

LOTE CED *Lowdown*



September 2000

www.sedl.org/loteced

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Languages Other Than English Center for Educator Development

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Curriculum Development Training Module Now Available!

The long-anticipated second part of **Module III: Developing Curriculum/ Addressing Assessment** is now ready. Module III-A addressed standards-based performance assessment for classroom teachers; Module III-B deals with the development of TEKS-based curriculum. To help language learners achieve high levels of proficiency, educators must agree on high standards. Project ExCELL paved the way by supporting the development of the TEKS for LOTE and supporting documents such as the Framework. Now Texas school districts must develop their own LOTE curriculum to help their students attain the high goals laid out in these standards. The TEKS for LOTE describe what language learners should know and be able to do. The local LOTE curriculum will answer the question: How do we get them there?

The goals of Module III-B are:

- to provide coordinators or curriculum development team chairpersons with background information on curriculum development in general and standards-based curriculum development in particular,
- to offer descriptions and examples of four approaches to curriculum development, and
- to provide the inspiration and forum for discussion that districts need to begin work on developing foreign language programs centered on the TEKS for LOTE.

The module presupposes a comprehensive understanding of the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) and its Program Goals (the 5 Cs) and Progress Checkpoints (proficiency levels). Hence, the materials are best suited for TEKS for LOTE-trained writing teams as they begin to deliberate on how they will proceed in the actual writing of curricula. In the past, TEKS for LOTE training manuals produced by the LOTE CED have been available only to its trained facilitators who offer training through local school districts and regional Education Service Centers. However, a copy of Module III-B is being sent to LOTE coordinators around the state. Ideally, the school districts with LOTE coordinators will invite LOTE teachers from surrounding areas to participate in their discussion and curriculum development process. In this way, teachers in smaller school districts can get ideas they can use in developing their own curriculum, and larger districts will benefit from the ideas of others outside their districts.



Facilitators Bobette Dunn and Dorothy Cox (Fort Bend ISD) lead a TEKS for LOTE workshop at the Spring 1999 TFLA Conference in Nacogdoches.

For more information on Module III-B or any of the TEKS for LOTE training modules, please contact the LOTE CED. □

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Focus On Guiding Principle 6: Offering a Variety of Languages

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 6: Offering a Variety of Languages.

Students should have opportunities to develop proficiency in a variety of languages. In addition to English, there are currently dozens of languages used by the people of Texas. These languages include, but are certainly not limited to: Arabic, Chinese, Czech, Danish, French, German, Greek, Hungarian, Indic, Italian, Japanese, Khmer, Korean, Laotian, Native American languages, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Tagalog, Vietnamese, and Yiddish. Moreover, the ten most frequently-spoken languages other than English in the United States include languages such as Spanish, Chinese, Tagalog, Italian, and Vietnamese (U.S. Bureau of the Census, 1990).

In states like Texas where Spanish is a commonly spoken language, limited resources may cause communities to choose Spanish as the only language offered in a PreK-12 sequence. Nevertheless, considering the vast array of languages used in Texas and in the United States and considering the relative and emerging world importance of some of the less commonly taught languages, school districts, as often as possible, should find ways to offer students the opportunity to learn a variety of languages. Knowledge of languages such as Chinese, Japanese, and Russian is becoming more and more important as countries and states that use these languages come to the forefront of international relations and the world economy.

Check out the National Council of Organizations of Less Commonly Taught Languages at www.councilnet.org

For optimum learning, school districts should provide students with opportunities to study at least one language other than English in an extended sequence starting in elementary school and continuing through high school. Shorter sequential programs should, of course, remain available. Ideally, districts should offer PreK-12 programs in some of the less commonly taught languages; however, if such programs are not feasible, districts should begin by offering high school programs in these languages and progress from there. Opportunities to study third and fourth languages also should be provided in high school; then students can pursue higher levels of proficiency in these languages at post-secondary institutions. □

Upcoming Conferences

Texas Foreign Language Association (TFLA)
November 3-5; Austin, TX
E-mail: txhom@texas.net

Fifth Annual Two-Way Dual Language Immersion Conference
November 13 - 15, 2000; Albuquerque, New Mexico
Phone/FAX: 505/247-2798
<http://www.dges.aps.edu>

National Association of District Supervisors of Foreign Languages (NADSFL)
November 15-16; Boston, MA
E-mail: swatts@ops.org

American Council on the Teaching of Foreign Languages (ACTFL)
November 16-19; Boston, MA
Tel: (914) 963-8830
<http://www.actfl.org>

American Association of Teachers of German (AATG)
November 16-19; Boston, MA
E-mail: aatg@bellatlantic.net

Modern Language Association (MLA)
December 27-30; Washington, D.C.
E-mail: convention@mla.org

American Association of Teachers of Slavic & East European Languages and American Council of Teachers of Russian (AATSEEL & ACTR)
December 27-30; Washington, D.C.
<http://clover.slavic.pitt.edu/~aatseel/>



