

# LOTE CED *Lowdown*

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Volume 1.2

## Languages Other Than English Center for Educator Development

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## LOTE CED Training Modules

In order for teachers to implement the TEKS for LOTE in the classroom, the LOTE CED is developing three training modules for language teachers, coordinators, and administrators.



- **Module I**

- **TEKS for LOTE: *Overview***

- Provides an overview of the purpose, development, and structure of the TEKS for LOTE.

- **Module II**

- **TEKS for LOTE: *Classroom Implementation***

- Reviews the TEKS for LOTE briefly, then provides hands-on practice in developing activities to implement them in the LOTE classroom.



- **Module III (Fall 1998)**

- **TEKS for LOTE: *Developing Curriculum/Addressing Assessment***

- Provides practice in using *A Texas Framework for Languages Other Than English* to develop curriculum and assessments for LOTE at the local district level.

Workshops on the TEKS for LOTE are being facilitated by a group of highly qualified and experienced language educators, many of whom were involved in the development of the TEKS for LOTE. Arrangements for the workshops are being made by the Education Service Centers (ESCs) and some Independent School Districts (ISDs). Contact the TEKS liaison at your ESC or the language coordinator at your ISD to find out about workshops in your area. (For ESC phone numbers, see page 7.)

## Upcoming Conferences

### **American Association of Teachers of French (AATF)**

July 23-26, 1998  
Montréal, Québec, Canada

### **American Association of Teachers of Spanish and Portuguese (AATSP)**

July 31-August 4, 1998  
Madrid, Spain

### **Texas Foreign Language Association (TFLA)**

October 15-17, 1998  
El Paso, TX

### **National Association of District Supervisors of Foreign Languages**

November 18-19, 1998  
Chicago, IL

### **American Council on the Teaching of Foreign Languages** (in conjunction with American Association of Teachers of German, American Association of Teachers of Italian, Chinese Language Teachers Association, National Council of Secondary Teachers of Japanese, and Illinois Council on the Teaching of Foreign Languages)

November 20-22, 1998  
Chicago, IL

### **Modern Language Association of America**

December 27-30, 1998  
San Francisco, CA

You can find the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) on-line at <http://www.tea.state.tx.us/teks/114toc.htm>



## Focus On – Guiding Principle 1: Inclusion of All Students

*The publication A Texas Framework for Languages Other Than English is based upon a set of Guiding Principles, or key statements about the teaching and learning of languages other than English. These Guiding Principles are supported by language education research and experience. They also are based on a strong commitment to the importance of languages as part of all students' educational program in Texas schools. There are eight Guiding Principles in all and subsequent issues of the LOTE CED Lowdown will take an in-depth look at each of them. This issue focuses on Guiding Principle 1: Acquiring Languages Other Than English Is Essential For All Students.*

**Language learning is for everyone and benefits everyone; its applications are countless.** In an academic setting, the learning of languages has been proven to give students an educational advantage. In the “real world,” languages enable us to interact locally around the world in business and social situations with those to whom we might not have access if we spoke only English.

**All students can learn languages.** In the past, the trend has been to place only college-bound students and those who were perceived as “above average” in language courses. This trend is changing as we come to realize that all children are primed to learn languages, demonstrated in part by the fact that they use their native language almost effortlessly. The fact is, all students are capable of meeting the expectations of language courses when the goals are appropriate to individual students and the conditions for learning are designed to foster achievement (National Standards in Foreign Language Education Project, 1996).<sup>1</sup>

**The rewards of learning a language are many.** As language students develop the ability to communicate, they are able to interact with people from diverse linguistic and cultural backgrounds. In addition, they develop thinking skills that both strengthen their intellect and are transferable to

other areas of study. Students of LOTE also strengthen their first language abilities as they study other languages; they improve their speaking skills, practice speaking in front of groups, learn to decode and decipher written language, and gain metalinguistic competence (the ability to think about languages and how they work) - all valuable skills that LOTE students can apply with increased confidence in their native language. What students should be denied these rewards?

**Students gain access to other cultures as they study LOTE.** As they learn the language, they become adept at identifying cultural concepts and traits and also learn to communicate in culturally appropriate ways. In addition, students of LOTE learn about cultural products, practices, and perspectives, knowledge which allows them new insights into the content of other disciplines, other cultures, and their own culture.

