

# LOTE CED *Lowdown*

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## Languages Other Than English Center for Educator Development

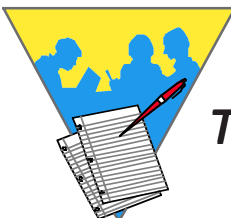
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## TEKS for LOTE Training of Trainers

On November 4-6, 1999, 51 experts in the field of LOTE education took part in a TEKS for LOTE Training of Trainers workshop in Austin. The goal of this professional development workshop was to expand the LOTE CED's current base of TEKS for LOTE trainers from 18 two-person training teams to 44 teams (for a grand total of 88 trainers). Representatives from 29 different school districts and two Education Service Centers were present at the training, including teachers of Spanish, French, German, Latin, and Russian.

The trainees spent two and a half days working in Austin. The initial portion of their training was devoted to experiencing the first of the LOTE CED's three TEKS for LOTE professional development training modules, Module I: Overview. The Module I workshop was conducted by **Nathan Bond** of Southwest Texas State University and **Lillian King**, Director of the LOTE CED. On the following day, the trainees went through a six-hour version of Module II: Classroom Implementation, conducted by **Doris Kays** of North East ISD, **David Kleinbeck** (formerly of Midland ISD, now with McDougal Littell), and **María Fierro-Treviño** of Northside ISD. The last day of the workshop was devoted to Module III-A: Developing Curriculum/Addressing Assessment, which focuses on the development of performance-  
(Training of Trainers continued on page 10)

## PEER COACHING AND MENTORING TRAINING NOW AVAILABLE

In September and November of 1998, the LOTE CED brought ten foreign language teachers from around the state to Austin for a training-of-trainers in peer coaching and mentoring. The sessions were conducted by noted professional developer and former Spanish teacher, **Judy Whitaker**, from Plano ISD. Trainees included **Greg Foulds** (North East ISD, San Antonio), **Craig Gibson** (Tyler ISD), **Helen Gilbert** (Beaumont ISD), **D'Ann Hervada** (Odessa ISD), **Landis Hogue** (Wichita Falls ISD), **Nancy Hulama** (Ft. Worth ISD), **Tomacita Olivares** (Corpus Christi ISD), **Betty Olson** (Amarillo ISD), **B.J. Paris** (Killeen ISD), and **Leah Sequeira** (Katy ISD). These teachers were trained in and

practiced peer coaching and mentoring techniques that can be used to help teachers improve their performance in areas that they choose to work on. After the two intensive training sessions, the teachers conducted field work to hone the skills they developed, and they are now training other teachers in their schools and districts. They will soon be available to provide workshops in neighboring school districts and through their regional Education Service Centers (each trainer is responsible for two ESC areas).



According to Pam Robbins (*How to Plan and Implement a Peer Coaching*) (Peer Coaching continued on page 10)

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## Focus On Guiding Principle 4: Benefits of Extended Sequences

*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 each issue of the **LOTE CED Lowdown** takes an in-depth look at one of them. This issue focuses on Guiding Principle 4: Benefits of Extended Sequences.*

**LOTE programs that start in elementary school and continue uninterrupted through high school provide an opportunity for students to reach advanced levels of proficiency and benefit students in other academic and social arenas.** Studies show that developing advanced language proficiency requires an extended period of time so that students have ample opportunities to experience and practice the language in meaningful contexts. Students who begin their course of study early, i.e., in elementary school, have a better chance of developing an advanced level of proficiency and of being able to use LOTE effectively (Curtain, 1990; Omaggio, 1993).

### Cool Sites to Check Out

#### Spanish

[http://www.csusm.edu/campus\\_centers/csb/](http://www.csusm.edu/campus_centers/csb/)  
Website for the Center for the Study of Books in Spanish for Children and Adolescents.

#### Japanese

<http://babel.uoregon.edu/CAJLS/index.html>  
The Center for Applied Japanese Language Studies has many resources for students and teachers of Japanese.