Resources

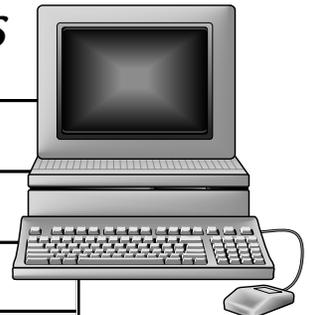
NATIONAL LANGUAGE RESOURCE CENTERS: RESOURCES AVAILABLE TO YOU

- CLEAR, the Center for Language Education and Research at Michigan State University, offers **on-site technology training workshops** for foreign language teachers around the country. Training is tailored to meet the needs of the requesting institution and averages 1-2 days in length. Design of the workshop depends of the participants' current skills and the institution or district's equipment. Some funding is provided by the U.S. Department of Education. For more information, contact: Jane Ozanichat at CLEAR, A712 Wells Hall, Michigan State University, East Lansing, MI 48824-1027. Call (517) 432-0470 or e-mail ozanichj@msu.edu.
- From the NCLRC, the National Capital Language Resource Center in Washington, DC, you can obtain **resource materials and research reports related to learning strategies**. The files can be downloaded from the center's web site in *pdf* (i.e., ready-to-use) format. Teacher resources include a questionnaire to gather information on students' current use of learning strategies, a selection of materials for teaching learning strategies in the LOTE classroom, and a set of 26 "cards" with strategy name, definition, example, and explanation for why and when to use it. Research reports available at this site deal with students' and teachers' perceptions of language learning strategy use. □



NATIONAL LANGUAGE RESOURCE CENTER WEB SITES

National Capital Language Resource Center (NCLRC)	http://www.cal.org/nclrc
Slavic & East European Languages Resource Center (SEELRC)	http://www.unc.edu/depts/slavic/
National K-12 Foreign Language Resource Center at Iowa State University	http://www.educ.iastate.edu/nflrc
Center for Language Education and Research (CLEAR)	http://clear.msu.edu
National East Asian Languages Resource Center	http://www.flc.ohio-state.edu/nflrc
Language Acquisition Resource Center (LARC)	http://ssrl.sdsu.edu/larcnet/home.html
National Foreign Language Resource Center	http://www.LLL.hawaii.edu/nflrc/
Center for Advanced Research on Language Acquisition (CARLA)	http://carla.acad.umn.edu
National African Language Resource Center (NALRC)	http://african.lss.wisc.edu/nalrc/



Foreign Languages Can Be a Path Out of Ethnocentricity

by Ross Steele - The following article focusing on Native speaker fluency vs. intercultural communicative competency has been reprinted with permission from Vol. VIII (3) of *International Educator*. The LOTE CED staff found this article to be interesting and thought provoking. While we do not necessarily endorse the opinions expressed in the article, we felt it might be a good catalyst for instilling conversation and prompting reflection among LOTE educators.

Foreign language requirements at the secondary and post-secondary levels ensure that millions of students will have some exposure to a second language. Unfortunately, a substantial percentage of students do not pursue foreign language study once they have met their requirement. What can language educators do to ensure that such learners take something with them at the end of their program?

Linguistic competence declines if learners do not continue to use the foreign language. If the learner has not mastered basic functions in the foreign language, there is little likelihood the language will be used for communicative purposes in life beyond the classroom. If the learner leaves the course with little new, conscious knowledge about the foreign society or without having consciously reviewed the attitudes and beliefs about the foreign culture that he or she brought into the classroom, then the course will have had little influence on the worldview the learner carries later into life.

Learners do not arrive on the first day of the course like empty vessels waiting to be filled with a new language. They may know little or nothing of the language itself, but they bring with them attitudes and beliefs about the native speakers of that language and about their country. These attitudes and beliefs have been formed by the society in which they live, by what they have seen on television or read in the press, by opinions expressed inside or outside the family, by views presented by the instructor and in educational materials during the instruction process since kindergarten, and by entrenched national beliefs resulting from the historical links between their country and the countries where the foreign language is spoken.



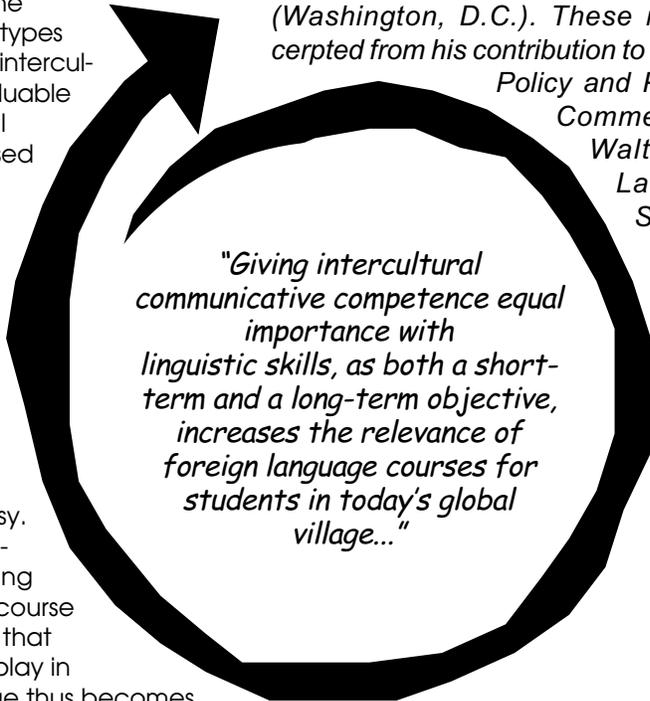
The attitudes and beliefs the learner brings to the foreign language class are often stereotypical images of the foreign country and its inhabitants. Have we as educators fulfilled our task if learners reach the end of the course without having reviewed those images in the light of critical analysis that will show learners how influenced they are by an ethnocentric view of the world? In the years after the course, learners may not be able to remember much about the grammar of the language, but a more open attitude to otherness and a willingness to accept behaviors and values that are different from those that constitute the social norm in their own culture will enhance their ability to communicate with people from other ethnic backgrounds at home and abroad. This will enable learners to be more enlightened and tolerant citizens and to interact positively with foreigners visiting the home country or encountered during professional or social excursions in other countries. Each more enlightened and tolerant citizen will provide an additional window to the world and so increase the home country's capacity to play a successful and culturally sensitive role in the global village.

