

LOTE CED *Lowdown*

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Languages Other Than English Center for Educator Development

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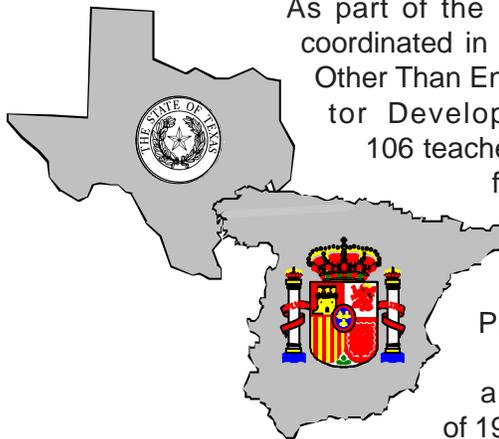
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Teachers Arrive from Spain



As part of the Texas/Spain Initiative, coordinated in part by the Languages Other Than English Center for Educator Development (LOTE CED), 106 teachers arrived this summer from Spain to take part in the Visiting Teachers and Post-to-Post Teacher Exchange Programs, up from the 52 teachers that arrived in the summer of 1998. These teachers will

spend one or more years working in the Texas public school system as Spanish or Bilingual Education teachers. They began their stay with a week-long orientation (July 20th through the 25th) before heading off to the school districts that hired them.

The orientation took place at the University of Texas at Austin; participants stayed at the Jester Center dormitory and attended sessions on topics such as Overview of Texas Education, Classroom Culture and Organization, and Behavior Management. The sessions were designed both to help the teachers become familiar with the Texas educational system and to help them prepare for life in the United States.

School districts involved in this year's Visiting Teacher and Post-to-Post programs include Austin ISD, Boles ISD, Fort Bend ISD, Fort Worth ISD, Galveston ISD, Garland ISD, Houston ISD, Irving ISD, Jacksonville ISD, Pasadena ISD, Presidio ISD, Tomball ISD, Tyler ISD, and Yselta ISD. □

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Teachers from Spain listen attentively during their orientation workshop in Austin in July

Cool Sites to Check Out

Classics

<http://iam.classics.unc.edu/>

An on-line atlas of the ancient Mediterranean world including downloadable maps.

Russian

<http://www.ucis.pitt.edu/reesweb/rstest.html>

Great site to use for a unit on planning a trip to Russia.

General

<http://www.stolaf.edu/network/iecc>

The Intercultural E-Mail Classroom Connections is a free service to help teachers link with partners in other countries and cultures for e-mail classroom pen-pal and project exchanges. □

TEKS FOR LOTE ON-LINE

You can find the Texas Languages Other Than English (TEKS for LOTE) on-line at

<http://www.tea.state.tx.us/teks/114toc.htm>



CALL FOR FOREIGN LANGUAGE ASSESSMENT INSTRUMENTS

The Center for Applied Linguistics (CAL) has recently published an annotated bibliography of K-8 assessment instruments for foreign languages. This resource contains over 150 sample assessment tools and may be ordered by calling Delta Systems Co., Inc. at (800) 323-8270. The cost is \$14.95 plus shipping and handling. CAL and the National K-12 Foreign Language Resource Center at Iowa State University are currently working on an additional resource that will include *foreign language assessment instruments for grades 9-12*. If you have created your own assessment instruments or know of other sources and would like to contribute to this bibliography, please contact Lynn Thompson at lynn@cal.org or at the Foreign Language Assessment Bibliography, Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016. [Information excerpted from the AATF National Bulletin, April 1999.] □

Focus On Guiding Principle 3: Advanced Proficiency

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 each student's 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 3: *Knowing Languages Other Than English at Advanced Proficiency Levels Upon Graduation Benefits Students and Society*.

