

LOTE CED *Lowdown*

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www.sedl.org/loteced

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Languages Other Than English Center for Educator Development

Contact Information:

LOTE Center for Educator
Development
Southwest Educational
Development Laboratory
211 East 7th Street
Austin, Texas 78701-3281
Voice: (512) 476-6861
Fax: (512) 476-2286

Lillian King
Director
leking@sedl.org

Elaine Phillips
Field Specialist
ephillip@sedl.org

Kathleen Trail
Information Assistant
ktrail@sedl.org

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SUMMER OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT – START PLANNING NOW!!

As you toil away planning lessons and grading student work, summer may seem ages away...but it's definitely not too early to make professional development plans for the summer of 2000. Whether you would like to travel afar to immerse yourself in the language and culture(s) you teach, travel within the US to attend a workshop or institute that addresses issues of special interest to you, or stay right here in Texas to hone your skills, there is a program out there that suits your needs. Following is some information on various summertime professional opportunities for teachers of LOTE; the information provided is by no means comprehensive or exhaustive but provides you an overview of the sorts of opportunities available.

DISCLAIMER: The following information represents a sampling of the summer programs available to teachers of LOTE. The LOTE CED is not promoting or advocating any one program but recommends you evaluate summer programs on an individual basis before choosing the one that is right for you.

I WANT TO GO ABROAD!!!

The benefits of summer abroad programs are endless. To improve your knowledge of the subject matter you teach, there is simply no substitute for being immersed in the language and culture(s). There are many summer abroad programs geared towards developing the skills of teachers of LOTE. Benefits of such programs include:

- ✓ Simultaneous improvement of language and teaching skills
- ✓ An increase in comprehension of national and regional variations of language
- ✓ An understanding of modern terms, idioms, slang, etc. not found in textbooks
- ✓ The opportunity to collect up-to-date realia for your classroom
- ✓ Personal and professional enrichment

The **SUMMER INSTITUTES IN SPAIN** offer unique professional development opportunities for both teachers of Spanish as a second language and for bilingual teachers to participate in summer courses at various universities in Spain. The institutes take place in July and last three to four weeks. The total cost of a program (around \$2200) includes tuition, lodging, meals, materials, excursions, and cultural activities that vary from university to university; partial scholarships that cover approximately half of those program costs are awarded by the Spanish Ministry of Education and Culture. Participants are responsible for the balance of the program costs and travel costs.

Teachers who teach Spanish as a second language typically attend the Summer Institute on Spanish Language and Culture. This summer, teachers have the opportunity to attend this institute at one of fourteen different universities throughout Spain. The coursework and specific costs vary from university to university. Teachers who teach bilingual education usually attend the Summer Institute on Children's Literature at the Universidad Complutense in Madrid. For a description of the programs and an application form, visit www.sedl.org/loteced/texspain.html. If you do not have readily available Internet access and would like more information about the programs, please contact Mary Roche, representative of the Embassy of Spain at the Texas Education Agency at (512) 936-2444. THE DEADLINE FOR APPLYING IS MARCH 17, 2000.



(Summer Opportunities continued on page 6)

Focus On Guiding Principle 5: Native Speakers

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 5: Native Speakers.

Maintaining and expanding the language of native speakers benefits the individual and society. In many schools in Texas, there is a large group of students who have a background in the LOTE being taught. While Spanish speakers represent the vast majority of speakers of LOTE in Texas, growing numbers of students come to school every year speaking a variety of other languages as well. These students are called "heritage" speakers by some experts in language education. All of these students possess some knowledge of and functional ability in the language. These students are valuable linguistic and cultural resources and their language skills should be expanded and strengthened. Students should know that the language they bring from home has value at school. They should be made to feel comfortable enough in a classroom setting to use the language in an uninhibited fashion.

Since students with home backgrounds in languages other than English have varying abilities and proficiencies and varying amounts of motivation to learn the language, instruction in the language should take into account the previous knowledge and language experience that these students possess. It is important for school districts to recognize that these students have instructional needs that are different from those of the traditional foreign language student and may require a curriculum specially developed for them. For example, many districts offer Spanish for

Spanish Speakers (SSS) courses that provide students with home backgrounds in Spanish, i.e., those who hear Spanish at home, with an important opportunity to further develop and strengthen their Spanish skills, while simultaneously benefiting their use of English. For more information on students with home background in LOTE and SSS programs, see pages 81-84 of *A Texas Framework for Languages Other Than English*. □

Upcoming Conferences

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, Utah

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 1-5, 2000
San Juan, Puerto Rico

Texas Foreign Language Association

November 3-5, 2000
Austin, Texas

American Council on the Teaching of Foreign Languages

November 17-29, 2000
Boston, Massachusetts

For more information on the upcoming revision of the 1987 TEA document "Español para el hispanohablante: función y noción", see page 10 of this newsletter.