**The experience of gaining both linguistic and cultural competence skills helps all students to get into the habit of looking beyond their customary cultural and linguistic “parameters.”** They learn to look at their own language and culture with new eyes and also to treat others with respect. This new “vision” promotes cross-cultural communication and understanding and expands students’ sense of community. Intercultural insight, combined with linguistic proficiency, makes students better prepared to interact with others and extend their influence and participation in the international community and marketplace of the 21st century. (Southwest Educational Development Laboratory & Texas Education Agency, 1997)<sup>2</sup>

**Given that all students are capable of learning LOTE, and given the benefits that studying LOTE brings, why shouldn’t ALL students learn languages?**

<sup>1</sup>National Standards in Foreign Language Education Project. (1996). *Standards for foreign language learning: Preparing for the 21st century*. Yonkers, NY: Author.

<sup>2</sup>Southwest Educational Development Laboratory & Texas Education Agency. (1997). *A Texas framework for languages other than English*. Austin, TX: Author.

Mr. John DeMado, a language teacher, consultant, writer, and very popular presenter, was the Keynote Speaker at this year’s Texas Conference on Coordinating Languages (TECCL) in Austin. Mr. DeMado praised the Guiding Principles, calling them the Texas language educator’s professional “Declaration of Independence.” In accordance with this issue’s focus on Guiding Principle 1, below you will find Mr. DeMado’s “Ten Organizing Principles for Inclusion.”

#### **John DeMado’s Ten Organizing Principles for Inclusion**

1. A child who functions in one language is already a candidate to function in others.
2. “Tolerating” a student in class is not the same as “including” the student.
3. There are many types of language users.
4. Language acquisition is largely a “horizontal” process.
5. IQ is not a prerequisite for effective second language acquisition.
6. Most of what is “exclusionary” about second language acquisition revolves around the issue of accuracy.
7. There are many paths to cognition.
8. People who communicate take risks.
9. An “inclusionary” approach to second language acquisition must be supported by “inclusionary” testing mechanisms.
10. “Inclusionary” testing mechanisms must be supported by “inclusionary” grading strategies.

DeMado, J. (1999). *Ten Organizing Principles for Inclusion*. John DeMado language seminars. Washington, CT: Author.

## **Block Scheduling**

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Many school districts are moving away from the traditional 45-55 minute course periods and are instead scheduling classes in different configurations of “blocks”. Block schedules include classes that meet fewer times a week for longer periods of time, often 90 to 100 minutes. These longer class periods offer new opportunities and pose new challenges to language teachers. Following are some resources on block scheduling that may be of help.

### *Publications*

Canady, R.L., & Rettig, M.D. (1995). *Block scheduling: A catalyst for change in high schools*. Princeton, New Jersey: Eye on Education.

Carroll, J. M. (March, 1994). Organizing time to support learning. *The School Administrator* 51, (3), 26-28, 30-33. EJ 481 309.

Edwards, Clarence M. Restructuring to improve student performance. *NASSP Bulletin*, 77 (553), 77-88.

Schoenstein, R. (February, 1995). Making block scheduling work. *Education Digest*, 15-19.

### *Websites*

<http://www.ascd.org/services/eric/block2.html>

<http://k12.oit.umass.edu/block/block.html>

<http://www.actfl.org/htdocs/pubs/block.htm>

## **National Language Resource Centers**

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The U.S. Department of Education’s Language Resource Center program, as authorized under Title VI of the Higher Education Act, supports seven Language Resource Centers nationwide. The centers’ mission is to improve the nation’s capacity to teach and learn languages other than English effectively. They fulfill this function by providing material resources and professional services. Below you will find their names and website addresses:

### **National K-12 Foreign Language Resource Center at Iowa State University**

<http://www.educ.iastate.edu/currinst/nflrc/nflrc.html>

### **Center for Language Education and Research at Michigan State University**

<http://clear.msu.edu>

### **The National Capital Language Resource Center - a collaboration among Georgetown University, Center for Applied Linguistics and The George Washington University (Washington, D.C.)**