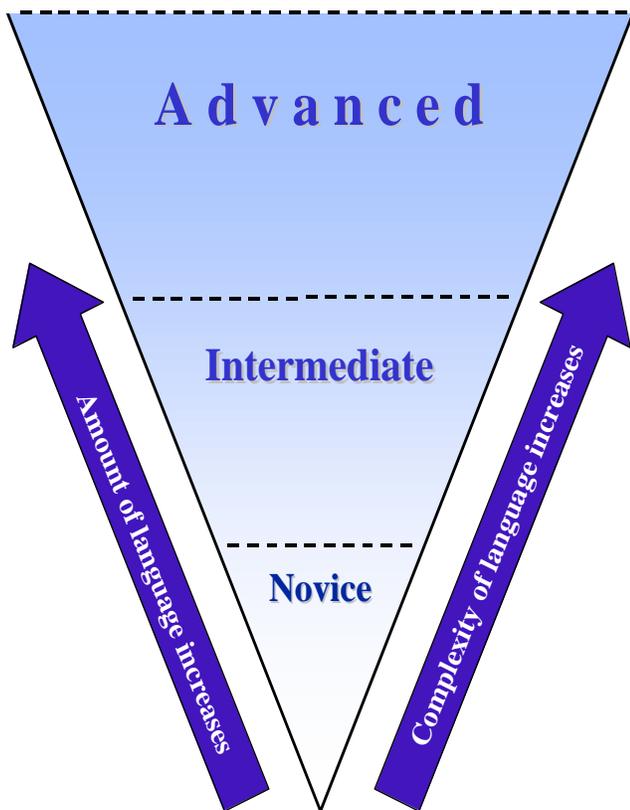
When students graduate from high school knowing a language in addition to English at an advanced proficiency level, they are able to use that language for real-world applications in the community, on the job, and in their personal lives. Real-world applications of LOTE include reading and writing letters or reports, giving presentations, conducting business over the telephone for work or educational purposes, reading newspapers from around the world to stay up on current events, and using mail or the Internet for making lasting friendships. (See box on page 3 for characteristics of Advanced Proficiency.)

In school, students of LOTE develop the skills to become lifelong learners. Outside of school, students use these skills and the language to stay current about world events via newspapers, magazines, television, and the Internet. They enrich their personal lives by reading books and enjoying programs and presentations in other languages. They use LOTE to communicate with other people with personal messages via e-mail locally and internationally.

Knowing more than one language is an increasingly desirable job skill. It is not enough for students to graduate with the ability to use a language only to say their names, talk about the weather, and ask where they can find the post office. Tomorrow's graduates need to reach advanced levels of proficiency; such proficiency

allows them to use technology, to work, to travel, to interact with people across cultures, and to participate in a world of selling products and ideas. It is the goal of the *TEKS for LOTE* that students will be able to achieve advanced proficiency in a language other than English. This is possible only when programs begin early, preferably in elementary school; however, different learners and different programs will lead to different levels of achievement in regard to this goal. Proficiency is closely related to the length of time a student studies and practices the second language.

Classical language learners benefit from advantages in addition to those mentioned above. Students of classical languages enrich their English vocabulary and develop a basis for better understanding modern languages. Also, by learning about the ancient world, they gain a sense of where we have been and how we have changed throughout history, as well as an appreciation for Western cultures of the past.



As this illustration shows, language proficiency develops in a non-linear fashion, with the amount of language controlled increasing at each proficiency level.

On a national level, a multilingual populace strengthens our society by expanding its members' sense of community. When individuals are able to use language to cross linguistic and cultural boundaries, they gain an understanding of each other's similarities and differences and learn to treat each other with respect. □

What Does Advanced Proficiency Look Like?

The advanced language learner of *modern languages*, when dealing with events of the concrete world, should:

- ▼ Participate fully in casual conversations in culturally appropriate ways;
- ▼ Explain, narrate, and describe in past, present, and future time when speaking and writing;
- ▼ Understand main ideas and most details of material on a variety of topics when listening and reading;
- ▼ Write coherent paragraphs;
- ▼ Cope successfully in problematic social and survival situations;
- ▼ Achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
- ▼ Apply knowledge of culture when communicating.

The advanced language learner of *classical languages* reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

Resources



Language-Specific Standards Released

An enhancement of *Standards for Foreign Language*

Learning: Preparing for the 21st Century has been released. This 476-page version of the national standards document includes new chapters that cover language-specific standards for Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian and Spanish. Copies are available for \$25.00 through Allen Press, 1041 New Hampshire Street, Lawrence, Kansas 66044, Phone: (800) 627-0326.

Self-Study Guide to the World Wide Web in French

French teachers can learn to surf the World Wide Web, use search engines to find French language resources for class, and create a web page for their department or French club! Step-by-step instructions available in French or English at: <http://www.siu.edu/~aatf/self/begin.html>.