Resources

The following resources were excerpted from the ERIC/CLL Resource Guide Online entitled *Resources for Teaching Spanish for Spanish Speakers*. The complete guide can be found online at:

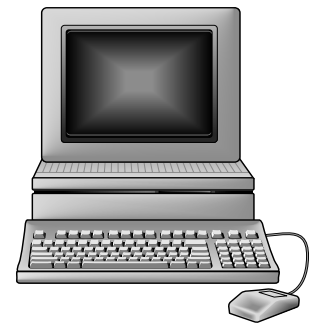
www.cal.org/ericcll/faqs/rgos/sns.html

DISCLAIMER: The following information offers a glimpse of the resources available from ERIC. The LOTE CED is not promoting the use or purchase of the following materials but recommends you evaluate web sites and materials on an individual basis before integrating them into instruction.

ERIC Digests (brief overviews of varied topics in education)

Spanish for Native Speakers: Developing Dual Language Proficiency
www.cal.org/ericcll/digest/spanish_native.html

Tapping a National Resource: Heritage Languages in the United States
www.cal.org/ericcll/digest/brecht01.html



Journal Articles

McQuillan, J. (1996). How should heritage languages be taught? The effects of a free voluntary reading program. *Foreign Language Annals*, 29(1), 56-72.

Valdés, G. (1989). Teaching Spanish to Hispanic bilinguals: A look at oral proficiency testing and the proficiency movement. *Hispania*, 72(2), 392-401.

Books

American Association of Teachers of Spanish and Portuguese. (1999). *Spanish for native speakers: A handbook for teachers*. Fort Worth, TX: Harcourt Brace College Publishers.

This handbook is designed to serve as a guide for high school and university teachers and administrators who are interested in establishing a program for native speakers of Spanish or for those teachers who presently teach native speakers and are looking for more information. A workshop has been designed around the handbook. Contact AATSP for details about the handbook or to schedule a workshop.

Colombi, M.C., & Alarcón, F.X. (1997). *La enseñanza del español a hispanohablantes. Praxis y teoría*. Boston: Houghton-Mifflin.

This book, with articles primarily in Spanish, offers an overview of the current state of Spanish teaching in the United States, discusses standard varieties of Spanish; provides information on teaching the language through culture, and considers language policy issues.

Krashen, S.D., Tse, L., & McQuillan, J. (Eds.) (1998). *Heritage language development*. Culver City, CA: Language Education Associates.

Merino, B.J., Trueba, H.T., & Samaniego, F.A. (Eds.) (1993). *Language and culture in learning: Teaching Spanish to native speakers of Spanish*. Washington, DC and London: Falmer Press.

Valdés, G., Lozano, A.G., & García-Moya, R. (Eds.) (1981). *Teaching Spanish to the Hispanic bilingual in the United States: Issues, aims, and methods*. New York: Columbia University Teachers College Press.

Curricula and Teaching Materials

Alonso-Lyrintzis, D., Zaslow, B., & Villarreal, H. (1996). *Entre mundos: An integrated approach for the native speaker*. Englewood Cliffs, NJ: Prentice-Hall.

Blanco, G., Contreras, V., & Márquez, J. (1995). *¡Ahora sí! Expresión comunicativa para hispanohablantes*. Boston: Heinle & Heinle.



There is one word, more than any number of sticks and stones that can send a French student into the lowest circle of disrepute hell: 'bachoter' (to cram knowledge without understanding it.) There is no equivalent insult in American school slang. But then, no American has ever claimed, as the French do, that "man is a thinking reed" (*un roseau pensant*) either.

While Americans divide themselves into have's and have-not's, the French divide themselves into think's and think-not's. Hence, the French education system is made into a funnel shape and a teacher's mission is to squeeze as many reeds as possible, as far as possible, through it.

How do French teachers make students reason? First, by demanding it. Reasoning is simply a "requirement." It perhaps starts with a higher order knowledge of one's language.

The French student cannot graduate—literally—from middle school without an in-depth knowledge of the uses of language. Language, after all, builds upon itself just like coherent reasoning. Before entering high school, the French student is required to recognize and create allegories, metaphors, hyperboles, oxymora, redundancies, euphemisms, antitheses, and paradoxes.

Teachers demand reasoning as if by instinct as they themselves have been taught to tackle each field of knowledge by extracting the general from the particular, by searching for answers when they see questions and searching for questions when they see answers.

To the deepest circle of educational hell belongs the "multiple choice" exam. French teachers abhor it and, as convenient as it is, they haven't succumbed to it yet.