#### General

<http://www.richmond.edu/~terry/simplified.htm>  
Teacher Talk - General characteristics and examples; how teachers alter their language when speaking with learners. □

### Upcoming Conferences

**Modern Language Association of America**  
December 27-30, 1999  
Chicago, IL

**Southern Conference on Language Teaching**  
February 24-26, 2000  
Birmingham, AL

**Central States Conference (at sea)**  
March 10-13, 2000  
Royal Caribbean Cruise

**American Association of Applied Linguistics**  
March 14-18, 2000  
Vancouver, British Columbia

**Southwest Conference on Language Teaching**  
March 16-19, 2000  
Salt Lake City, UT

**Texas Foreign Language Association**  
March 31-April 1, 2000  
Nacogdoches, Texas

**Northeast Conference on the Teaching of Foreign Languages**  
April 13-16, 2000  
Washington, DC

**American Association of Teachers of French**  
July 17-20, 2000  
Paris, France

**American Association of Teachers of Spanish and Portuguese**  
August 2-6, 2000  
San Juan, Puerto Rico

**Developing proficiency takes time.** The simple truth is that learning to communicate in another language takes time. The goals set out in the *TEKS for LOTE* for advanced proficiency simply cannot be reached in two or three years of language study. Given enough class time and a good instructional program, students can start the study of a language in middle or high school and do well; however, it is unlikely that they will reach a level of proficiency required for most real-world applications. Data from the testing of Texas students in their third year of high school language study show that some students *do* reach the intermediate level of language proficiency in speaking and listening, but it is even rare for students from homes where the language studied is spoken to move into the advanced level without strong language instruction in the early grades (Texas Education Agency, 1995). Even though native language (heritage) learners also need literacy instruction in the elementary grades in order to reach an advanced level of proficiency in high school, their advantage is that the total number of years of instruction

needed to reach this proficiency is less than non-native language learners require.

**Learning languages in childhood has benefits beyond communicative proficiency.** The opportunity to achieve advanced proficiency is not the only reason to start learning languages in elementary school; language study is beneficial to elementary-age students for other reasons as well. Research studies (as cited by Lipton, 11-12, 1995) attest to the following:

- Children have the ability to learn and excel in the pronunciation of a foreign language.
- Children who have studied a foreign language in elementary school achieve expected gains and some have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not.
- Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures).
- Children studying a foreign language have an improved self-concept and sense of achievement in school.
- Elementary school foreign language study has a favorable effect on foreign language study later on in high school and college, whether it is the same language or another.

**Starting language learning before age ten provides numerous advantages.** According to some theories of cognitive development, it is preferable that children start learning other languages before they reach the age of ten. Popular media such as

For more information, see "Your Child's Brain", Newsweek (Begley, 1996) and "Fertile Minds", Time (Nash, 1997).

*Newsweek* and *Time* have featured articles summarizing research, showing that there is a "critical period" in childhood when language learning--and pronunciation acquisition in particular--occur with relative ease (Lenneberg, as cited in Larsen-Freeman & Long, 1991; Oyama, as cited in Ellis, 1986). Others have found that age ten is a crucial time "in the development of attitudes towards nations and groups per-

ceived as *other*," before children begin to restrict their thinking to a more stereotyped view of people they see as different from themselves (Curtain & Pesola, 1994).

**Long-term students of LOTE perform well on standardized tests.** Students enrolled in LOTE programs score statistically higher on standardized tests conducted in English. A study by the Admission Testing Program of the College Board showed that students who have studied a second language earn higher Scholastic Aptitude Test (SAT) scores than those who have not, particularly on the verbal section of the test. In fact, the longer the students had studied LOTE, the better the SAT scores (Eddy, as cited in Weatherford, 1986).