Curriculum Guides for Chinese Now Available

The American Forum for Global Education has published a new curriculum document *Spotlight on China* for teachers and secondary students of Chinese. According to the organization's web site, it contains "over one hundred primary and secondary readings that provide teachers and students with exciting approaches to learning about China. The guide illuminates the sweep of Chinese history and elucidates the resonance of Chinese traditions over time." Four major segments are examined: the Classical Tradition, the Popular Tradition, Assault on Tradition, and Contemporary Tradition. To find out more or to order, call (212) 624-1300 or check out the website at: <http://www.globaled.org/catalog.html>. □

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National Foreign Language Proficiency Exam

The Center for Applied Linguistics (CAL) in Washington, D.C., has received a \$1.1 million contract from the National Assessment Governing Board to develop a national test to measure the foreign language proficiency of American high school students. This exam will be the newest to be added to the National Assessment of Education Progress (NAEP), commonly referred to as "the nation's report card." The American Council on the Teaching of Foreign Languages and the American Institutes for Research will participate in the development process.



NAEP's newest test will be primarily for high school seniors because of the various entry points for the study of foreign languages. Because of high enrollments in Spanish, reading and writing skills in that language will be the primary areas assessed. However, small samples of students in several other languages will be tested. Plans are to complete development of the exam by 2003. [Information excerpted from *Education Daily*, May 6, 1999, p. 3.] □

TFLA Awards

The Texas Foreign Language Association (TFLA) awarded two honorary memberships at its fall conference in El Paso last October. Recipients included **Becky Howard** (Aldine ISD) and **David Kleinbeck** (former Director of Foreign Languages for Midland ISD), who were honored as Friends of the Profession for their long years of service to Texas foreign language students. **Larry Sigler**, principal of Edward S. Marcus High School in Flower Mound, and **Ron Jetton**, Executive Director for Secondary Education at Katy ISD, received Administrator of the Year awards for their support of the foreign language programs in their school or district.

Texas Teacher of the Year awards were distributed at TFLA's spring conference in Galveston. The awards went to **Cynthia Butler** (Copperas Cove High School) – French Teacher of the Year; **Lee Ann Hartmann** (LaGrange High School) – German Teacher of the Year; and **Billie Hulke** (Midway High School) – Spanish Teacher of the Year. **Connie Schneider** (Killeen High School) also received an Honorary Membership at the conference. [Information excerpted from *TFLA Bulletin 10 (1)* and *TFLA Newsletter*, April 1999.] □

Designing a Standards-Based Thematic Unit Using the Learning Scenario as An Organizing Framework

An ACTFL Issues Paper by Alfred N. Smith, Utah State University

The following issues paper appeared in the American Council for the Teaching of Foreign Languages' (ACTFL) Spring 1999 newsletter (Volume XI, no. 3). It has been reprinted with the permission of ACTFL. Please note that while the examples cited in this article illustrate postsecondary classrooms, we feel the general content and spirit of the article can apply to all LOTE classrooms.

At the end of the publication *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996) appear summaries of sample teaching and learning situations collected from language teachers whose schools participated as pilot sites during the development of the Standards. These brief synopses are called Learning Scenarios, and their purpose is to provide classroom examples of how the Standards have been incorporated into the foreign language curriculum of the participating districts.

These Learning Scenarios have the following parts: 1) a title which indicates the general content ("The Euro," "Attending a Bullfight," "Proverbs and Common Sayings"); 2) a description of language, level, and context of instruction (fourth grade Spanish class, second term); 3) a summary description of classroom activities which incorporate the selected Standards ("Students create and perform an amusing role play using proverbs that preach 'moderation'"); and 4) a list of targeted Standards (1.3 Presentational Communication, 2.2 Products of Culture). Following the description of classroom activities, there is 5) a list of sample student behaviors related to the Scenario that illustrate how other curricular elements and goals are woven into the lesson. The curricular "weave," as this final part (Part 5) is called, specifies the particular content of the Scenario, i.e. what is being taught and learned (grammar, vocabulary, culture, other subject matter areas) and how that content is received and processed by learners (communication strategies, cognitive operations, use of technology.)