In planning the course, the instructor has to take into consideration its short- and long-term objectives. Often the long-term goals consciously or unconsciously take precedence when this choice is made. I suggest that this is because native speaker fluency has been the conventional standard against which all levels of competence are calibrated. Because linguistic competence has been the ultimate goal, each course has been seen as a stage on the way to native speaker fluency. Michael Byram has pointed out that the native speaker may not be the most appropriate model for the foreign language learner. Interculturally competent communicators possess skills that enable them to mediate between people from different societies; native speakers do not need those skills for everyday interaction with fellow members of their own society. Furthermore, fluent foreign language speakers have their own personality and cultural individuality resulting from their upbringing and education in their home culture; they should not be expected to abandon that individuality in an effort to clone the native speaker. Such attempts at cloning often end in deep frustration, because no matter how culturally and linguistically competent the foreign language learners are, they remain outsiders to varying degrees depending on the native speaker's personal attitude to foreigners and the foreign country's general perception of the learner's home country.

Because the relationship between linguistic and intercultural goals varies depending on each individual's purpose in learning the foreign language, it would seem desirable that each course should be seen as an autonomous unit with priority given to short-term objectives that do not set unattainable linguistic standards based on the model of

the educated native speaker. Learners who decide not to continue formal foreign language study after the end of the course should expect to leave the course with skills that will be useful for their life. The skills associated with awareness of the ethnocentric origin of foreign stereotypes and ways of becoming an efficient intercultural communicator will be more valuable to the majority of such users than will linguistic skills that have not progressed past the beginner/novice level and that probably will not be used outside the classroom. Giving intercultural communicative competence equal importance with linguistic skills, as both a short-term and a long-term objective, increases the relevance of foreign language courses for students in today's global village, where access to a world beyond traditional borders is technologically easy. Giving more importance to intercultural skills in foreign language learning underscores the foreign language course as a part of the general education that enhances the role the learner can play in society. Learning a foreign language thus becomes a significant educational experience for all students.

Ross Steele is an associate professor and the chair of the Department of French Studies at the University of Sydney (Australia), as well as an adjunct fellow of the National Foreign Language Center (Washington, D.C.). These remarks were excerpted from his contribution to "Foreign Language Policy and Pedagogy: Studies Commemorating Ronald Walton," ed. Richard Lambert and Elana Shohamy (Amsterdam and Philadelphia: Benjamins, forthcoming, 2000). □



"Giving intercultural communicative competence equal importance with linguistic skills, as both a short-term and a long-term objective, increases the relevance of foreign language courses for students in today's global village..."



COOL SITES TO CHECK OUT

French

<http://www.utexas.edu/world/frenchintexas/annonce-anglais.htm>

The Department of French and Italian at the University of Texas at Austin is conducting a research project on the French, past and present, in Texas. It includes a symposium (to be held in March 2001), a publication and a web site. The research is multidisciplinary, analyzing the French presence in Texas from the viewpoints of History and Ethnohistory, Sociolinguistics, Literary Criticism, Art History, History of Science, Migration Studies and Cultural Studies.

General

<http://www.pitt.edu/~dpbrowne/bilingual/>

Did you know that Mick Jagger speaks French? or that Sandra Bullock speaks German? This web site offers lists of famous bilinguals and multilinguals organized by language spoken or by career (actors & actresses, athletes & sports figures, politicians, and singers). Entertaining for LOTE students and teachers alike!

<http://darkwing.uoregon.edu/~tpayne/lingolym>

This address will take you to the University of Oregon Department of Linguistics' U.S. Linguistic Olympics Web site. There are over 25 language puzzles geared to students who are native speakers of English. These problems may be downloaded for personal or classroom use. Although the problems are geared to secondary school students, many are challenging even to professional linguists.

Regional Education Service Centers

Region I

(956) 984-6000

Region II

(361) 561-8400

Region III

(361) 573-0731

Region IV

(713) 462-7708

Region V

(409) 838-5555

Region VI

(409) 295-9161

Region VII

(903) 983-2773

Region VIII

(903) 572-8551

Region IX

(940) 322-6928

Region X

(972) 348-1700

Region XI

(817) 625-5311

Region XII

(254) 666-0707

Region XIII

(512) 919-5313

Region XIV

(915) 675-8600

Region XV

(915) 658-6571

Region XVI

(806) 376-5521

Region XVII

(806) 792-4000

Region XVIII

(915) 563-2380

Region XIX

(915) 780-1919

Region XX

(210) 370-5200

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

A CLASS ACT: CONNECTIONS

A CLASS ACT is a new feature to the LOTE CED Lowdown that will present actual classroom activities tied to the 5 Cs: Communication, Cultures, Comparisons, Connections, and Communities. This article focuses on Connections and is reprinted with permission from the AATF National Bulletin, Vol. 25, No.3, January 2000.

INTERDISCIPLINAIRE À LA CARTE: MAKING CONNECTIONS IN THE FRENCH CLASS

Mapping relationships throughout the curriculum in an interdisciplinary experience, as the latest research shows, can dramatically impact upon students' learning. The world language curriculum provides a natural and perfect milieu for such implementation. This can be done on a team teaching basis or simply with the language teacher alone as the architect. Projects that derive from high student interest can also inspire creative techniques, spanning the gamut of multiple intelligences.