**Learning a second language at an early age enhances native language development.**

Learning another language enhances a child's linguistic abilities in his or her native language. Children can learn much about their native language by learning the structure of other languages. Similar vocabulary between languages also helps children reinforce the meaning of new words in their

See Chapter Five of the Framework for more information on types of immersion programs.

native language and the new language. Experimental studies that compared children participating in second language

immersion classes and children educated exclusively in the native language showed no long-term delay in native language development for those children in immersion classrooms. Another study showed that by the fifth year of an immersion program, students academically outperform all comparison groups and remain high academic achievers throughout their schooling (Holobow et al., Swain & Lapkin, as cited in Met, 1993). Learning a second language strengthens rather than hinders a child's first language development. □

### TEKS FOR LOTE ON-LINE

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>



## TEKS for LOTE Spotlight: Communities

This issue of the LOTE CED *Lowdown* spotlights the Program Goal of **Communities**. The following sample scenario is designed for novice-level speakers. Adaptations for intermediate- and advanced-level learners are suggested; teachers may be able to tailor the activity to other languages/culture(s).

### TEKS for LOTE Knowledge and Skills

The student participates in communities at home and around the world by using languages other than English.

### TEKS for LOTE Performance Expectations

#### Novice

The student is expected to use the language at the novice level (A) both within and beyond the school setting and (B) through activities such as participating in cultural events and using technology to communicate.

#### Intermediate

The student is expected to use the language at the intermediate proficiency level (A) both within and beyond the school setting and (B) through activities such as participating in cultural events and using technology to communicate.

#### Advanced

The student is expected to use the language at the advanced proficiency level (A) both within and beyond the school setting and (B) through activities such as participating in cultural events and using technology to communicate.

### Learning Scenario

#### BIRDS BEYOND BORDERS

(Adapted from the AATSP's Standards for Learning Spanish)

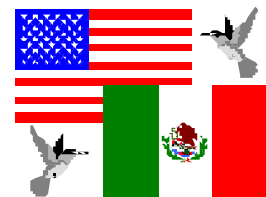
*Objective: By participating in an international science education program of the Colorado Bird Observatory and pairing with an elementary class in western Mexico, students make connections with other disciplines, such as science and social studies, by using a theme that draws the various subject areas together. They connect with the community by communicating with elementary school children in Mexico as they learn about the birds' migratory habits, habitat, environmental dangers and human practices that threaten their existence, etc.*

The teacher uses a variety of instructional techniques to show students the necessary steps for certain hands-on activities like bird banding and constructing a bird habitat, thus connecting the language and environmental science. Through the use of props, pantomime, TPR story-telling, and other activities, students become familiar with the appropriate Spanish vocabulary and learn to use it to describe what they are doing. Once internalized, they use the Spanish language to tell mini-stories or dramatize their experiences for the Mexican teachers who visit the school. Using the language to communicate with native speakers helps both to "authenticate" the students' language use and to connect them to the global community.

Using maps, field guides, books, and/or the Internet, students also understand main ideas as they learn about birds in Spanish. They regularly exchange information with the elementary students in Mexico and invite native speakers in the area to their classroom to help them read letters they receive. By reaching out to Spanish-speaking communities, students gain access to cultural and linguistic information they might not otherwise discover.

→ *Adaptations for intermediate-level students:* Learners are able to create questions they can ask of students in the Mexican school; they are able to interact with their Mexican counterparts using e-mail and/or video-conferencing on basic, everyday topics; they can prepare short summaries of their findings (oral or written) using simple statements and visuals.

→ *Adaptation for advanced-level students:* Learners participate fully in written and oral exchanges with the Mexican students, taking cultural norms into consideration when communicating. They can do research using authentic documents in Spanish, and may prepare a detailed summary of their research findings, e.g., an essay for the LOTE department newspaper, a videotaped "investigative report," or a lecture using student computer-generated visuals to another Spanish class or Spanish-speaking members of the community. □



# Resources

## ERIC/CLL Language Link – A New Online Newsletter

The ERIC Clearinghouse on Languages and Linguistics is pleased to announce the publication of *ERIC/CLL Language Link*, a quarterly online newsletter. Each issue of *Language Link* will focus on a specific theme related to foreign language education, English as a second language, bilingual education, or linguistics. Profiles of relevant books, journals, and recent ERIC documents will follow a feature article on the theme. To subscribe to *ERIC/CLL Language Link*, send a message to: [langlink-on@mail-lis.cal.org](mailto:langlink-on@mail-lis.cal.org).