The Learning Scenario in the Standards document serves primarily as an illustrative tool highlighting classroom cases that shows how Standards have been implemented. Teachers and curriculum designers are also using the Learning Scenario as an organizing framework in the development of Standards-based lessons and units. It can serve as an initial outline and basic checklist to help in the formulation of goals and the planning of classroom activities. This article will illustrate how the scenario framework can direct the production of a Standards-based thematic unit on the family for a second-year, first semester college-level French course. The general outline of this process begins with the following description of a thematic unit.

Teachers in search of instructional approaches that facilitate the implementation of the Standards are incorporating the thematic unit more and more into their language curriculum. The thematic unit provides an integrated approach to teaching and learning because it brings content to the language lesson and connects the four skills in more meaning-based, communicative ways. For example, the traditional lesson on

the family (themeless and devoid of significant content) presents kinship terms which students practice as they talk and/or write about their families (often limited to names and numbers of relatives: "How many brothers and sisters do you have?" "What is your sister's name?" "How old is she?") In contrast, a possible thematic unit on the family would connect the learning of kinship terms to a central idea, such as how family values have changed in a generation's time. In this unit, students might read articles about gender roles in modern marriages and conduct surveys among their peers or family members to determine attitudes about women keeping their maiden names or marrying across cultures and religions. Students could write what they think would be a meaningful marriage ceremony or create a skit in which parents discuss their preferred ways of child rearing. Students would learn a more extensive vocabulary including terms used to identify members of blended families: stepmother, half-brother, or single-parent family.

The choice of themes and related ideas should be determined by student interest and what is age appropriate. For example, at the university level, the challenges of being a single or divorced parent or of living together before marriage would be topics of greater interest in the family values unit than how brothers and sisters help their parents with chores around the house, a topic more appropriate for middle school students.

Authentic materials from target language countries that convey information about the theme topic link the language class to the outside world. In the family thematic unit, students could search the Internet for information about the percentage of working mothers in the modern family of the L2 culture. "Real-world" audio, video and printed documents should provide a basis for comparing family values across cultures.

The activities in thematic units are task-based, relevant, personalized and accomplished in cooperative settings. The thematic unit, when properly developed, becomes a source of many integrated communicative activities which promote the attainment of the five goals by integrating as many of the eleven Standards into the daily lessons as possible.

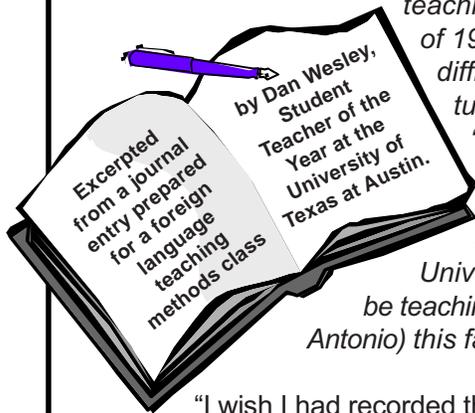
The thematic unit described below has been designed to coordinate with a chapter on the family in a college-level French textbook (Chapter 13, *Deux Mondes*); it uses the Learning Scenario framework as a point of departure. The class selected a theme around which to focus the content about the family: "Changing Family Values."

(Smith continued on page 8)

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Reflecting on Teaching Culture

Dan Wesley, who was a student teacher at the University of Texas, wrote the following journal entry for his foreign language teaching methods class in the spring of 1999. In it, Dan reflects on the difficulty inherent in teaching culture and describes a lesson that “worked.” Dan went on to receive the Student Teacher of the Year award from the Department of Education at the University of Texas at Austin; he will be teaching in the North East ISD (San Antonio) this fall.



“I wish I had recorded the class I taught yesterday because it would have illustrated the many things I have learned as a student teacher. I taught an “Around the World” class, a study of [my junior high school’s] sister cities, to 8th graders. This class could be categorized as a social studies class since it is supposed to deal with culture and traditions of one of eight cities worldwide. I have long pondered how to teach culture without it seeming sterile and unrelated to the students. It is not an easy task to convey depth or insight into culture. I decided to take a chance by tapping into the emotional center of each child.

