

ED 305 893

IR 013 746

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 TITLE Two-Way Cable Television: An Instructional Alternative for the Future. Strategies and Teaching Techniques for Honors and Advanced Placement (AP) Foreign Language Instruction via Two-Way Cable Television.
 INSTITUTION Montgomery County Public Schools, Rockville, MD. Dept. of Instructional Resources.
 PUB DATE 88
 NOTE 26p.
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Advanced Placement Programs; Cable Television; Curriculum Guides; Educational Television; High Schools; Honors Curriculum; *Instructional Design; *Lesson Plans; *Second Language Instruction; *Telecourses; Test Construction
 IDENTIFIERS *Interactive Television

ABSTRACT

The advances of two-way cable television are discussed in this teachers' guide, which presents materials that have been developed as suggestions for teaching a two-way television course for advanced placement (AP) or honors students in foreign languages. The materials for the course, which is designed to enable students to study these languages together with others across the county, include sample lesson plans for a unit on literature and a unit on language. These plans cover preparation, instructional objectives, performance objectives, resources needed, the actual process, and the use of higher order thinking skills. Brief outlines of day-to-day class activities for each unit are included. Class activities designed to help students prepare for language achievement and AP examinations are also provided, including practice in speaking, listening, reading, and use of verb tenses and conditions. Recommendations for the management of the telecourse program conclude the guide. (17 references) (EW)

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TWO-WAY CABLE TELEVISION

AN INSTRUCTIONAL ALTERNATIVE FOR THE FUTURE



Department of Instructional Resources
Summer 1988

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TWO-WAY CABLE TELEVISION:
AN INSTRUCTION ALTERNATIVE FOR THE FUTURE

STRATEGIES AND TEACHING TECHNIQUES
FOR HONORS AND ADVANCED PLACEMENT (AP)
FOREIGN LANGUAGE INSTRUCTION
VIA TWO-WAY CABLE TELEVISION



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AND ADVANCED PLACEMENT FOREIGN LANGUAGE INSTRUCTION
VIA TWO-WAY CABLE TELEVISION

TABLE OF CONTENTS

	<u>Page</u>
Introduction	1
Advantages of Two-Way Cable Television	2
Sample Lesson Plan: Focus on Literature	3
Sample Lesson Plan: Focus on Language	11
Test Preparation Strategies - Two-Way Cable TV	16
Management Recommendations	19
Bibliography	20

INTRODUCTION

There is a small number of students in MCPS who have special needs to meet the requirements of the Advanced Placement Tests. These are students who strive for excellence in the field of foreign languages, but who, because of their few numbers, could lose the opportunity to advance themselves in this specialty. In an attempt to meet their needs, MCPS is establishing a two-way television system that would group such students together with others in the county. One teacher would telecast a class simultaneously to all the students who would be able to interact with each other as if they shared the same classroom. With this in mind, the following materials have been developed as suggestions for teaching Honors and A F foreign language courses via two-way television.

ADVANTAGES OF TWO-WAY CABLE TELEVISION

Instructional television is advantageous to the teaching of foreign languages because it allows students of the same language level in different schools to converse with their peers and instructor. Unlike other classes in which the lecture approach may be the main vehicle for the instruction of large groups, the foreign language classroom demands constant pupil to pupil and pupil to teacher verbal exchange. Two-way instructional television provides the opportunity for small groups who otherwise would lack the opportunity to participate in an enriched curriculum.

Because students who represent different cultural and ethnic backgrounds are brought together in this new classroom setting, tendencies for students to stereotype others are checked. This facilitates the use of cooperative learning activities that characterize today's foreign language classroom with its emphasis on the development of language proficiency.

Due to the capabilities of the two-way television equipment another benefit is automatically achieved: the volume of all speakers can be amplified so that all of the participants can be heard. Participation is thus increased and proficiency improved. Furthermore, the mounted cameras provide a better situation for students to see notes written for them by the teacher more clearly. In addition, the teacher and/or whole class can focus on one student's written work whether it is in the base classroom or in the satellite classroom.