Students at the intermediate level of French study at Southern Regional High School, Manahawkin, NJ, delved into an interdisciplinary venture revolving around Gaston Leroux's literary work, *Le Fantôme de l'Opéra*. The worlds of French literature, language, culture, creative writing, art, music, theater, and technology melded into one. Classmates explored the humanities in many activities and studied interrelationships.

Eagerly devouring the text of this popular novel, young linguists discussed plot and plunged into the depths of literary analysis. They traced elements of the natural and supernatural, becoming philosophers in discussions of myth versus reality. Portraying psychologists, they deciphered the emotional interplay of characters, analyzed love triangles, antithesis, hypnotic charm, interior and exterior beauty, and various other phenomena. The French language was used as the primary medium of communication through brainstorming.

Historical connections interfaced beautifully with an overview of the latter half of nineteenth-century France, the time period of the setting of *Le Fantôme de l'Opéra*, through student research. Students investigated the major scientific and mathematical discoveries of the era. The key concepts were presented to the class in jigsaw, cooperative fashion. The requirement was a specified number of sentences in French practicing the past tenses.

Motivated to write, each student created a composition and a poem in French on any chosen theme related to the novel. Some chose the recurring phenomenon in world literature of the beauty and the beast. Results were elating, with some works being entered into national writing contests and our school literary magazine, *Visions*.

Tempera paints, assorted brushes, and super rolls of heavy paper now set the atmosphere for the next phase. A collective class mural of assorted scenes and impressions was designed, as students listened to and interpreted the

powerfully hypnotic and inspiring strains from the soundtrack of Andrew Lloyd Weber's *Phantom of the Opera*. They drew, painted, and became expressive artists, adding original lines of poetry.

Entirely enveloped by a brightly colored mural, with music in the background, the classroom was metamorphosed into a scene for a dramatic poetry reading of student work. Our own custom booklet of literary creations was compiled.

Phantom fanaticism caught on quickly as some class members surfed the Internet on their own time to find a "Phantom" Web site, where theories and thoughts were exchanged. One student's keypal even visited "Box Five" at the Opéra Garnier in Paris.

The highlight and culminating experience of this humanities endeavor was a trip to New York City to see the Broadway production of *Phantom of the Opera*. Learners then wrote critiques and reactions in French.

Tying the projects together in a true technological fashion, Southern Network News produced and broadcast a very professional looking video tracing our activities.

Many other projects using the thematic approach can help to interweave curriculum connections. For example, students voyaged back in time to the Middle Ages by studying the province of *La Bretagne*. The mysterious myths, legends, and romances, such as *Le Roi Arthur* and *les Chevaliers de la Table Ronde*, from French children's storybooks, encouraged students to investigate historical connections like the feudal system. Travel brochures and audio and video tapes make another fun learning project as students "tour" the region. Immersing themselves in the role of troubadours, many created and illustrated their own medieval myths. The unit ended with a sampling of *crêpes* and cider.

Learning activities such as these are geared to elements of Gardner's Seven Multiple Intelligences: the linguistic, logical-mathematical, spacial, intrapersonal, musical, interpersonal, and kinesthetic realms. The areas of reading, writing, speaking, and listening are covered. Enthusiasm and joy bubbled, learning flourished, and creative energy flowed from start to finish in our attempt to create a mini-world, where one discipline flowed smoothly into the next. □



Dreams Come True!

At some point in your life—perhaps many—you've probably visited an art museum, an air and space museum, a museum of science and industry, or a natural history museum. But a museum of language? Not likely, for there is none. A four year old Amelia Murdoch wasn't looking for a museum of language at the time, but she was wanting to find out more about the French words in a story her mother read to her; and later, as she became a student of foreign languages (Latin, French, Provençal, and Spanish), she was frustrated at the lack of information available on languages and linguistics and the difficulty (at the time) of finding language organizations to answer her questions. From these early beginnings developed the desire to make "language and linguistics more accessible to the public." Amelia C. Murdoch, Ph.D., has joined forces with interested parties from diverse groups—educational, governmental, social, scientific, literary, technological, and business—to begin a project which will culminate in the development of a National Museum of Language (NML). An organizing committee began meeting in mid-1997 to lay the groundwork for the project and build on work that had begun years earlier: to devise mission and vision statements, to establish subcommittees and by-laws, to set up a budget, and most importantly, to identify qualified

individuals interested in and available to work on the National Language Museum project. Murdoch, president of the NML nonprofit organization, says of the diverse group of volunteers, "...Everyone reflects a different interest. We have broad representation from the community, so that our museum can meet a wide range of interests."

According to an Information Bulletin Update (August 15, 2000), "[t]he Museum will serve as a resource for people in all walks of life, and will contribute to better understanding and communication among individuals and among the peoples of the world. The goals of the new museum include plans for future exhibits and programs such as the linguistic heritage of America, the history of language, world language displays, language and technology, linguistics, and a young linguist program. Among the facilities of the Museum will be an exhibit gallery, a theater for readings and presentations, viewing/listening rooms, a library and media center, and research accommodations. A web site and a 'virtual museum' are under development."

The mission of The National Museum of Language, as noted in its brochure, is "to enhance understanding of all aspects of language in history, contemporary affairs, and the future. By fostering the study of the nature of language, its

development and its role in society, and by exploring linguistic problems and ways of overcoming them, the Museum will serve as a resource for people in all walks of life, and will contribute to better understanding and communication among individuals and among the peoples of the world." The NML Newsletter (Fall 1999) indicates that the museum will "serve as a repository, a study center, and a teaching institution; it will sponsor research and lectures; establish a foreign language theater; present exhibits; and create a library of language materials, including films, tapes, and television and radio programs... Lastly, but perhaps most importantly, the NML envisions the establishment of an outreach program for the young would-be linguist: a central agency providing information, encouragement, and assistance in the study of foreign languages."