My cultural unit is Germany, and I decided to create a simulation of the Berlin Wall and post-Cold War syndrome which has shaped German culture since the reunification. I set the stage by creating a hostile environment under the threat of detention in the form of an impassable verbal barrier right through the center of the classroom. Students immediately began to invent ways of communicating without words across the barrier—just as the Germans had done for forty-five years. Then I divided them up into “Eastern” and “Western” families and gave them family histories with several hardships for them to deal with. As they worked in their groups while formulating an essay which would summarize their feelings and impressions, I moved from one group to another, agitating kids the whole way. When encountering an “Eastern” family, I treated them as a stereotypical Westerner would. I did the same with the “Western” families, challenging their attitudes and beliefs the whole time. Once the stereotypes had been solidified, I had both sides reunite and share their feelings. At first both sides were hostile, but through my mediation and background knowledge they began to speak more calmly and with more sympathy.

How do you get to know your kids and vice-versa? You have to get close to them in other than routine situations. How do you get them to gain different perspectives? You must engage them emotionally and challenge their perceptions. Culture is not a motley collection of icons. You must live it in order to gain a grain of insight...” □

Plan Now to Study in Spain - Summer 2000!

Although it may seem premature, now is the time to start planning if you would like to attend a Summer Institute in Spain in the Year 2000. The Spanish Ministry of Education and Culture offers scholarships covering half the cost of the institute for teachers of Spanish who apply and are accepted to the program. In return, these programs require not only your commitment, but also the support of your principal and the administrator in charge of LOTE or Bilingual Education. Now is the time to begin talking with your supervisors to secure that support!

Information and application forms for the 2000 Summer Institutes will be available in late fall/early winter of 1999. In the meantime, you may browse through detailed descriptions of the 1999 Summer Institutes, including last year’s application form, on the LOTE CED web site at: <http://www.sedl.org/loteced/texspain.html>.

Over 50 teachers of Spanish or Bilingual Education took part in the Summer Institutes in Spain program this past summer. They learned in diverse locales, from Madrid to La Coruña to Salamanca, immersed in the language and culture of beautiful Spain. Don’t miss out on this great opportunity! □



The Plaza Mayor in Madrid

Characteristics of Effective Language Instruction

The National Association of District Supervisors of Foreign Languages (NADSFL), in collaboration with the foreign language teachers of Montgomery County (Maryland) Public Schools, has been working on guidelines which "provide a basis for common understanding and communication among evaluators, observers, and practitioners in classrooms where languages other than English are taught," according to a draft copy distributed at the Northeast Conference on the Teaching of Foreign Languages in April 1999. The characteristics reflect issues of concern and interest for language teachers and researchers alike: the national standards and the 5 C's, student-centered learning, assessment, higher-order learning, learning strategies and styles, authentic documents, and technology. The final document will be completed at the NADSFL meeting in November 1999. The draft document characterizes effective language instruction as follows:

- The teacher and students communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers.
 - There is more student activity than teacher activity in most lessons. Student activity includes student-to-student interactions as well as teacher-to-student interactions. Students work independently, in pairs, and in groups. Students ask and answer questions and they create with language.
 - Students take risks as language learners because the learning environment is positive and supportive.
 - When error correction is needed, students are given appropriate wait-time to self-correct, opportunities for peer- and/or teacher-assistance, and time to repeat the corrected version.
 - Assessments are ongoing. Students are assessed formally and informally on how well they are able to meet the objective of the lesson. Continuous self-assessments for students and teachers are encouraged.
 - Students use language-specific learning strategies and are encouraged to assess their own progress.
 - Culture is a natural component of language use in all activities.
- All students are guided to use all levels of thinking skills; e.g., they repeat, recognize, and recall as well as apply, create, and predict.
 - The diverse learning styles of all students are considered in the teacher's instructional planning.
 - Students have positive attitudes towards cultural diversity which are often demonstrated in the learning environment.
 - The physical environment, including displays of student work, is instructional, motivational, and informative.
 - Students and teachers are not text-bound during instructional time. It is obvious that the text is a tool, not the curriculum.
 - Students and teachers use a variety of print and non-print materials including authentic target language sources.
 - Technology, as available, is used by students and teachers to facilitate learning and teaching.
 - Listening, speaking, and authentic non-print materials are emphasized, but to a lesser degree in Latin and Classical Greek instruction. □

Regional Education Service Centers

Region I (956) 984-6000	Region XI (817) 625-5311
Region II (361) 561-8400	Region XII (254) 666-0707
Region III (361) 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) 348-1700	Region XX (210) 370-5200

Call your TEKS liaison to request TEKS for LOTE training!
See page 11 for more information.