<http://www.cal.org/nclrc/>

### **National Foreign Language Resource Center at Ohio State University**

<http://www.cohums.ohio-state.edu/flc/>

### **National Foreign Language Resource Center at the University of Hawaii**

<http://www.lll.hawaii.edu/nflrc/>

### **National Language Resource Center at San Diego State University**

<http://larcnet.sdsu.edu/>

### **The Center for Advanced Research on Language Acquisition at the University of Minnesota**

<http://carla.acad.umn.edu/>

## TEKS for LOTE Spotlight: Connections

Each issue of the LOTE CED *Lowdown* will include ideas for learning activities based on the *TEKS for LOTE*. We will address those areas of the *TEKS for LOTE* that you, LOTE educators, have identified as more challenging. This issue addresses the content area of “other subject areas” within the Connections Program Goal.

### *TEKS for LOTE Knowledge and Skills*

The student uses the language to make connections with other subject areas and acquire information.

### *TEKS for LOTE Performance Expectations*

#### Novice

The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas.

#### Intermediate

The student is expected to use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

#### Advanced

The student is expected to use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

### Learning Snapshots

#### ***Favorite Dish***

*Objective: Students “convert” recipe and cost data on their favorite dishes for target language correspondents (pen or e-mail pals) and thereby connect with the subject area of mathematics.*

In class, students list their favorite dishes and identify utensils, preparations, and ingredients (including quantity and cost) required to make the dish. Using the cost and quantity data, they determine what the ingredients would cost in the currency of their correspondent’s country. They also determine appropriate target culture measurements, including converting temperature (from Fahrenheit to Celsius) or quantity measures (e.g., converting ounces to grams, pounds to kilos) when appropriate. They then write to their correspondents and share the “converted” information about their favorite dishes.

#### ***Comedic Drama***

*Objective: Students learn about how comedy is used in target language literature and connect it to what they have learned or know about comedy in English and American literature.*

Students read portions of a comedy aloud in the target language and then discuss the passages to reinforce reading comprehension and understanding of the target culture’s comedic style. They note various types of dramatic performances, focusing on aspects of comedy including physical comedy (pantomime or slapstick), farce, and satire. They make comparisons between comedic elements in the target language play and works they have previously read or seen in English, such as Shakespeare’s *Taming of the Shrew* or even *Greater Tuna* by Jaston Williams, Joe Sears & Ed Howard. The students then work in groups to prepare their own mini-plays in the target language, each group focuses on a different comedic aspect. They rehearse and present their skits to the entire class, providing a glossary of unfamiliar words on a blackboard or flip chart.

(Adapted from a learning scenario in American Classical League, American Philological Association, & Regional Classical Associations. (1997). *Standards for classical language learning*. Oxford, OH: American Classical League.)

## **LOTE Publications - Ordering Information**

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### *Project ExCELL Publications*

We often receive requests for the publications produced by Project ExCELL (Excellence and Challenge: Expectations for Language Learners). Project ExCELL, located at the Southwest Educational Development Laboratory (as is the LOTE CED), finished its work in December 1997. Project ExCELL activities and products were completed through a contract with the Texas Education Agency with funding provided by the U.S. Department of Education's Fund for the Improvement of Education. The publications include:

#### ***A Texas Framework for Languages Other Than English***

This curriculum framework serves as an intermediate step between the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)* and local curriculum development efforts. The framework facilitates the task of developing curricular materials that are based on the *TEKS for LOTE*, but which also fit the needs and characteristics of local school districts and campuses. The *Framework* reflects high expectations for all students, supports extended sequences of language learning from grades PreK-12, applies to all languages, and is tailored specifically for Texas teachers and students.

#### ***Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English***

This document serves as an intermediate step between the *TEKS for LOTE* and inservice language teacher professional development efforts. It provides an issues paper, teacher competencies that are formatted so that teachers may use them to self-diagnose areas for improvement, and three models for professional development that are based on current research and are well-aligned with the *TEKS for LOTE*.

#### ***Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English***

This publication serves as an intermediate step between the *TEKS for LOTE* and preservice language teacher preparation efforts. It presents preservice teacher standards and program standards for institutions that prepare prospective language teachers. The document is based on current research and is well-aligned with the *TEKS for LOTE*.