The NML is in the very early stages of planning and development, thus the exact location and projected opening date have yet to be specified. For further information, to become a contributing member, or to share your ideas, contact *Amelia C. Murdoch, President, National Museum of Language, 7100 Baltimore Avenue, Suite 202, College Park, Maryland 20740 or e-mail: natmuslang@juno.com.* □

LIFELONG LEARNING: THE PROFESSIONAL DEVELOPMENT OF TEACHERS



Today's teachers face increasing challenges brought on by an increasingly diverse student population; a greater range of student goals and learning styles; and an emphasis on thematic learning, collaborative learning, technology, and standards-based instruction. Foreign language teachers, in particular, face increasing enrollments and a shortage of certified teachers as well as an emphasis on the exclusive use of the target language in the classroom. Strong, relevant professional development is crucial, now more than ever, but traditional formats may not be adequate. A public domain document, *Promising Practices: New Ways to Improve Teacher Quality**, produced by the U.S. Department of Education emphasizes that districts must find ways to improve professional development practices:

"Most districts support teachers' investment in their professional knowledge and skills. Teachers take advantage of classes sponsored by their districts, work on advanced certificates or degrees, and attend workshops and summer institutes. Yet, these efforts often have little impact on student learning because they tend to be disjointed, unfocused and offer teachers few opportunities to learn by doing and reflecting on practice with their colleagues. In other words, professional development frequently lacks connections to practice and to high standards of student achievement or teacher development.

Changing these patterns in professional development is quite a challenge. Short-term, dis-

jointed development activities represent a significant "industry" in education. However, focused professional development that is based on high standards of teaching and learning and that profoundly changes practice is essential to improved teaching and better student achievement.

Fortunately, there is now much agreement about what professional development should be. It should be focused on what teachers in individual schools need to know and be able to do for their students. Teachers should work together to design and implement professional development based on shared concerns and strengths. Ultimately, professional development should build 'professional communities' committed to higher student learning. Data about student performance and student work should become tools for pulling a school faculty together to work collaboratively on helping students reach agreed-upon standards. Teachers want--and research confirms the wisdom of--continuous learning opportunities that are focused, reflective, and coherent."

Promising Professional Development Programs

Some consensus has been reached on what makes professional development activities effective. The U.S. Department of Education publication mentioned above identifies several characteristics of promising programs:

- They focus on teachers as central to student learning, yet include all other members of the school community.
- They focus on individual, collegial, and organizational improvement.

- They respect and nurture the intellectual and leadership capacities of teachers, principals, and others in the school community.
- They reflect the best available research and practice in teaching, learning, and leadership.
- They enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- They promote continuous inquiry and improvement in the daily life of schools.
- They are planned collaboratively by those who will participate in and facilitate that development.
- They require substantial time and other resources.
- They are driven by a coherent and long-term plan.
- They are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Professional Development in Texas: The LOTE CED's Response

As a professional development resource center for Texas teachers of LOTE, the response of the LOTE CED has been multifaceted.

Needs Assessment. We began by conducting a needs assessment survey of LOTE teachers and coordinators in the state and have used the results of that survey as a guide in all of our endeavors. For example, newsletters include news on training opportunities and



conference dates because teachers indicated an interest in this information; a recent issue also discussed the *information gap activity*, a subject with which many respondents indicated they were not familiar. Only 18% of respondents (Spring 1998) indicated they had reviewed the TEKS for LOTE extensively, so the Center prepared four training modules (see below) expanding on the standards and included sample implementation activities regularly in workshops and newsletters. Sample activities incorporating the TEKS for LOTE were at the top of the list of resources teachers requested as were conference sessions on a variety of topics, internet resources, and regional and district training.

TEKS for LOTE Training. We have developed four TEKS for LOTE training modules to help teachers familiarize themselves with the new standards, begin the process of implementing and assessing them in the classroom, and develop standards-based curricula. Over seventy trained facilitators are available to provide workshops through school districts and regional Education Service Centers. This professional development initiative follows the more traditional in-service pattern because of the large number of LOTE teachers in Texas and the need to disseminate information over a large area in a timely manner. The training modules, however, are flexible. Districts are encouraged to use non-traditional formats to help teachers process the information, such as after-school study/work groups where sufficient time is allowed for a great deal of hands-on practice.

Peer Coaching/Mentoring Initiative. Teachers should be involved experientially in the professional development process since, by itself, knowledge of *how* to change does not mean change will be initiated. For improvement to occur, new and refined skills have to be guided, practiced, and reflected upon in collaboration with colleagues. One goal of the LOTE CED is to create a network of LOTE teachers in Texas, trained in using peer coaching/mentoring models of professional development to help them implement state standards. To date, this initiative has trained twenty-two teachers in peer coaching and mentoring techniques and has equipped them with the materials and know-how needed to provide training to LOTE colleagues around the state. We believe this model is an obvious choice for effective professional development because personal choice and participant involvement are key characteristics of successful professional development programs and activities. Peer coaching/mentoring allows for various entry levels and individual differences to be built into the professional development structure; faculty take responsibility for identifying needs and determining goals for their own professional growth. Peer coaching involves pairing up experienced teachers who have common needs, goals, and interests and who work collaboratively to assist one another in the growth process. In mentoring, a more experienced teacher is paired with a new or less experienced colleague. (For additional information, see the LOTE CED Lowdown, Vol. 3.1) The same constructivist learning theo-

ries** applied in classrooms as students are guided in learner-centered activities and cooperative learning experiences are equally valid in teachers' own learning experiences. Teachers are learners in professional development settings, and both peer coaching and mentoring allow teachers to build knowledge through interactions with colleagues and by drawing upon what they already know.