## Free Products from ERIC/CLL

### DIGESTS

- American Sign Language as a Foreign Language
- In Their Own Words: Two-Way Immersion Teachers Talk About Their Professional Experiences
- Two or More Languages in Early Childhood: Some General Points and Practical Recommendations
- Languages Across the Curriculum
- Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom
- Spanish for Native Speakers: Developing Dual Language Proficiency

### MINIBIBS

- Articulation Among Elementary, Middle School, and High School Foreign Language Programs
- Education Reform and Language Minority Students
- Foreign Language Skills and Business
- Foreign Languages in Middle Schools
- Professional Development of Second Language Teachers
- SOPIs: Simulated Oral Proficiency Interviews
- Using Instructional Conversations with Students Learning English

### K-12 FOREIGN LANGUAGE EDUCATION - THE ERIC REVIEW, VOL. 6, No. 1

- Single copy (for multiple copies, please contact ACCESS ERIC at 2277 Research Blvd., Rockville, MD 20850, Phone: (800) LET-ERIC/(800) 538-3742)

## Heritage Language Materials Available from ERIC/CLL

### NEWS BULLETIN

- Teaching Spanish to Native Speakers: A Perspective in the 1990s. *ERIC/CLL News Bulletin* Vol. 32 No. 1, September 1997. ([www.cal.org/ericcll/news/9709span.htm](http://www.cal.org/ericcll/news/9709span.htm))

### DIGESTS

- *Chinese Heritage Community Language Schools in the United States*, by Theresa Hsu Chao, Founder, National Council of Associations of Chinese Language Schools, June 1997. ([www.cal.org/ericcll/digest/chao0001.html](http://www.cal.org/ericcll/digest/chao0001.html))
- *Spanish for Native Speakers: Developing Dual Language Proficiency*, by Vickie W. Lewelling and Joy Kreeft Peyton, ERIC/CLL, May 1999. ([www.cal.org/ericcll/digest/spanish\\_native.html](http://www.cal.org/ericcll/digest/spanish_native.html))
- *Tapping a National Resource: Heritage Languages in the United States*, by Richard D. Brecht and Catherine W. Ingold, National Foreign Language Center, Washington, DC, November 1998. ([www.cal.org/ericcll/digest/brecht01.html](http://www.cal.org/ericcll/digest/brecht01.html))

### MINIBIB

- *Spanish for Native Speakers: Programs, Curricula, and Materials*, December 1998. ([www.cal.org/ericcll/minibibs/spanishnative.html](http://www.cal.org/ericcll/minibibs/spanishnative.html))

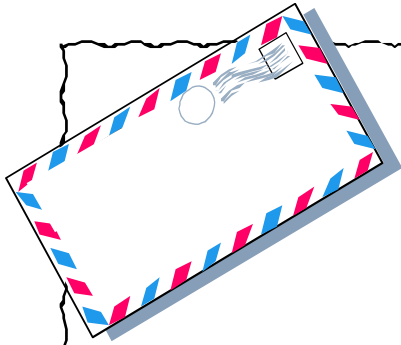
## National Directory of Early Foreign Language Programs

Where in Texas are schools that teach foreign languages to young children? Now available on the ERIC/CLL web site is a searchable database of nearly 1500 public and private elementary and middle schools from across the nation that begin teaching foreign languages before Grade 7. You can define your search to find Texas schools by entering single or multiple search fields: the name of the school, school district, city, state, grade level, languages taught, and/or whether it is private or public. The database includes the following details about each program: school name and address, contact person, program description, languages taught, program goals, grade levels, materials, minutes of instruction per week, and more. Available on the web at:

[www.cal.org/ericcll/earlyfl/](http://www.cal.org/ericcll/earlyfl/)

(All information in Resources taken from *ERIC/CLL News Bulletin*, Vol. 22, No. 2, Spring/Summer 1999.)