During grueling school years, the French student will amass huge "amounts" of history, geography, physics, chemistry, math, and languages – some of which will be forgotten the week after they were learned, but some hopefully, will be retained until after the high school graduation exam, the baccalaureate ("*le bac*"). But the forgotten and less-forgotten knowledge will have by then melted into a single, complex frame of reference

which, among other things, is needed to pass the exams.

The exams do not require students to deliver memorized text but to discuss, argue, and extract meanings. Math exams are far from the American 50-second bits of which solving patterns can be memorized through unthinking drills; they instead include complex multi-field problems which demand involved reasoning and creativity. The baccalaureate diploma is the only way to validate one's high school and accede to higher education in France and all baccalaureate exams require philosophy. Whether you want to get a degree in math, construction engineering, Italian language, baking, or accounting, you still have to pass the dreaded "*la philo*," that is, you have to demonstrate analytical

power, creativity, and a sophisticated level of manipulation of abstract thought/language.

"Can we consider non-violence as another type of violence?"; "Should we fear technology?"; "Do ethical problems have perfect solutions?"; "How can we determine the gravity of a mistake?";

"History, is there any meaning in it?"; "Man, is he a prisoner of his times?". It simply doesn't occur to the French to formulate tiny rote-inspiring philosophy exam questions such as: "What was Nietzsche's world view?"; "What was Sartre's view on morality?"; "What did Epicurus say about justice?"; "What is Kant's 'imperative category'?"

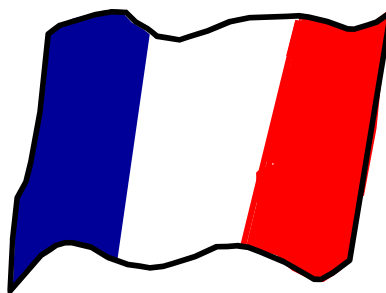
But why "*la philo*"? The author of an advisory book on the baccalaureate suggests: "Philosophy leads you to continuously question your own ready-made ideas not in order to systematically destroy them, but to make you understand why you think that way.

Ida Naprous, who teaches high school history in a suburb of Paris puts it this way: "See, we don't have another rite of passage, that's it for us, *le bac*!" □

Elena Marcus is a freelance writer educated in Romania and France. She presently lives in Berkeley, California.

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DOING IT THE FRENCH WAY: RITE OF PASSAGE