All three Project ExCELL documents include a copy of the *Texas Essential Knowledge and Skills for Languages Other Than English*. Photocopied versions are available from the Texas Foreign Language Association (TFLA) for the cost of duplicating and mailing:

TFLA members: \$2.50/each or \$6.00 for all three  
non-members: \$3.50/each or \$9.00 for all three

Send checks payable to TFLA to: Phyllis B. Thompson  
Houston Baptist University  
7502 Fondren  
Houston, TX 77074

An original version of *A Texas Framework for Languages Other Than English* can be obtained from TEA:  
schools: \$8.00  
for-profit organizations: \$10.00

To order, contact: Publications Distribution and Sales  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701  
(512) 463-9744

Prepaid orders: Skip Baylor  
P. O. Box 13817  
Austin, TX 78711-3817

## *Other Publications*

### ***Standards for Foreign Language Learning: Preparing for the 21st Century*** (the national standards for LOTE)

\$20.00 for 1-9 copies; \$15.00 for 10 or more copies

To order, contact: National Standards Report  
P.O. Box 1897  
Lawrence, KS 66044  
tel (913) 843-1221  
fax (913) 843-1274

### ***Standards for Classical Language Learning***

To order, contact: American Classical League  
Miami University  
Oxford, Ohio 45056  
tel (513) 529-7741  
fax (513) 529-7742  
e-mail: AmericanClassicalLeague@MUOhio.edu

Language-specific standards are being developed for many languages by their national language organizations (e.g., American Association of Teachers of French, American Council of Teachers of Russian, etc.). Be on the lookout this fall for these standards—all of which are to be published in one volume and released at the ACTFL conference in Chicago in November 1998.

## **Regional Education Service Centers**

Region I (956) 383-5611	Region XI (817) 625-5311
Region II (512) 883-9288	Region XII (254) 666-0707
Region III (512) 573-0731	Region XIII (512) 919-5313
Region IV (713) 462-7708	Region XIV (915) 675-8600
Region V (409) 838-5555	Region XV (915) 658-6571
Region VI (409) 295-9161	Region XVI (806) 376-5521
Region VII (903) 983-2773	Region XVII (806) 792-4000
Region VIII (903) 572-8551	Region XVIII (915) 563-2380
Region IX (940) 322-6928	Region XIX (915) 780-1919
Region X (972) 231-6301	Region XX (210) 370-5200

*Language is not only  
the vehicle of thought,  
it is a great and efficient  
instrument in thinking.*

— *Humphrey Davy*

# Texas-Spain Initiative

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## *About the Texas-Spain Initiative*

The LOTE CED is currently facilitating the activities of the Texas-Spain Initiative in collaboration with TEA and the Spanish Resource Center in Houston. These activities stem from an agreement signed in 1993 by the Texas Education Agency and the Spanish Ministry of Culture and Education to promote economic, cultural, and educational exchanges between Texas and Spain. Current Texas-Spain Initiative activities include:

- administering the Summer Institutes program (provide partial scholarships for Texas teachers of Spanish to attend 4-week summer programs in Spain)
- implementing the Teacher Exchange Program (one year, post-to-post teacher exchanges) and the Student Exchange Program (2-4 weeks summer programs for students of Spanish)
- assisting in the management of the Visiting Teacher Program (placement of teachers from Spain in Texas schools for a period of 1 to 6 years)

## *Update*

- Numerous Texas teachers were awarded scholarships to attend the **Summer Institutes in Spain** this year. Sixteen secondary teachers of Spanish will be attending the Ninth Summer Institute at the University of Salamanca in Salamanca, Spain. Courses focus on improving linguistic proficiency and learning about the cultural realities of modern Spain. Twenty-five bilingual and elementary teachers were awarded scholarships to attend the Eleventh Summer Institute at the Universidad Complutense in Madrid. The Eleventh Institute is on Children's Literature.
- Approximately fifty teachers will arrive from Spain this summer to participate in the Visiting Teacher Program. These teachers will teach at various public schools throughout Texas beginning this fall. An orientation for the **Visiting Teacher Program** will be held from July 27 to July 31, 1998, at the University of Texas at Austin. The one-week workshop, planned in collaboration with the Texas Education Agency and the Spanish Ministry of Culture and Education, will help the teachers from Spain to prepare for life in the United States; become familiar with the Texas educational system—teacher expectations, special populations, curriculum, assessment; and give them an opportunity to prepare instructional units for the beginning of the school year.