(Smith continued from page 5)

To being the Scenario, the first two parts (title and description of language level and context of instruction), were already in place:

1. Title: “Changing Family Values”

2. Language Level and Context of Instruction: University students (from 18 to 25 years old) in their first semester of the second-year intermediate French sequence, some with 2 to 3 years of previous high school language study, will examine the modern family and changes in values and attitudes across cultures. Some of the students are married with children, one is divorced, most live in apartments or dorms with roommates or significant others, and a few are still living at home with parents.

Within the Learning Scenarios, there are ample opportunities for incorporating all three Standards of the Communications goal. The teacher could introduce the unit by bringing in pictures of family members and talking (in the target language) about the different relationships he/she has with the children and grandchildren and the differences in their life priorities and their life styles as compared to the parents. Students present their families similarly. Students could conduct surveys to determine differences in values among various family members. There would be opportunities to deal with the first Standard of the Cultures goal, since the class would be looking at the American “practice” of leaving the nest in the late teens and early twenties (or returning to the nest because of financial or marital difficulties) and examining attitudes (“perspectives”) of the young adults and their parents

The activities in thematic units are task-based, relevant, personalized, and accomplished in cooperative settings.

concerning these practices. Since students would be acquiring demographic information about the modern family in France and America through authentic video, newspapers, and native informants, the second Standard of the Connections goal would be treated. The unit would certainly provide comparisons about aspects of language and culture akin to the theme topic, so both Standards of the Comparisons goal would receive attention. Out-of-class interviews with other Francophone students were planned. Guest visits were arranged with a professor in sociology who speaks French and is knowledgeable about family issues in France and with a Venezuelan language teacher (former French major) who could talk in French about families in her country.

To keep all of these ideas in mind, the teacher needs to write out each part of the scenario. The third part, which describes the main activities in the unit, would look like the following.

3. Summary Description of Classroom Activities: The teacher will model a presentation of his/her own family with photos. This talk will include comments about the nature of relationships with parents, children, and grandchildren and compare the differences in life priorities and styles across generations. Students in the class will present their families similarly. Through in-class and out-of-class surveys, students will explore family values and determine the differences in attitudes among the parents, grandparents, and their adult children. They will research articles from the media on family values and present the main points to their classmates. Guest speakers, a sociology professor and a Venezuelan language teacher, will discuss family values in terms of their research and personal backgrounds.

The next step is to outline ideas for in-class and out-of-class activities that would relate to the Standards in the unit. For some of the Standards, there are samples of exercises (in French, but translated into English for this article) provided that were eventually developed and used in the unit. The following are the selected Standard clusters (several Standards are often targeted in a single project or activity) with a summary of possible teaching/learning activities:

4. List of Targeted Standards: 1.1 Interpersonal Communication, 5.1 School and Community – Students will survey (Communications 1.1) their classmates, their parents, and advanced students and native speakers outside of class (Communities 5.1) to discover their attitudes and reactions to various situations: marriage with someone from another culture or religion, or older women marrying younger men. For one of the survey activities, students are given an interview sheet with the name and telephone number of a contact person (advanced students and native speakers who have agreed to be interviewed by the students in this class). See Figure 2, page 9, for a sample interview sheet.

1.2 Interpretive Communication – As the teacher makes the presentation about his family, an outline (in French) is distributed of what the teacher says with blanks where students write their notes about key points they identify as they listen (Communications 1.2). See Figure 1, page 10.

1.1 Interpersonal Communication, 1.2 Interpretive Communication, 1.3 Presentational Communication, and 5.1 School and Community – The class will watch a video about a single parent in France whose daughter helped her to overcome her problem with alcohol. The video shows the mother and daughter receiving emotional and psychological support from various groups and social agencies in their French city (Communications 1.2). There will be a discussion about how families in trouble in Logan, Utah, and other families in the United States find help (Communications 1.1). This discussion will lead to an investigation (through telephone calls and visits) of family services in the region (Communities 5.1) and a report to the class (in French) on the services (Communications 1.3).