Check out our website at [www.sedl.org/loteced](http://www.sedl.org/loteced)



## A LETTER FROM BILLIE HULKE 1999 SALAMANCA SUMMER INSTITUTE PARTICIPANT

The following is excerpted from a letter written to the LOTE Center for Educator Development, the Texas Education Agency, the Texas Foreign Language Association, and the Spanish Embassy by Billie Hulke, recipient of a full scholarship to the 1999 Summer Institutes program. For more information on the Summer Institute programs, see note on page 7.

...Thank goodness I accepted - how fortunate I am! I enjoyed three delightful weeks at the University of Salamanca.

The instructors were knowledgeable, and all sightseeing trips were well-organized with outstanding guides. The music and cooking classes added another pleasant dimension to my "experiencia salamantina." Afternoons with new-found friends at the Plaza Mayor listening to the Tuna universitaria or evenings at the Fonseca with entertainment by some of Spain's most talented are memories I shall always cherish.

I was impressed by the professionalism of the instructors and their methods for implementing and integrating all language skills. Their knowledge, techniques, preparation, and great sense of humor added to the positive learning climate for each class.

My students have already begun to benefit from the many authentic communicative activities which the instructors implemented on a daily basis. I must also add that the librerías and music stores are a super source for classroom materials. I bought listening, speaking, writing, reading, and cultural materials. When I wasn't spending my time in a bookstore purchasing materials for my AP classes, I was in a music store buying tapes or CD's. The only way to transport this load of precious cargo to my home in Waco was to buy another suitcase or send some of the items by mail. My students will enjoy these treasures and ultimately reap the benefits.

I deeply appreciate this generous professional gift - The Embassy of Spain Scholarship. Thank you for your part with the many well-organized arrangements which set the groundwork for the best three weeks of my teaching career. I am deeply grateful and indebted to the Embassy of Spain Scholarship Program and the Texas Foreign Language Association. Once again, thank you for your help and please let me know how I can share this unique experience with other Spanish teachers.

Sincerely,  
Billie Hulke



Façade of the Universidad de Salamanca

*"Travel is fatal to prejudice, bigotry, and narrow-mindedness."*

- Mark Twain

# LOTE CED Bulletin Board

## Texas/Spain Initiative Change in Program Administration



There has been a change in the way the Texas/Spain Initiative programs will be administered in 2000. The programs affected by this transition include the Summer Institutes in Spain Program, the Visiting Teachers Program, and the Teacher Exchange Program. While the LOTE CED will continue to assist in the implementation of certain aspects of the initiative (e.g., web site maintenance), the initiative programs will now be coordinated directly out of TEA offices.

For more information, please contact Mary Roche, consultant to the Texas Education Agency from Spain, in the Division of Curriculum and Professional Development at TEA (512) 936-2444 or via e-mail at [mroche@tmail.tea.state.tx.us](mailto:mroche@tmail.tea.state.tx.us).

The staff of the LOTE CED would like to express its deep gratitude to Sylvia Juárez-Harms, who did such a great job of coordinating the Texas/Spain programs for the past two years. Sylvia left the center in September and is now enjoying spending her time mentoring Hispanic youth and volunteering at her childrens' schools. She is already greatly missed! □

## Summer Institutes in Spain 2000

Once again, Spain's Ministry of Culture and Education will be offering scholarships for Texas teachers of bilingual education and Spanish as a foreign language to attend summer institutes at a multitude of Spanish universities. These programs are designed to promote educational and cultural awareness between the United States and Spain.

The programs include an institute on Children's Literature, held at the Universidad Complutense in Madrid and one on Spanish Language and Culture that is held at various universities throughout Spain. Program details and application forms will be available in January 2000 via the following channels:

- ✓ through the LOTE CED web site: [www.sedl.org/loteced/texspain.html](http://www.sedl.org/loteced/texspain.html) (a downloadable PDF version of the application forms will be available at this site)
- ✓ through TEA: contact Mary Roche at TEA (512) 936-2444 or via e-mail at [mroche@tmail.tea.state.tx.us](mailto:mroche@tmail.tea.state.tx.us) □

## ACTFL SUMMER SCHOLARSHIPS

Applications are now available for the American Council on the Teaching of Foreign Languages (ACTFL) Summer Scholarships for Mexico and Montreal. Completed applications (including recommendations) must be received by **January 14, 2000**.