Team teaching has been done in education at different levels, but the two-way television system affords an even further application of this technique. Teachers at different schools can now exchange classes and share specialties thus extending the possibilities for students to learn. One obvious advantage to this in foreign language is that students have the opportunity to hear varied accents and appreciate different approaches to the topic at hand. Varied curricula can be passed easily from one school to another.

There is yet another benefit for the students who participate in this type of program. If, because of absence, a student is obliged to miss a class session, he can view a tape of the actual class, thus preparing the student for the next session in the same manner as other students have done.

The overall benefit brought to the Honors and A P curricula via a two-way television system is that no student willing to participate in the program will be denied the opportunity to reach the highest level of language acquisition. The system gives all students the uniform opportunities to prepare the Honors and A P objectives presently confined to individual schools.

SAMPLE LESSON PLAN: FOCUS ON LITERATURE

Sample Lesson Plan: Focus on Literature

For an Honors or A P class that focuses on literature, the following suggestions could be used to integrate flexibility, higher order thinking skills, and to accommodate student's individual abilities and language acquisition levels. Students will work individually and in small groups with varied materials and will expand on broad topics with the total class. Emphasis will be placed on vocabulary building, reading comprehension, speaking and writing.

Preparation

A classroom equipped for two-way television instruction lends itself ideally to the type of group work involved in this strategy. Each group, as defined by location, student ability, interest or by teacher choice, is responsible for reading a work of literature (poems, plays, short stories, or novels). Individually or in small groups, students will complete vocabulary assignments, summaries, compositions, and discussions. The total class will discuss broad concepts that exist throughout all the texts (reality vs. fantasy, idealism, hope, love, truth), thus comparing and contrasting style, character, author intent, etc.

Instructional Objectives

The instructional objectives intended for this strategy would be to:

1. Provide texts with varied levels of difficulty.
2. Increase vocabulary.
3. Increase content comprehension.
4. Provide opportunities for oral expression and discussion.
5. Provide opportunities for written expression.

Performance Objectives

Students will be required to complete the following performance objectives to:

1. Define and identify specific literary terms and styles.
2. Read a work of literature.
3. Research historical events, artistic movements, literary antecedents.
4. Write compositions.
5. Present oral descriptions.
6. Participate in discussions.

Resources Needed

Each small group will be given a literary work of the same genre. In addition, reference materials will be needed for the final products in some cases. Plan to have students visit the media center to complete any additional research.

Process

Students will be given fixed deadlines by which certain phases of this project will be completed. The teacher will be responsible for directing discussions but will be available for reference only during the reading and writing phases. Each student will participate in the panel discussion for the oral presentation. Grades will be given on the following: written compositions, oral presentation, vocabulary assignments, summaries, and completion of required material on deadline (A or E).

Higher Order Thinking Skills

Because of the nature of the strategy, the use of higher order thinking skills is automatic. Students must conceptualize and analyze the broad themes both in oral and written form and incorporate their understanding in original products.

Examples:

Cite examples from the text which symbolize truth. What is the author's intent at using these?

How can irony be applied to the story?

In your opinion, did the protagonist choose the best manner of resolving the conflict? What are some alternatives?

Process

The following novels will be used as the literary works: CORONA DE ARMOR Y MUERTE, LLUVIA ROJA, ROSAURA A LAS DIEZ.

Day 1: A--Class will be divided into 3 groups.

Activities: Have group define and characterize one literary term: FANTASY/REALITY/SUPERSTITION

Have students prepare charts and present information to the class.

Discussion and clarification will ensue.

B--Teacher presentation: The teacher will describe the format for this project and the lecture on the novels, giving information on the author, background for the text and a description of the panel discussion and final writing assignment accompanying each text.

C--Assignment of books: The teacher will assign texts according to previously described basis. Small groups engage in pre-reading activities (read title, chapter headings, list of characters, prologue). Have students read in small groups (2 or 3 students).

HOMEWORK: Vocabulary assignment: Have students define ten words from the initial pages of reading and use ten original sentences.

Day 2: A--Have students read individually for 20 minutes.