Informational Resources. The LOTE CED also aims to keep language teachers informed and up-to-date on what is happening in the field of foreign language education through resources such as this newsletter and a web page and by sponsoring workshops and sessions at state and regional conferences.

In sum, the LOTE CED attempts to model itself after the characteristics of promising professional development programs by providing a variety of resources that respect and nurture the knowledge and skills of Texas LOTE teachers, that encourage collaboration and reflect current research, and that promote long-term planning and life-long learning. □

*A downloadable version of *Promising Practices: New Ways to Improve Teacher Quality* is available at: <http://www.ed.gov/pubs/PromPractice/>

**A constructivist theory of learning recognizes that learners construct knowledge and learn by doing for themselves and by interacting with others.

LOTE CED Bulletin Board

PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT FALL TFLAI

Austin is host to the fall TFLA conference where it is anticipated some 1900 participants will be in attendance. Among the LOTE CED facilitators presenting workshops are **Cindy Ong**, **Rosanna Perez**, and **Teresa Tattersall** whose workshop is entitled *Peer Coaching in Action: A New Model for Professional Development. Engagé! Active Learners in the Language Classroom* will be facilitated by **Renee Wooten** and **Kathy Gilbert**. **Bobette Dunn** and **Dorothy Cox** present *Make Assessment Your Best Bet!*, and **Pam Young** and **Debbie Oliver** will facilitate *Starting with Standards: A TEKS for LOTE Primer* geared to new teachers and those who haven't yet received professional development related to the standards. Don't miss the opportunity to get training designed especially for Texas LOTE teachers and to have an enjoyable learning experience led by the LOTE CED's excellent facilitators!

LOTE CED to Develop Video Series

LOTE CED staff will be working through the Texas Education Agency to bring you a video series entitled "*TEKS for LOTE: Learning Languages in Today's Language Classrooms.*" The series will be produced by TEA's T-STAR Studios and will premiere on the T-STAR network in the winter/spring of 2001.

NEW PEER COACHING/MENTORING FACILITATORS AID TEXAS ISDS

The most recent participants in a training-of-trainers for peer coaching and mentoring sponsored by the LOTE CED (See LOTE CED Lowdown, Volume 3.2) completed their field practice this past spring and are now busy conducting their initial training workshops in their school districts. These Texas teachers of LOTE, along with the original group of trainers, are available to share their expertise with other schools and districts and through the regional ESCs. If you and other LOTE teachers in your district would be interested in receiving training in peer coaching and mentoring, contact your regional ESC and request a workshop or contact the LOTE CED for more information. Current peer coaching/mentoring facilitators include the following:

Amarillo: Betty Olson

Austin area: Claire Curtice, B.J. Paris

Beaumont: Helen Sample

Corpus Christi: Tomacita Olivares

Dallas/Fort Worth: Patty Hodge, Nancy Hulama, Jon Keesling, Monica Marchi, Kim Malcolm

Houston: Leah Sequeira

Odessa: D'Ann Hervada

San Antonio: Greg Foulds, Julia Lozano, Cindy Ong, Rosanna Pérez, Teresa Tattersall

Tyler: Craig Gibson

Wichita Falls: Renée Wooten

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>



Peer Coaching/Mentoring Trainers Craig Gibson and Helen Sample conduct a workshop at the Spring TFLA conference in Nacogdoches.

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**
- **Module III-B - TEKS for LOTE: Developing Curriculum**
- **Peer Coaching and Mentoring for Teachers of LOTE**

Contact the TEKS liaison at your ESC or the language coordinator in your ISD to find out about workshops in your area. (For more information, see articles on professional development, page 8, and peer coaching trainers, page 10, this issue.) □

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.

DON'T FORGET!

Fall TFLA Conference
November 3-5
Austin, TX

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



Teachers of the Year

Eight Texas LOTE educators were named Teachers of the Year at the Texas Foreign Language Association's spring conference in Nacogdoches last April. Award winners for French were **Judy Rainger**, Hutchinson Junior High in Lubbock and **Geneviève Lesieux**, Jones High School in Houston. **Niels Nielsen**, Lanier Middle School (Houston) and **Rustin Buck**, Clements High School (Fort Bend) won German Teachers of the Year awards. **Yoshiko Brotherton**, Fort Bend ISD was named Japanese Teacher of the Year, and **Laura M. Giles**, Amarillo High School won for Latin. Spanish Teachers of the Year are **Lynn Basdeo**, Frankford Middle School in Plano and **Jennifer Clayton**, Hays High School in Buda.