(Smith continued on page 9)

(Smith continued from page 8)

1.1 Interpersonal Communication, 1.2 Interpretive Communication, 1.3 Presentational Communication, and 3.2 Acquiring Information

– Students will acquire information on family values in France available only through the Internet and French newspaper and magazine articles (Connections 3.2). In groups, students search for articles dealing with an assigned topic (for example, divorce, house husbands, etc.) whose main points they will present and analyze to the class (Communications 1.3). Each group will conduct a discussion to determine classmates' attitudes and experiences with their topic and to explore possible solutions to problems (Communications 1.1). Students take notes on each group's presentation to write a summary (Communications 1.2). An example of a group activity that resulted in furthering the presentational communications goal (1.3): One of the groups reads an article about a "house husband." As part of their discussion with the class, they decided to put students in small groups to create the following role-plays:

1. Make up a conversation between a man who wants to become a "house husband" and his fiancée who does not agree.
2. Imagine a conversation about what the perfect marriage should be like between an engaged couple.
3. An engaged couple discusses what will be in their marriage vows that they plan to write themselves.

2.1 Practices of Culture, 3.1 Making Connections, and 4.2 Culture Comparisons

– Guest speakers will be invited to speak on family issues. A professor in sociology who speaks French will present demographics on the modern French family (Connections 3.1) and will make comparisons with families in the United States (Comparisons 4.2). A Venezuelan language teacher (a former French major who teaches French in a nearby school) will talk (in French) about families in her country. She will be asked to

compare the practice of "leaving the nest" as a sign of independence and self-reliance (perspectives - values) in America with the practice of "staying in the nest" which emphasizes the values of interdependence and family allegiance in many of the cultures she knows (Cultures 2.1). On the day before the visits, students will work in groups to formulate questions that they want to ask. Here are some of the questions (translated from French) that the students formulated before the sociologist's visit:

1. What are the biggest changes in the French family since the end of the last century?
2. Is the divorce rate in France as high as it is in the United States? If not, to what do you attribute the lower rate?
3. Are there as many blended and single-parent families in France as in the United States?
4. What is the size of the average family in France?
5. How long do children live with their parents?
6. Is it common for young people to live together before they marry?

The Learning Scenario is a helpful construct that provides an overview of lesson and unit topics and a summary of possible activities and projects that the teacher hopes to implement.

4.1 Language Comparisons – Students will study extended kinship vocabulary and will make the following comparisons: 1) the word *grand* (grand) can only be used with *parent* (parent), *père* (father), *mère* (mother), *tante* (aunt), or *oncle* (uncle) in French. Unlike English, which uses

the word "grand" also before the terms child, son, daughter, niece, and nephew, in French, the word *petit* is used: *petit-fils* (grandson), *petite-fille* (granddaughter). In French, the terms "in-law" and "step" are expressed by using the same word (*beau/belle*), whereas in English, there is a distinction: *beau-frère* (step-brother) and *beau-frère* (brother-in-law). Students write a paragraph about their extended family using these new terms.

5. Curricular Weave: Student behaviors related to the Scenario illustrating how other curricular elements and goals are woven into the lesson include:

1. THE LANGUAGE SYSTEM - Students review and practice, in the context of the family, the third person object pronouns.
- (Smith continued on page 10)

FIGURE 2

Interview your contact person to find out if s/he thinks the following situations are acceptable or unacceptable. (Model question: In your opinion, is it acceptable for a woman to marry and keep her maiden name?) Compare your opinions with those of the person you interviewed.

Activity: Contact Person _____ Telephone # _____	Opinions of the Person Interviewed		My Opinions	
	acceptable	unacceptable	acceptable	unacceptable
1. A woman marries and keeps her maiden name.				
2. A 52-year old woman marries a 25-year old man.				
3. A single person who loves children, but does not want to marry, adopts a child.				
4. A husband stays home while his wife works.				

FIGURE 1

Example of a part of the presentation sheet which students use to note key points in the talk the teacher makes about his/her family (with photographs):

Al Smith was born _____.
He has a brother, a physics teacher, who works _____.
His only sister died in _____ when she _____.
His parents had a long marriage which lasted _____ until his father's recent death. His mother, a very independent person, is _____. Although she is very liberal, she doesn't like Al's beard and ponytail because _____, but she is proud of him because _____.
On matters concerning _____ they agree.