B--In small groups, have students identify the presence of the first 3 literary terms.

C--Individually, allow students to write a synopsis of their reading to hand in for a grammar and content grade.

Day 3: A--Review verb tenses: The teacher and students conjugate one verb from each text in all tenses.

B--Have students write five questions on content from the pages read to date. Questions are turned in for correction.

C--Have student.. read in small groups.

Day 4: A--Have students who are reading the same text work in groups, ask and answer orally content questions from previous day.

B--Have students read in small groups.

HOMEWORK: Have students read to Page _____ for quiz on content.

Day 5: A--Quiz: Have students write a summary of previous night's reading.

B--Class discussion: Total class participation.
On the blackboard or where the camera can get a close-up shot, teacher will draw the following grid:

	CORONA	LLUVIA	ROSAURA
fantasy			
reality			
superstition			

Have students give the names of the characters from each book who exemplify one of the terms. The incident is...

The incident that makes the student believe that the character fits the term is described.

C--Have students read in small groups.

HOMEWORK: Continue reading to page _____.

Day 6: A--Have students work in small groups to identify examples of three terms in most recent readings.

B--Vocabulary-building activity: Have entire class copy a list of words from blackboard or where the camera can get a close-up shot for which they must find synonyms. (Hand in for grade.)

Example: Benefactor Risk
 Hawk Result

C--Have students read in small groups.

HOMEWORK: Ten words to use in original sentences.

Day 7: A--Have students write summary to date for a grammar and content grade.

B--Discussion: Teacher and students will define and characterize: IDEALISM/ROMANTICISM/HOPE

C--Have students read in small groups.

Day 8: A--In small groups, have students discuss the application of these new terms in reading thus far.

B--Total class discussion: Do Idealism, Romanticism and Hope exist in the reading thus far? How do they relate to fantasy and reality?

Day 9: A--Individually, have students write five questions on content to hand in for correction.

B--Have students read in small groups.

HOMEWORK: Have students prepare for essay, review terms and story lines.

Day 10: ESSAY QUIZ: Have students choose one of the following words to define and relate to their text. Use at least three examples: IDEALISM/ROMANTICISM/HOPE

CONTINUE WITH PREVIOUS ACTIVITIES UNTIL NOVELS ARE COMPLETED.
THEN CONTINUE WITH THE FOLLOWING PLANS .

Day ?: Allow students to proceed to the Media Center after receiving topics to research:

CORONA: history of Portugal, Ines de Castro, Alfonso III, Pedro

LLUVIA: history of Argentina, Rosas, federalists and unitarians

ROSAURA: cubism; manifestations in plastic arts, examples in literature.

Day ?: Each large group will present a panel discussion on the text and the research findings.

Day ?: Students will write original works associated with their reading. They must be true to the style and history of the original work (five-page minimum).

CORONA: epilogue in which Pedro kills his father.

LLUVIA: A letter to Rosas by the female protagonist pleading for the lives of her loved ones.

ROSAURA: court testimony of events as perceived by "the maid."

Sample test questions: (Done in the Foreign Language)

- Lluvia roja:
1. Why didn't Enrique Montero fire his gun at the alligator? Does this action fit his character? What is the symbolic meaning of this? Why is this an example of irony?
 2. Why does Elisa experience a feeling of melancholy? (actually and symbolically)

Rosaura a las diez:

1. In your opinion, what is Camilo like? What makes you think that?

Corona de amor y muerte:

1. Explain why Pedro's refusal to marry Constanza is a declaration of his freedom of choice

Sample Vocabulary Building Exercises (done in the Foreign Language)

Fill in the blanks with the correct word:
erase//incapable//bent on

1. Carlos is _____ of committing a crime.
2. Mike is _____ working at that for a whole year.
3. Don't _____ the blackboard, please.

Synonym Matching:

pony	matrimony
wedding	family
verse	decorate
adorn	song
lineage	horse

SAMPLE LESSON PLAN: FOCUS ON LANGUAGE

Description of an Exemplary Strategy Using the Language

The lesson plan is intended to aid in developing the ability to understand the spoken language in various conversational situations and to express oneself both orally and in writing with reasonable fluency. These goals are consistent with the objectives of both the Advanced Placement course and the MCPS Honors program.