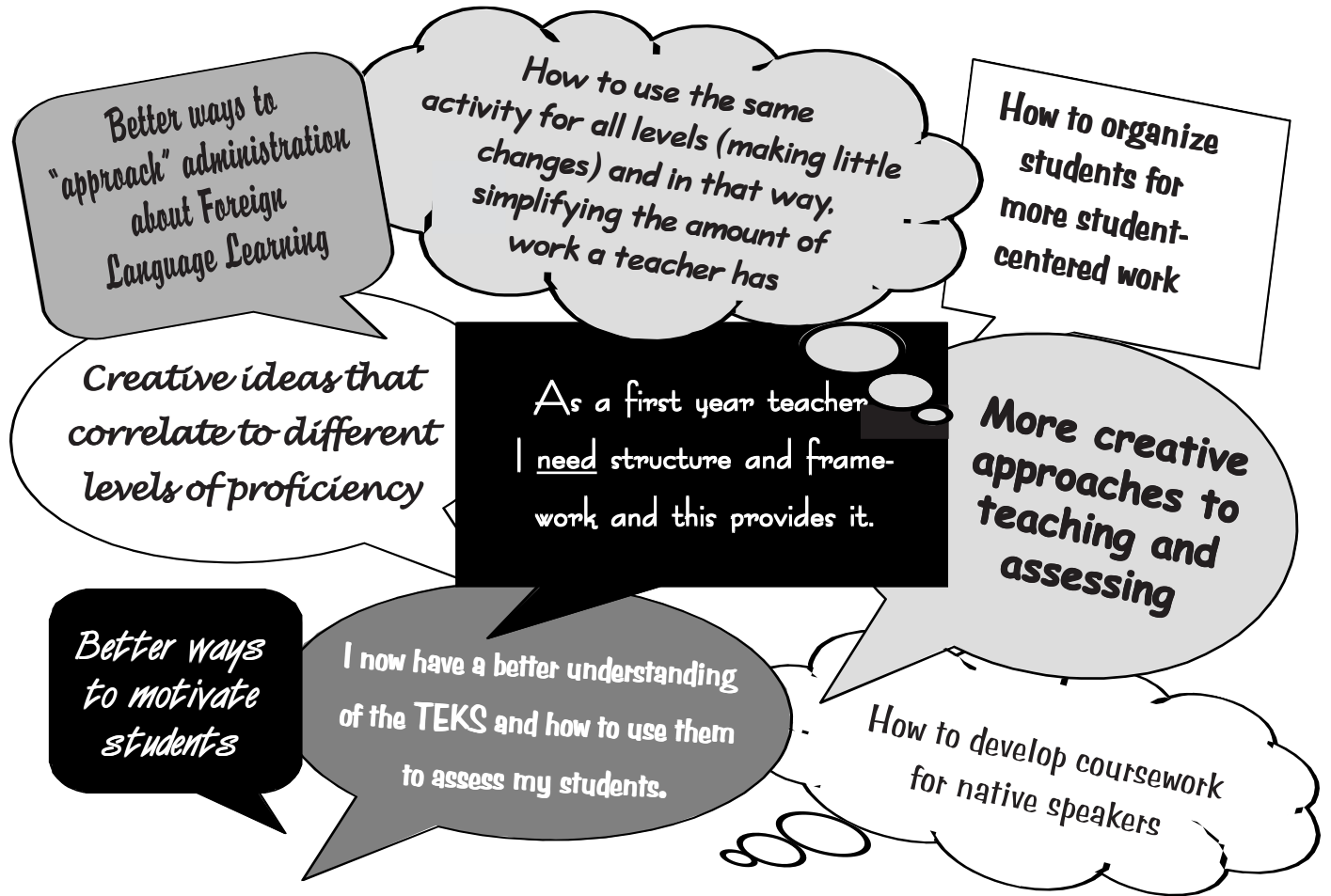
FRENCH TEACHERS DEMAND REASONING

by Elena Marcus

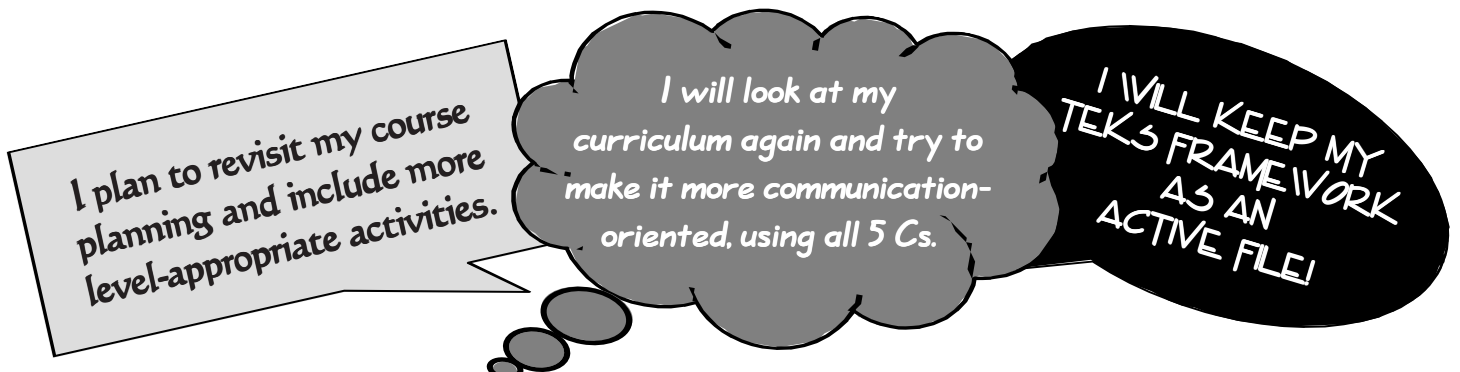
FOOD FOR THOUGHT: WHAT TEACHERS OF LOTE ARE SAYING ABOUT THE LOTE CED'S TEKS FOR LOTE TRAINING

As you may know, the LOTE CED has developed three training modules that are being used by training facilitators around the state to help teachers understand and implement Texas's standards for foreign language learning, the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE). Following are some reactions to the training that we have received on anonymous evaluation questionnaires.

When asked what they'd learned from the TEKS for LOTE training, teachers replied:



Teachers also shared some of the actions they believed they'd take as a result of the workshop:



(Summer Opportunities continued from page 1)

The **CENTER FOR CULTURAL INTERCHANGE (CCI)** is a non-profit student and adult exchange organization. CCI offers a variety of Language/Travel programs that help you to experience life in another culture and improve your language skills. The programs include 15-20 language courses per week, accommodation with a host family, half board, activities, the support of an Area Representative, local transfers for some locations, and full medical insurance. Programs are available in:

- France – Paris & Tours
- Spain – Madrid, Salamanca, & El Puerto de Santa María
- Germany – Berlin, Munich, & Hamburg
- Italy - Florence & Rome
- Mexico - Durango

Applications should be received at least 6 weeks prior to start date of any given program, but they recommend that you apply early as space is limited. For more information, visit www.cci-exchange.com or call (888) ABROAD1.