TFLA recognizes Teachers of the Year annually at its spring conference. Awards are competitive, and teachers are nominated by their colleagues or administrators. Several factors are considered in the selection process including involvement in TFLA, excellence in teaching, professional contributions, publishing, awards, etc. If you wish to nominate an outstanding colleague, contact TFLA, 1320 Modiste Drive, Houston, TX 77055 or look for a nominations ballot in the fall issue of the TFLA Newsletter. Friend of the Profession awards are also presented at both the spring and fall conferences. Why not nominate someone you know who is a strong advocate for foreign language learning!?! ☐

I always know whose pig is dead

I am not a good mimic, and I have worked now in many different cultures. I am a very poor speaker of any language, but I always know whose pig is dead, and when I work in a native society I know what people are talking about and I treat it seriously and respect them, and this in itself establishes a great deal more rapport, very often, than the correct accent. I have worked with other field workers who were far, far better linguists than I, and the natives kept on saying they couldn't speak the language, although they said I could! Now, if you had a recording it would be proof positive I couldn't, but nobody knew it! You see, we don't need to teach people to speak like natives; you need to make the other people believe they can so they can talk to them, and then they learn. ☐

Margaret Mead, 1964



2003 ASSESSMENT OF FOREIGN LANGUAGE STUDENTS

As previously reported (*LOTE CED Lowdown*, V. 2.2), a project is currently underway that provides, for the first time, for a nationwide assessment of foreign language learners. The assessment will be part of the National Assessment of Educational Progress (NAEP), also known as the *Nation's Report Card*. The contract for the first phase of this project was awarded in May, 1999, to the Center for Applied Linguistics (CAL) who worked with the American Council on the Teaching of Foreign Languages (ACTFL) and the American Institutes for Research (AIR) to make recommendations to the National Assessment Governing Board (NAGB), the entity responsible for formulating policy and overseeing all NAEP assessments.

The fourteen-month project lays the groundwork for the assessment instrument by preparing a framework; test and item specifications based on the framework; preliminary achievement levels; a strategy for sampling students; background variables to be collected from students, teachers, and administrators; and a strategy for reporting NAEP results. Because Spanish is the most commonly studied foreign language in the United States, the first foreign language NAEP will be administered to 12th grade students and will include those who have learned Spanish in a variety of ways (including *outside* the classroom) and for varying lengths of time.

WHAT WILL IT LOOK LIKE?

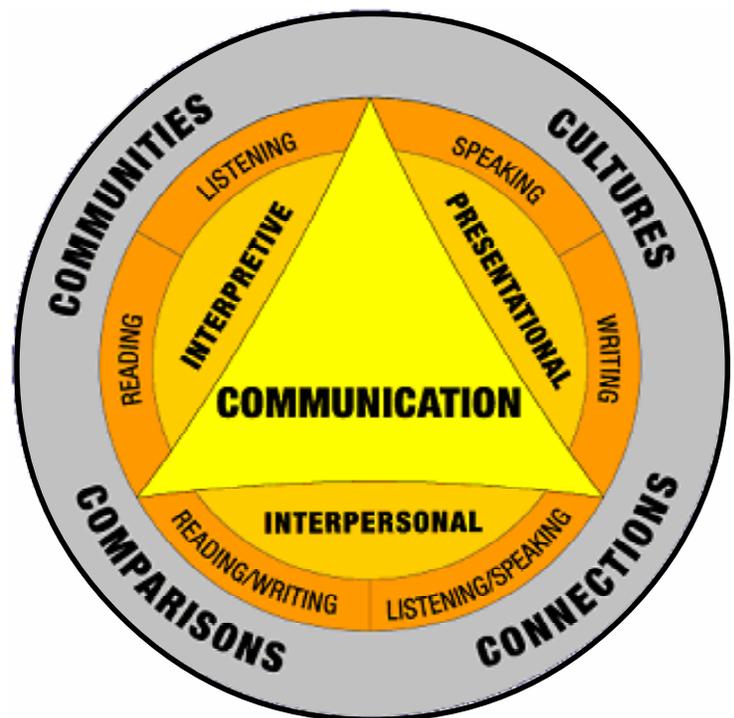
The foreign language NAEP is based on a general framework for assessing communicative ability in languages other than English. In this framework, listening, speaking, reading and writing skills are assessed within three modes of communication: interpersonal, interpretive, and presentational.

- The *interpersonal* mode involves two-way, interactive communication, such as conversing face to face or exchanging e-mail messages.

- The *interpretive* mode relates to the understanding of spoken or written language, such as listening to a broadcast or reading a magazine.
- The *presentational* mode involves creating spoken or written communication, such as giving a speech or writing a story.

The framework states that communicative ability will be assessed through authentic communication tasks that are called for in daily life, school, and work. Assessment tasks will reflect four interrelated goals that provide the basis for communication. These goals include the following :

- gaining knowledge of other cultures;
- connecting with other academic subject areas to acquire knowledge;
- developing insights into the nature of language and culture through comparisons; and
- participating in multilingual communities at home and around the world.



(2003 Assessment continued on page 14)

The consensus building committees recommend that the Spanish NAEP focus on:

- listening and speaking in the interpersonal mode,
- listening in the interpretive mode,
- reading in the interpretive mode, and
- writing in the presentational mode.

The two assessment areas not assessed by the Spanish NAEP, due to practical considerations of time and expense, are reading and writing in the interpersonal mode and speaking in the presentational mode. The four assessment areas chosen are those most used in real world communication by secondary school students.

HOW WILL LEARNERS BE ASSESSED?

Performances on assessment tasks will be evaluated on the criterion of how well the student understands (comprehension) and can be understood (comprehensibility). This criterion subsumes language knowledge, the appropriate use of communication strategies (such as asking for clarification or inferring the meaning of unknown words from context), and the application of cultural knowledge to enhance communication.