Instructional Objective

1. To introduce students to an unfamiliar cultural context representative of the foreign language.
2. To provide a brief example of authentic spoken language (interview, radio broadcast, telephone conversation, news clip).
3. To stimulate student use of a foreign language.

Performance Objectives

1. To comprehend native speakers engaged in a brief conversation about a topic of general interest.
2. To use the foreign language to explore student reaction to a conversational situation.
3. To review past, future and conditional sentences by reporting on, speculating about and personalizing a conversation segment viewed on video cassette.
4. To develop competence in producing written materials for and about the conversation.

Day 1: Pre-Cassette Viewing Activities

A--Prepare a list of unfamiliar words and lexical items appearing on the cassette. Present definitions and give examples in the foreign language. This should be done orally and in the foreign language.

B--Explain and role-play with students, as appropriate, cultural situations similar to the one the class will be viewing on the cassette, being careful not to reveal the story line of the cassette.

C--Review briefly the preterite, imperfect and future tenses and conditional sentence types. Have students respond to situations (i.e., if you won \$1,000, what would you do with it?)

HELPFUL HINT: Several foreign language dictionaries are on the market. Some of these are written especially for non-native speakers.

Day 2: Reporting Information

A--Divide the class into three groups. Groups A and B (Base school), Group C (Satellite school). Groups A and B view cassette in media center, taking notes on what they observe. Assign each group to be responsible for reporting to Group C the conversation of one of the characters in the cassette. Have Group C work on vocabulary review with teacher.

B--After viewing the cassette, have Groups A and B reporting information to Group C.

C--Have Group C retell what they have learned from Groups A and B.

HELPFUL HINT: This activity requires mastery of the preterite and imperfect tenses. Ex. Le monsieur a demande a sa femme si elle aimait la chemise verte.

Day 3: A--Have class view the cassette in its entirety to verify comprehension.

B--Have students pay special attention to paralinguistic features.

C--Have students guess what they add to the meaning conveyed.

D--Discussion of gestures and body movements and their meanings.

HELPFUL HINTS: Facial expressions and other body movements will assist students in understanding the script. Show materials using gestures in the foreign language (movie, work, etc.)

HOMEWORK: Have each group start a progressive story. Have one student write each night. It must stop with open-ended statement to be completed by the next student.

Day 4: Speculating

A--Form new groups, if desired. Have students create a new ending for the dialogue situation on the cassette. Have each group come up with a unique solution.

HELPFUL HINT: This activity will require mastery of the future tense. Ex. Le monsieur achetera la chemise verte parce que sa femme n'aime pas celle qui est rouge.

B--Have students tell how they might have reacted in a similar situation.

HELPFUL HINT: This activity requires mastery of the conditional sentence types. Ex. Si j'avais ete M. Pont, j'aurais achete la chemise rouge.

Day 5: Personalizing Material

Divide class into smaller groups as needed. Have students role play the scene viewed on the cassette or a similar one. They might reproduce the dialog as closely as possible or, most likely, will create one of their own using the cassette as a model.

Day 6: Writing Assignments

HELPFUL HINT: These may be performed along with the oral activities or be done as culminating activities on the last day of the lesson plan. Written assignments should be based on the content of the cassette. For example, if the class views a cassette in which the characters are making a purchase in a department store, they might:

- A--Write an advertisement for a department store sale.
- B--Write a letter of complaint to the department store about a purchase made at the sale.
- C--Rewrite an advertisement for a department store sale found in a local newspaper using a similar ad from a foreign language newspaper or magazine as a model.
- D--Write an application for a department store credit card.
- E--Complete an application for a department store credit card.

Oral and Written Evaluation

Using pictures depicting characters in situations similar to the one on the cassette, students are asked to:

1. Create an imaginary dialog spoken by the characters in the pictures.
2. Speculate about what might have happened later or create a novel ending to a story.
3. Tell how they would have reacted if they had been the people pictured.