The scholarship for study in Mexico, the "Cemanahuac Millenium Scholarship", includes tuition for two weeks of intensive Spanish language study, housing with a Mexican family, a field study trip, Latin American studies classes, and registration.

The scholarship provided by the University of Montreal will cover tuition fees, room and board in a student residence, textbooks, and sociocultural activities. The recipient can choose between two summer sessions of the University's French School (Summer 1: July 3-21, 2000 or Summer 2: July 24-August 11, 2000).

To be eligible, candidates must be a teacher of Spanish/French at any level of public or private instruction and an ACTFL member in good standing for both 1999 and 2000. For further information about the programs or to obtain an application, contact the ACTFL Professional Programs Department at (914) 963-8830 x 229. □

## AATF SCHOLARSHIPS FOR SUMMER 2000 (PRELIMINARY ANNOUNCEMENT)

In conjunction with National French Week, the *ministère des Relations internationales du Québec* is providing four scholarships for summer 2000 study in Québec to the American Association of Teachers of French (AATF). Two scholarships are for AATF member teachers and two are for students of French.

In addition, the *Université de Montréal*, which has provided at least one scholarship for the past several years. The governments of Switzerland and Belgium are also offering two scholarships each, for summer study in Geneva and Liege respectively.

Additional information and application materials are available on the AATF web site <http://aatf.utsa.edu>, and AATF members can find more information in the November edition of the *National Bulletin*. Please note that the application deadline for both scholarships is **February 15, 2000**. □

## STUDENT-CENTERED PRACTICE: THE INFORMATION GAP ACTIVITY

Foreign language acquisition researchers and theorists such as Omaggio-Hadley and Lee and VanPatten suggest that in order for learners to achieve communicative proficiency in a foreign language, they must—among other things—have ample opportunities to communicate in the target language, using their developing skills to negotiate meaning. Practitioners now realize that repeated exposure to pattern drills, cued response questions, and substitution/transformation practice does *not* necessarily help develop the kinds of skills needed to communicate in real-world situations. Indeed, Lee and VanPatten contend that this mechanical practice occurs on the surface of consciousness, not at the “deeper levels of processing where form-meaning connections are involved” (p. 119).

Not only does mechanical practice do little to develop learners’ communicative skills, it also limits the amount of practice (of *any* kind) attained by any one student since the

***“Learners must – among other things – have ample opportunities to communicate in the target language, using their developing skills to negotiate meaning.”***

oral exchanges are usually between teacher and individual students. In a fifty-minute class with thirty students or more, each student receives about a minute and a half of “individual” attention. To solve the time dilemma, many teachers have begun to pair or group students so that they can practice together and have greater opportunity to practice speaking the language. Grouping might improve the *amount* of practice learners get, but it doesn’t address the *type* of practice. Textbook activities marked with a “pair” icon may be little more than mechanical practice in disguise. A study by C.

Kinginger showed that students are not fooled into thinking they are truly communicating; rather, they automatically focus on the grammatical structures being targeted.

What can practitioners do to maximize the amount of practice each student receives and to provide opportunities for meaningful practice? Neu and Reeser and Phillips suggest that the information gap activity has the potential to provide communicative practice that is fun and interesting to students and that provides an opportunity for students to use structures or vocabulary they are studying while still focusing on meaning. Generally speaking, an information gap (IG) activity is one in which each learner in a pair or group is given *part* of the information needed to complete a task or solve a puzzle or problem. In order to complete the task (solve the problem), learners must use the target language to share their bits of information with their partner or group; in other words, they must fill in the *gap*. Grids, maps, and picture sequences are often used for IG activities. For example, given a partially-labeled map, a learner might give directions to various locations on it and inquire about the landmarks located there in order to complete the labeling of the map. Creativity can also be stimulated by giving students a blank floor plan of a bedroom, for example, and asking them to draw and “arrange” the furnishing any

