudes, diferencias en los términos que se emplean?</p>	<p><b>Bottom-up strategies (in L2):</b></p> <ul style="list-style-type: none"><li>• What do you think ____ means? Is ____ a cognate or false cognate?</li><li>• What do you think of when you picture __?</li><li>• What does person A ask? How does person B respond?</li></ul> <p>What form of the verb does person A/B use in addressing the interlocutor?</p> <p>Indican las expresiones clave (baje, suba, tome, dirección A o Z, hasta llegar a).</p> <p>¿Qué se nota en el caso de la línea gris?</p>
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**III. Sociocultural interpretation:** Lead learners through an examination of the points raised in the activation stage. Sample leading questions include:

- What similarities do you see between the way native speakers approach 'X' and our approach to 'X' (for examining L1 and C1 assumptions).
- Which of our assumptions about this text were correct? ...incorrect?
- What are the rules for carrying out this speech event in the L2? (address relevant grammatical, lexical, discourse & socio-pragmatic elements)

¿Cuáles son las conexiones entre la planificación de transporte y el lenguaje que se emplea para navegarla?

**IV. Sociocultural presentation:** Students develop an adaptation/recreation/response related to the presented text(s). Directions (in L2)

Con una colección de estaciones, pida que cada estudiante (o grupo) elija un punto de origen y un destino. Tienen que usar las palabras clave para indicar a la clase la mejor ruta.

**V. Sociocultural debriefing:** Teacher and students examine appropriateness of students' simulations against the linguistic and cultural elements identified at Stage III and the assumptions generated at Stage I. There may be some lingering transference of L1 and C1 to the L2 and C2 features imbued in the text. Write your leading questions below:

¿Se han integrado los puntos del compas adecuadamente o sería mayor usar la técnica de indicar la dirección según el punto de origen o terminación de tal línea?

¿Hay un caso especial aquí? (Una combinación puede ofrecer el reto de elementos especiales en el mapa- el tener de caminar dentro de una estación grande, por ejemplo.