The **FOREIGN LANGUAGE STUDY ABROAD SERVICE (FLSAS)** provides information to those interested in improving their language skills in intensive language programs that emphasize oral proficiency. The company was started in 1971. It is the oldest study abroad service in the U.S., and it is the only one that is dedicated exclusively to the study of foreign languages. There are programs available in over 25 countries.



- French is offered in France, Switzerland, Belgium, & Quebec.
 - Spanish is offered in Spain (11 locations), Mexico (7 locations), Costa Rica, Guatemala, Puerto Rico, Venezuela, Colombia, Ecuador, Bolivia, Chile, & Argentina.
 - German is offered in Germany (4 locations), Switzerland, & Austria.
 - Portuguese is offered in Brazil & Portugal (3 locations).
 - There are also language programs in Italy (6 locations), Holland, Sweden, Finland, Greece, Ireland (Gaelic), Israel, Russia, Hungary, Poland, Czechoslovakia, Japan, Taiwan, Korea, & Indonesia.
- For more information, visit www.flsas.com or call (800) 282-1090.

CASTERBRIDGE TOURS offers a wide range of travel and study programs for LOTE teachers that generally follow one of two options: center-based with classes and local excursions or touring programs with less classroom content. Both options include multiple opportunities for project work and language practice.

The Casterbridge locations for language programs include:

- France - Tours, Paris, & the Côte d'Azur
- Spain - Madrid, Seville, Granada, & Malaga
- Italy - Siena & Florence
- Germany - Berlin, Frankfurt, & Düsseldorf

For more information, visit www.casterbridgetours.com or call (800) 522-2398.

CONSULT YOUR AATs!!

Another great way to find information on what's happening this summer for teachers of LOTE is to contact your language-specific association. Almost all of the associations have information on intensive language programs and other summer programs, both in the US and abroad, relevant to the teaching of specific languages. Many of the associations sponsor their own programs and/or offer scholarships to attend summer programs. Following are the web site addresses of several language associations.

American Association of Teachers of Arabic (AATA)
humanities.byu.edu/aata/aata_homepage.html

American Association of Teachers of French (AATF)
aatf.utsa.edu

Note: The annual conference of the AATF will take place in Paris, France from July 17-20, 2000.

American Association of Teachers of German (AATG)
www.aatg.org

American Association of Teachers of Italian (AATI)
E-mail: tmollica@dewey.ed.brocku.ca

American Association of Teachers of Slavic and East European Languages (AATSEEL)
clover.slavic.pitt.edu/~aatseel/

American Association of Teachers of Spanish and Portuguese (AATSP)
www.aatsp.org
Note: The annual conference of the AATSP will take place in San Juan, Puerto Rico from August 2-6, 2000.

American Association of Teachers of Turkic Languages (AATT)
www.princeton.edu/~ehgilson/aatt.html

American Classical League (ACL)
www.umich.edu/~acleague/

American Council of Teachers of Russian (ACTR)
www.actr.org

Association of Teachers of Japanese
www.colorado.edu/ealld/atj/

Chinese Language Teachers Association (CLTA)
E-mail: deall.ohio-state.edu/clta or chu@kzoo.edu

National Council of Organizations of Less Commonly Taught Languages (NCOLCTL)
www.councilnet.org

Texas Classical Association
www.txclassics.org

The **NATIONAL ENDOWMENT FOR THE HUMANITIES** (NEH) sponsors a variety of summer seminars and institutes for school teachers, many of which are relevant to teachers of LOTE. There is a competitive application process and all teachers selected to participate are awarded a stipend, the amount of which depends on the length of the program. Although it is too late to apply for the summer of 2000, you may be interested in exploring this option for the summer of 2001. NEH programs have included study in Puerto Rico and Francophone Africa. For more information, visit www.neh.gov/teaching/seminars1.html or call (202) 606-8463.

I DON'T WANT TO GO ABROAD THIS SUMMER, BUT WOULD LIKE TO TRAVEL OUTSIDE OF TEXAS!

There are many opportunities for teachers who want training that is tailored to LOTE teachers right here in the United States. You might consider traveling within the U.S. for summer institutes or other language programs that are designed to help LOTE teachers grow professionally.

There are nine **NATIONAL FOREIGN LANGUAGE RESOURCE CENTERS** across the country that are funded by the U.S. Department of Education. The centers were established to improve and enrich the nation's capacity to teach and learn foreign languages. The centers

are located throughout the United States and most of them offer summer institutes designed exclusively for language teachers.

**National Capital Language Resource Center (NCLRC)
Center for Applied Linguistics – Georgetown University, &
George Washington University**

Contact Information: www.cal.org/nclrc or (202) 739-0607

Offerings for Summer 2000:

- *Workshop on Coherent Language Curriculum Development*
- *Teaching Learning Strategies in the Foreign Language Classroom*
- *Implementing Portfolio Assessment in the Foreign Language Classroom*
- *Teaching with Technology in the Foreign Language Classroom*

Contact the center for more information on how to apply.