***“...the information gap activity has the potential to provide communicative practice that is fun and interesting to students...”***



way they choose. They then receive a second, blank floor plan and attempt to reconstruct their partner's room as it is described to them. Grammatical structures can be practiced using IG activities, too, and grids are particularly useful (and adaptable) for this purpose. For example, a grid could have a row for each member of a fictitious family. Each column might contain personal information about that person: age, eye/hair color, favorite pastimes or foods, etc. With part of the information on grid "A" and part of the information on grid "B", students can only learn all about the family by sharing what they know with each other. A blank grid can be photocopied and labeled in innumerable ways to practice a variety of structures and vocabulary in a more communicative manner.

As learners are engaged in this intensive student-centered practice, the teacher serves as "guide on the side" rather than "sage on the stage." Will students busy with an IG activity make mistakes if the teacher's not listening? Of course. They make mistakes when the teacher *is* listening!

***"Teachers needn't fear that, if left uncorrected, learners will mimic the mistakes of their partners. If that were the case, wouldn't they already be mimicking the correct language they hear from the instructor?"***

But practitioners familiar with the novice, intermediate, and advanced-level progress checkpoints outlined in the TEKS for LOTE know that errors are part of the developmental process. In fact, a pattern of errors characterizes the intermediate-level learner. Teachers needn't fear that, if left uncorrected, learners will mimic the mistakes of their partners. If that were the case, wouldn't they already be mimicking the *correct* language they hear from the instructor? This is not to say that no error correction ever takes place. As students are working on their tasks, the teacher is circulating among the groups, serving as resource person, and listening for errors common among the groups that can be addressed *after* the activity has been completed.

The teacher can focus on these inaccuracies *after* the group has attended to meaning: discussed their "findings," revealed their "solutions," presented their "plans."

Several books are available commercially that contain a series of ready-made information gap activity worksheets and instructions. They usually revolve around structures and basic, everyday topics relevant for novice- and intermediate-level learners and, thus, may be readily adapted to any textbook. And simply perusing some of these books should give teachers an idea of how to create activities on their own if they prefer. In either case, practitioners are strongly encouraged to implement the information gap activity as one way of providing creative, student-centered target language practice where learners are also developing communication skills (such as explaining, questioning, and clarifying) with applications in the "real world." □

.....  
Kinging, C. (1990). *Task variation and classroom learner discourse*, unpublished doctoral dissertation, Urbana-Champaign, IL:University of Illinois.

Neu, H. and Reeser, T.W. (1997). *Parle-moi un peu! Information Gap Activities for Beginning French Classes*, Boston, MA:Heinle and Heinle.

Phillips, E. (1998). *Decreasing Language Anxiety: Practical Techniques for Oral Activities*. In D.J.Young, *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-Anxiety Classroom Atmosphere*, Boston, MA:McGraw-Hill.

Lee, J. & Van Patten, B. (1994). *Making Communicative Language Teaching Happen*. New York, NY: McGraw-Hill, Inc.

Omaggio, A. (1984). The proficiency-oriented classroom, In T. Higgs (Ed.), *Teaching for Proficiency, the Organizing Principle* (pp. 43-84). Lincolnwood, IL: National Textbook Company.

based assessment tasks. **Fran Maples** of Garland ISD and **Elaine Phillips**, Field Specialist of the LOTE CED, facilitated the Module III-A workshop.

The new training teams left Austin eager to begin their own TEKS for LOTE professional development programs. After having completed nine hours of training in their own districts or regions, the teams will be available to provide TEKS for LOTE-based professional development opportunities throughout the state.