(Smith continued from page 9)

In the surveys and group and pair work, most questions using direct and indirect objects should be answered using appropriate pronouns: *Q: When your parents get old, will you be patient and listen to them when they tell the same story over and over again? A: I'll let them tell stories, but I probably won't really listen to them.*

2. COMMUNICATION STRATEGIES - Students conduct surveys, and ask guest speakers questions. They negotiate for meaning and understanding during these exchanges. They will ask for clarifications, repetitions, examples when communication breaks down.
3. CRITICAL THINKING SKILLS - Students will compare their values with those of other family members and acquaintances. They will identify some of the main problems with the modern family and analyze causes and propose solutions.

The final Scenario with all its parts is summarized below. It is a short document of less than one page to which the teacher can continually refer while constructing the thematic unit.

Changing Family Values

University students in their first semester of the second-year intermediate French sequence will examine the modern family and changes in values and attitudes across cultures. The teacher will begin with a model presentation of his/her own family using photos. The talk will include comments about the nature of relationships with parents, children, and grandchildren and compare the differences in life priorities and styles across generations. Students in the class will present their families similarly. Through in-class and out-of-class surveys, students will explore family values and determine the differences in attitudes among the parents, grandparents, and their adult children. They will research articles from the media on family values and present the main points to their classmates. Guest speakers, a sociology professor and a Venezuelan language teacher, will discuss family values in terms of their research and personal backgrounds.

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.1 Language Comparisons
- 4.2 Culture Comparisons
- 5.1 School and Community

The Curricular Weave

1. Students review and practice, in the context of the family, the third person object pronouns.
2. Students negotiate for meaning and understanding during exchanges with classmates, guest speakers, and other Francophone students.
3. Students will compare their values with those of other family members and acquaintances. They will identify some of the main problems with the modern family, analyze causes, and propose solutions.

The Learning Scenario is a helpful construct that provides an overview of lesson and unit topics and a summary of possible activities and projects that the teacher hopes to implement. Its most important feature is the list of targeted Standards that keep teachers, as they build their language programs, focused on ways to integrate the five Cs into their daily instructional plans. □

REFERENCE

Standards for Foreign Language Learning: Preparing for the 21st Century. 1996. Allen Press, Inc.: Lawrence, KS.

LOTE CED Training Modules

In order for teachers to implement the TEKS for LOTE in the classroom, the LOTE CED has developed 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-A**
TEKS for LOTE: Addressing Assessment
Provides practice in developing performance-based assessment tasks geared to the TEKS for LOTE and rubrics used to evaluate students' performance.

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. 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.)

LOTE Publications - Ordering Information

Project ExCELL Publications

We often receive requests for the publications produced by Project ExCELL (Excellence and Challenge: Expectations for Language Learners). 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* that also fit the needs and characteristics of local school districts and campuses.

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 in-service language teacher professional development efforts. It provides an issues paper, teacher competencies for use in self-diagnosing areas for improvement, and three models for professional development.

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 pre-service language teacher preparation efforts. It presents pre-service teacher standards and program standards for institutions that prepare prospective language teachers.

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. The cost to TFLA members is \$2.50/each or \$6.00 for all three; the cost to non-members is \$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. The cost to schools is \$8.00/each; the cost for non-profit organizations is \$10.00/each.

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

DON'T FORGET THE 1999 ACTFL/TFLA CONFERENCE!

This year's annual conference of the American Council on the Teaching of Foreign Languages (ACTFL) will be held in conjunction with the Texas Foreign Language Association's annual fall meeting from November 19-21, 1999, at the Wyndham Anatole Hotel in Dallas. The theme of the conference is "Reflecting On The Past To Shape The Future."

This is a great and rare opportunity for Texas teachers of LOTE to attend a national conference in their own state! Last year, the ACTFL conference in Chicago was attended by over 5000 individuals involved in foreign language education. The number of attendees this year should be just as great, plus the conference offers at least 200 exhibits and 25 pre- and post-conference workshops.

The "Early-Bird" registration deadline for ACTFL/TFLA is August 23rd. (Save up to \$100 over on-site registration fees!) The regular pre-registration deadline is October 11th. For more details and registration information, contact ACTFL Headquarters at (914) 963-8830; e-mail them at actflhq@aol.com; or visit the ACTFL web site at:

<http://www.actfl.org/htdocs/meetings/actfl99.htm>

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