**Slavic and East European Language Resource Center (SEELRC)
Duke University and University of North Carolina at Chapel Hill**

Contact Information: www.unc.edu/depts/slavic/ or (919) 962-0901

Offering for Summer 2000:

- *Slavic & East European Languages: Acquisition, Techniques, and Technologies*

The deadline for the 2000 institutes is March 1, 2000.

(Summer Opportunities continued on page 8)

COOL SITES TO CHECK OUT

CLASSICS

<http://library.thinkquest.org/11402/>

The FORVM ROMANVM - At this web site you find a description of the Roman Forum between 100 BC and 100 AD. This site provides a creative means of exploring the many interesting inhabitants and aspects of life in ancient Rome and includes descriptions and views of many historic buildings and sites.

GENERAL

<http://www.inkpot.com/news/>

This web site offers links to newspapers and other native language news sources from all over the world. The links are primarily organized by region, which include (but aren't limited to) Latin America, Eastern Europe, Western Europe, Africa, the Middle East, Asia, and Oceania.

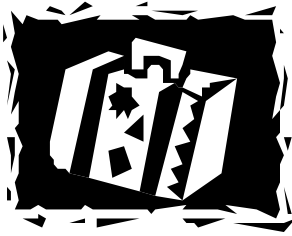
<http://www.cal.org/ericcl/faqs/rgos/flint.html>

The Center for Applied Linguistics has an incredible array of information for teachers of LOTE. At this site you can find links to relevant ERIC digests (brief overviews of topics in FL education), ERIC/CLL Minibibs, links to electronic journals and newsletters, and much, much more. □

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.



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

Contact Information:
www.educ.iastate.edu/nflrc or
(515) 294-6699

Offerings for Summer 2000:

- *Temas Anejos: Recurring Themes in Ancient, Colonial, & Modern Latin America*
 - *Foreign Language: Leading the Way with Teacher Preparation*
 - *New Technologies in the Foreign Language Classroom*
- Application available on-line; deadline is April 30, 2000.

Center for Language Education and Research (CLEAR) Michigan State University

Contact Information: clear.msu.edu or (517) 432-2286
Offerings for Summer 2000:

- *Writing in the Foreign Language Classroom*
- *Business Language for the High School Classroom*
- *Computer-Assisted Language Learning Materials Development*
- *The Internet in Foreign Language Instruction: Introductory Techniques*
- *The Internet in Foreign Language Instruction: Advanced Techniques*

Application available on-line; must be postmarked no later than May 19, 2000.

The National East Asian Languages Resource Center Ohio State University

Contact Information: www.flc.ohio-state.edu/nflrc or (614) 292-4361
Summer Programs - East Asian Concentration (SPEAC) for 2000:

- *SPEAC: Teachers of Japanese*
- *SPEAC: Teachers of Chinese*

Call the center for an application; the deadline for submission is April 3, 2000.

Language Acquisition Resource Center (LARC) San Diego State University

Contact Information: larcnet.sdsu.edu or (619) 594-6177
Offerings for Summer 2000:

- *Digital Media Archiving*
- *Reading in the Digital Age*
- *D-VOCI Oral Proficiency Test Creation*

Registration deadlines vary; early registration dates are in May 2000.

National Foreign Language Resource Center University of Hawai'i

Contact Information: www.LLL.hawaii.edu/nflrc/si2000 or
(808) 956-9424.

The deadline for the 2000 summer institutes has already passed.

Center for Advanced Research on Language Acquisition (CARLA) University of Minnesota

Contact Information: carla.acad.umn.edu or (612) 626-8600

Offerings for Summer 2000:

- *Meeting the Challenge of Immersion Education: Effective Immersion Pedagogy*
- *Proficiency-Oriented Language Instruction & Assessment (POLIA)*
- *Developing Classroom Materials for Less Commonly Taught Languages*
- *Improving Language Learning: A Practical Course in Strategies-Based Instruction*
- *Integrating Culture Into the Second-Language Classroom*
- *Developing Proficiency-Oriented Assessments for the Second-Language Classroom*
- *Using Technology in the Second-Language Classroom*

Application available on-line; must be postmarked no later than May 19, 2000.