Contact the TEKS liaison at your Education Service Center or the foreign language coordinator within your school district to request TEKS for LOTE training or to find out about training that is already scheduled! For more information and to find out who the trainers are for your area, contact the LOTE CED. □

*"Let me suggest one other way to raise standards. I believe that in this new economy, every high school student should be close to fluent in a foreign language when he or she graduates. We should begin teaching foreign languages in our elementary schools, and then in middle schools and high schools. English is a beautiful language and every American student must be a master of it. English is surely a world language. But learning a foreign language exposes young people to new cultures and new horizons and helps them understand English better."*

— from U.S. Secretary of Education Richard Riley's Annual Back-to-School Address *Changing the American High School to Fit Modern Times*, The National Press Club, Washington, D.C., September 15, 1999

*Program, 1991*), peer coaching (also known as *cognitive coaching*) "is a confidential process through which two or more colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace (p. 1)." Peer coaching is not evaluative, and the term *coaching* is not meant to suggest that one partner has a higher status than the other(s). (Each teacher takes a turn at being the coach and the observee.) This professional development model assumes that teachers are competent; they don't need "fixing." But teaching is also an intellectual endeavor worthy of examination, and the process of self-development is valuable for everyone. So, in this model, the *inviting teacher* (the one being observed) is responsible for choosing the focus of the observation, how the data will be collected, and the parameters of the discussion of the observation. The coach collects and presents only the data requested and uses strategic questioning and probing techniques to help the inviting teacher to reflect on the lesson and to analyze what happened and what might be done differently next time.

The goal of the training is to provide a professional development model that teachers can use to help them better implement the TEKS for LOTE in the classroom. Most importantly, students benefit when teachers heighten their self-awareness about what's going on in the classroom and endeavor to improve instruction. For further information on training in peer coaching and mentoring, contact the LOTE Center for Educator Development or your regional Education Service Center. □

### REGIONAL EDUCATION SERVICE CENTERS

<b>Region I</b> (956) 984-6000	<b>Region XI</b> (817) 625-5311
<b>Region II</b> (361) 561-8400	<b>Region XII</b> (254) 666-0707
<b>Region III</b> (361) 573-0731	<b>Region XIII</b> (512) 919-5313
<b>Region IV</b> (713) 462-7708	<b>Region XIV</b> (915) 675-8600
<b>Region V</b> (409) 838-5555	<b>Region XV</b> (915) 658-6571
<b>Region VI</b> (409) 295-9161	<b>Region XVI</b> (806) 376-5521
<b>Region VII</b> (903) 983-2773	<b>Region XVII</b> (806) 792-4000
<b>Region VIII</b> (903) 572-8551	<b>Region XVIII</b> (915) 563-2380
<b>Region IX</b> (940) 322-6928	<b>Region XIX</b> (915) 780-1919
<b>Region X</b> (972) 348-1700	<b>Region XX</b> (210) 370-5200

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

# LOTE CED Training Modules

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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

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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). 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 tax-exempt organizations (schools, government agencies, etc.) is \$8.00/each; the cost to all others 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

## GET INVOLVED IN FOREIGN LANGUAGE EDUCATION LEGISLATION!

Several legislative items are currently being considered in Congress that could have an impact on foreign language education. The Education Excellence for All Children Act of 1999 (EEACA), which strongly supports Foreign Language in the Elementary School (FLES) programs, has six overarching goals:

1. Put high standards into every classroom.
2. Provide small class sizes and help every child read well by the 3<sup>rd</sup> grade, if not earlier.
3. Strengthen teacher and principal quality.
4. Emphasize accountability for schools and student performance, including turning around failing schools, and toughen accountability in federal education programs.
5. Support safe, healthy, and disciplined learning environments that better connect students, teachers, families, and communities.
6. Modernize schools for the 21<sup>st</sup> century by putting useful technology in the classrooms, making schools smaller and more personalized, **increasing opportunities to learn foreign languages**, and expanding after-school and summer programs.

This legislation sets a national goal that **25% of all public elementary schools offer high-quality, standards-based foreign language programs by the year 2005, and that 50% offer programs by 2010.** In addition, US Senator Pete Domenici (R-NM) and Utah State Senator Pete Suazo (D), who both have histories of supporting foreign language issues, are lobbying for an English Plus Resolution, which promotes the concept that the opportunity to “develop proficiency in a second or multiple languages” has many benefits and should be afforded to all members of society. Call, e-mail, or write your senators today to express your support of this important legislation!

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