NOTE: Select one or more of the written activities suggested for Day 5 as a written evaluation.

TEST PREPARATION STRATEGIES - TWO-WAY CABLE TV

Several years of serious study of a foreign language are necessary for students to do well on language achievement and A.P. examinations. The strategies provided are not designed to substitute for the high level of proficiency required for success on these examinations. Instead, they prepare the student for the types of questions they will encounter and thereby eliminate some of the anxiety associated with these exams.

Speaking Practice: Talking About Pictures

Suggested Strategies:

1. Have students take the role of the characters in a picture and create a dialogue.
2. Have students invent stories about people or things in a picture that other members of the class have not seen. After the students have told the story, they show the picture to the entire class.
3. Have students bring to class a picture from a newspaper and tell what the newspaper article was about.
4. Have students create the ending to an unfinished picture sequence.
5. Using pictures from "Histoires Illustrees," or other similar material, have students narrate a story based on a series of drawings.

Hints For Talking About Pictures:

1. Encourage the use of synonyms and circumlocutions when exact words are not known.
2. Encourage the use of conjunctions and connectors, e.g., "meanwhile," "as for," etc., to make speech more fluent and natural.

Listening Practice

Suggested Strategies:

1. Use video cassettes produced in the foreign language for native speakers.
 - A. Introduce the meaning of new words in context.
 - B. Have students listen to the cassette once in its entirety.
 - C. Play cassette a second time, pausing when needed for explanations. Have students take notes as they listen.
 - D. Have students discuss content of cassette material.
 - E. Play cassette a third time without stopping for explanations.
2. Use records produced in the foreign language for native speakers.
 - A. Musical dictation: Have students write out the words to songs in the language. Use "spot" dictation for more difficult songs.
 - B. Have students discuss the mood and theme of songs.
 - C. Have students listen to recorded versions of literacy texts.

HELPFUL HINT: Many such records can be found at the Modern Language Book Store in Washington, D.C.

Reading Practice

Suggested Strategies:

1. Have students practice reading for the main idea only.
2. Have students give a one- or two-word title to a reading passage.
3. Have students summarize or paraphrase a reading passage.
4. Have students make up questions for a passage they have read.
5. Prepare a close reading passage for students to complete.
6. Have students compare the styles of two reading passages.
7. Ask students to imagine who or what kind of person the author of a reading selection is and explain their answer.

Verb Practice

Suggested Strategies:

1. Have students identify sentence elements that indicate the time of the action.
2. Have students indicate words that indicate condition.
3. Have students identify subjunctive mood indicators and their tense.
4. Provide practice in shifting tenses of sentences.

HELPFUL HINT: Numerous reading comprehension passages are found in the index of AMSCO or other similar materials.

MANAGEMENT RECOMMENDATIONS

Because of the physical locations and technical complexities of a two-way television system, there are certain managerial questions to be addressed by television teachers and administrators. It is important to:

1. Involve teachers in the scheduling and selection process.
2. Adhere to uniform standards for admission to the classes.
3. Adjust classroom management styles (management procedures for all TV classes are equal).
4. Secure identical equipment and instructional materials in all TV classes.
5. Provide in-service training for teachers.
6. Provide orientation for prospective students.
7. Allow time for advance preparation.
8. Establish a procedure for sending materials to satellite schools and receiving student assignments and tests at base school (special next-day delivery pony envelopes).
9. Develop channels of communication between administrators, teachers and technicians.
10. Schedule extra planning period (example: "plan-class-plan" for periodic visits to satellite schools).
11. Get to know students in satellite classes right away.
12. Determine discipline policy and make certain that students and technicians know what it is.
13. Involve area and school level administrators in the planning process i.e. budget, staffing, schedule, facilities, etc.
14. Learn procedures for requesting teaching resources.
15. Develop emergency and/or backup plans in case of equipment failure, teacher/technician absence, fire drills, assemblies or other school-related activities.
16. Remember to be FLEXIBLE!

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