National African Language Resource Center (NALRC) University of Wisconsin

Contact Information: african.lss.wisc.edu/nalrc/nalrc-3.html or (608) 265-7905/7906

Offering for Summer 2000:

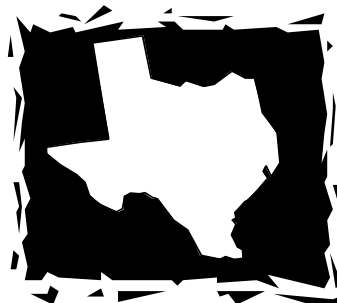
- *Program Development, Coordination and Evaluation, & Curriculum and Material Development and Evaluation*

Contact the center for information on how to apply; deadline is March 15.

I DON'T WANT TO LEAVE TEXAS THIS SUMMER, BUT I'D LIKE TO DO SOMETHING THAT WILL HELP ME GROW PROFESSIONALLY!

Don't want to leave the state this summer? That's OK too! There are opportunities galore right here in Texas. Call your Education Service Center (ESC) or School District to see what they have planned for this summer. Be sure and ask if they have scheduled TEKS for LOTE training sessions, and if they haven't, request that they consider hiring a trainer and scheduling a workshop for the LOTE teachers in your school or area!

Many universities and colleges also offer summer courses, seminars, and workshops that may be of interest to you and earn you graduate-level credit. Call your local college or university's office of continuing education to see what's available. □



TEKS for LOTE Spotlight: Comparisons

This issue of the LOTE CED *Lowdown* spotlights an activity focused on **Comparisons**. The following sample scenario is designed for intermediate-level speakers. Adaptations for novice- and advanced-level learners are suggested.

TEKS for LOTE Knowledge and Skills

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

TEKS for LOTE Performance Expectations

Novice

The student is expected to use the language at the novice level to demonstrate an understanding of (A) the nature of language; (B) the concept of culture; and (C) the influence of one language and culture on another through comparisons of the student's own language/culture and the language/culture studied.

Intermediate

The student is expected to use the language at the intermediate level to demonstrate an understanding of (A) the nature of language; (B) the concept of culture; and (C) the influence of one language and culture on another through comparisons of the student's own language/culture and the language/culture studied.

Advanced

The student is expected to use the language at the advanced level to demonstrate an understanding of (A) the nature of language; (B) the concept of culture; and (C) the influence of one language and culture on another through comparisons of the student's own language/culture and the language/culture studied.

Learning Scenario

COMPARING DATING CUSTOMS

Objective: Students develop insight into the nature and concept of culture by conducting and participating in a survey of dating customs in the United States and in the target culture(s). They demonstrate their understanding by presenting a summary of similarities and differences.

As part of a longer thematic unit on leisure activities, students have begun learning vocabulary related to pastimes and entertainment and have reviewed structures needed to ask and answer questions concerning what they do for fun. In this portion of the unit, students will gather and present information comparing dating customs in a target culture with their own dating conventions.

Students begin in small groups, sharing ideas on topics they'd like included in the questionnaire after which a whole class discussion takes place. Groups reach consensus on the standard interview form, selecting questions such as: "Do you date?", "Do you go out with a group or as a couple?", "What do you do when you go out?", "How frequently do you go out with friends?", etc. (All students use the same interview questions with interviewees so that responses can actually be compared.) Students use the standard form to interview a specified number of representatives from the target culture and from their own culture (e.g., students in other sections of the language class). Interview responses may be oral (in person, on the telephone) or written (mail, e-mail, over the Internet).

Students collect and present the responses in chart form or using a Venn diagram to show areas of similarity and differences in dating customs between the two cultures. Finally, they show comprehension by drafting short statements explaining cultural differences for a column in the department's LOTE newspaper.

Adaptations for novice-level students: The teacher provides or helps students form simple interview questions; response formats are simplified (e.g., yes/no or one-word answers); interviews are conducted in pairs, and results are presented using original art or silent role-play to illustrate customs.

Adaptation for advanced-level students: Students read and discuss background material on dating customs in the target cultures from a variety of authentic sources before formulating interview questions; they take cultural norms into consideration in developing the questions (perhaps the concept of "dating" is unheard of in the target culture), and they apply their knowledge of these norms when conducting interviews; they show understanding by writing a short essay on the differences in target and native culture dating habits which they submit for publication in the department's LOTE newspaper. □

LOTE CED Bulletin Board

LOTE CED REPRESENTED AT CONFERENCES

The LOTE CED is sponsoring three TEKS for LOTE training workshops at the Spring TFLA conference in Nacogdoches, March 31-April 1. LOTE CED facilitators **Bobette Dunn** and **Dorothy Cox** will conduct a session called, "Show What You Know: Assessing the TEKS for LOTE," and **Patricia Gaffney** and **Jan Rawcliffe** will lead "Designing Creative Units of Study for the Student-Centered Classroom." In addition **Helen Gilbert** and **Craig Gibson** will present "Help Me Help Myself: Peer Coaching in Action." All of the workshops utilize LOTE CED-produced materials, so if you haven't had an opportunity to attend the TEKS for LOTE or Peer Coaching and Mentoring training workshops developed by the Center, be sure to sign up early to attend one of these 3-hour workshops.

The LOTE CED will also be represented at the Southwest Conference on Language Teaching (SWCOLT) March 17-19 in Salt Lake City, Utah. Director **Lillian King** and Field Specialist **Elaine Phillips** will present a session called, "Colleagues Helping Colleagues: How Your School or District Can Benefit From a Peer Coaching/Mentoring Program."

Training-of-Trainers for Peer Coaching and Mentoring

Twelve Texas foreign language teachers were in Austin February 24-26 to participate in a second training-of-trainers for peer coaching and mentoring. Facilitators were **Leah Sequeira** (Katy ISD) and **Greg Foulds** (Northeast ISD—San Antonio). Participants reviewed the TEKS for LOTE, then received training and hands-on practice in the peer coaching/mentoring process (pre-conference/observation/post-conference) and techniques such as strategic questioning, probing, and active listening. Trainees will conduct two months of field work before receiving their certification and then training other teachers in their school districts to utilize the techniques. This initiative is part of an effort begun in the fall of 1998 when the first ten teachers were trained (See article in Vol 3.1 of the Lowdown). The Center's goal is to create a network of teachers around the state trained in utilizing these professional development models to help them implement the TEKS for LOTE so that their students can achieve the high goals set forth in those standards.

SPANISH FOR SPANISH SPEAKERS PROJECT UNDERWAY

The LOTE CED has just embarked on a new project aimed at helping teachers who teach Spanish for Spanish Speakers (SSS) courses to implement the TEKS for LOTE. The project is comprised of three parts: the revision of the 1987 TEA Document *Español Para El Hispanohablante: Función Y Noción*, the conduct of an SSS learning scenario writing workshop, and the development of in-service training materials geared toward the needs of SSS teachers. Stay tuned for more details!

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>



TEXAS TEACHERS HONORED

Two Texas foreign language teachers recently received awards. **Marie-Christine Koop** was one of ten teachers recognized for contributions to foreign language education at the November 1999 American Council on the Teaching of Foreign Languages (ACTFL) conference held in Dallas, Texas. Dr. Koop received a plaque and a cash stipend in recognition of her service as an exemplary model in the area of foreign languages and cultures.

Linda Reichenbach, an adjunct French instructor at McLennan Community College in Waco, Texas, was also honored, receiving the 1999-2000 NISOD Teaching Excellence Award. NISOD is the National Institute for Staff and Organizational Development, an outreach organization of the Community College Leadership Program in the Department of Educational Administration at the University of Texas at Austin. Ms. Reichenbach will attend the NISOD conference in Austin this May where she will be recognized as a Master Teacher and will be awarded the Teaching Excellence medal. □



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***
- ***Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English***
- ***Preparing Language Teachers to Implement the Texas Essential Knowledge and Skills for Languages Other Than English***

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 (e.g., educational organizations, government agencies, etc.) is \$8.00/each; the cost for all others is \$10.00/each.

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

All three documents may also be downloaded free from the LOTE CED web site (www.sedl.org/loteced).

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**
- **Module II – TEKS for LOTE: Classroom Implementation**
- **Module III-A – TEKS for LOTE: Addressing Assessment**

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.)

DON'T FORGET!

Spring TFLA Conference

March 31-April 1

Nacogdoches, Texas

Contact TFLA for more information at (713) 468-4959

So You Want To Be Published?!

The LOTE CED plans to publish a collection of integrative, student-centered **learning scenarios** submitted by Texas teachers similar to those appearing in the national standards document, *Standards for Foreign Language Learning in the 21st Century*. Learning scenarios illustrate **standards-based units** incorporating two or more program goals (5 Cs) in multi-staged, task-based activities related to a single theme. Each scenario identifies the specific "Cs" targeted; the language, level, and context for which the unit would be appropriate; a description of the series of learning activities comprising the scenario; and the "product" students will create or develop to show evidence of learning. Because learning scenarios describe units in which students focus on **learning through language** and rely heavily on authentic materials (video, print, web-based) and contact with native speakers when possible (in person, through visits, or via e- or regular mail), they provide for **contextualized use of the target language**. Vocabulary, structures and communicative strategies are integrated into the lesson as students learn about the selected theme (e.g., the family, the environment, friendship, a science topic, etc.).

If you would like to contribute to this publication by describing either standards-based units you have used in class or by developing new ones, please visit the LOTE CED web site at <http://www.sedl.org/loteced/scenarios/instructions.html> for instructions and on-line submissions or contact the LOTE CED. □

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LOTE Center for Educator Development
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701-3281
<http://www.sedl.org/loteced>