ASSESSMENT EXERCISES

The Spanish NAEP will assess students' communicative ability in Spanish using a variety of oral and written stimulus materials, accompanied by other non-textual materials such as photos, artwork, graphics, and videos. Different response modes will be combined with the stimuli in developing items. Each assessment area has different formats and specifications. The interpretive mode (both listening and reading) will be assessed using multiple-choice and short constructed-response type exercises; the presentational mode through short and extended constructed-response type exercises, and the interpersonal mode through a one-on-one conversation format. Although specifications vary across assessment areas, they are all based on and tied together by the framework.

A variety of exercises will be included to assess student's proficiency in the three communication modes. The exercises assess students in the four areas identified.

- A. Interpersonal Mode: Listening/speaking (conversation-) based tasks
- B. Interpretive Mode: Listening-based tasks
- C. Interpretive Mode: Reading-based tasks
- D. Presentational Mode: Writing-based tasks

All students (100% of the sample) will complete two of the three tasks in the assessment areas B, C, and D. Possible combinations for individual students include B-C, B-D, and C-D. The examination time for each student is 50 minutes, divided into two blocks of 25 minutes duration. Because of the costs of administering and scoring the conversation-based tasks, only a subset (20%) of the entire sample will be administered tasks in assessment area A. Those students being assessed on tasks in assessment area A have an additional 20-25 minutes of testing time.

REPORTING OF RESULTS

In the first stage of data collection, a background questionnaire will be administered to a random sample of 12th graders in U.S. public and private schools including those who have foreign language experience with Spanish (in and out of school), those who have experience with another language, and those with no foreign language experience. From among this initial group, students will be randomly selected for the NAEP assessment, and achievement will be reported for four groups:

- 1) Non-heritage language students with U.S. school experience learning Spanish and currently studying Spanish in the 12th grade.
- 2) Non-heritage language students with U.S. school experience learning Spanish and who completed their last Spanish course before the current year.
- 3) Spanish heritage speakers with U.S. school experience learning Spanish.
- 4) Spanish speakers (heritage and non-heritage) without U.S. school experience learning Spanish.

RECOMMENDED SPECIAL STUDIES

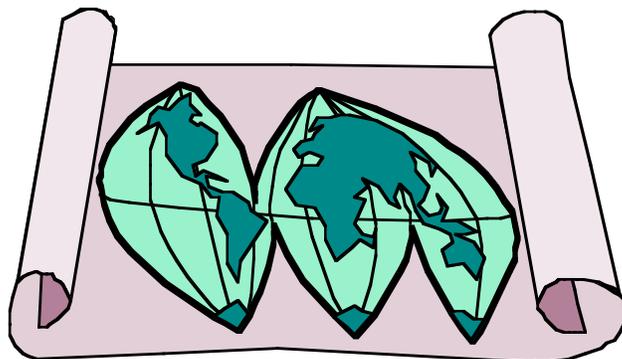
Because the primary assessment is limited in terms of the age of the learners and the language chosen, the NAGB asked the committees to recommend options for possible small-scale studies that could be done at the same time. The committees identified and prioritized three such studies:

- Achievement of early language learners in Japanese. A small-scale study at the 4th grade level would provide information on advantages of an early start in language learning and could focus on the advantages of different types of programs (Foreign Language in the Elementary School, Partial Immersion, or Total Immersion). The study could show what young children are capable of achieving in a language generally perceived as very difficult to learn and which has a different writing system than English.
- Achievement of 12th graders in Japanese. Since it is likely that achievement in language learning varies depending on the language studied, useful information can be gathered by comparing language learning achievement results for two languages at the same grade level (Spanish and Japanese).
- Achievement of early language learners in Spanish. The third recommendation proposes a small-scale study of 4th grade learners in Spanish in order to compare, “to some degree,” the results of 12th graders with those of 4th graders. Since most immersion programs in the U.S. are Spanish, sampling would not be difficult.

*This information has been excerpted/reprinted with permission from the web site of the **Center for Applied Linguistics**. For more information and to see sample assessment tasks and draft sample rubrics, visit the Web site at <http://www.cal.org/flnaep/review.html>.*

You can download the full text of the framework at <http://www.nagb.org>. □

**DID YOU KNOW YOU CAN ACCESS THIS AND PAST VOLUMES OF THE LOTE CED LOWDOWN ON-LINE? SIMPLY GO TO:
www.sedl.org/loteced/lowdown**



Make a case for including Less Commonly Taught (LCT) languages in your district's language program! Following is a list of the World's top ten languages by population:

1. Chinese, Mandarin
2. Spanish
3. English
4. Bengali
5. Hindi
6. Portuguese
7. Russian
8. Japanese
9. German
10. Chinese, Wu

Source: SIL International's 13th edition of *Ethnologue* (for more information, visit www.sil.org/ethnologue)

REFLECTIONS ON THE 1998-99 TEXAS/ SPAIN INITIATIVE TEACHER EXCHANGE PROGRAM

The following was written by Ginger Cline, participant in the 1998-99 Teacher Exchange Program and Spanish Teacher at Irving High School in Irving, Texas.

Some things are just too big for words. I am overwhelmed with emotion every time my mind drifts to the oasis of memories about my year in Spain as an exchange teacher. I loved it and would go back in a second. Putting it into words is something like mining for diamonds. I know the whole experience was a treasure, but the points where I was changed, forced to see from a new perspective, meld my culture and that of another people, stripped of things I took for granted and made to see what really mattered - those are the true jewels. Months later some are just now surfacing.

One of the obvious benefits was role-reversal. I am a teacher, but I became a student. I was able to experience the joy and frustration of stretching my language skills beyond my comfort zone. (Think you're smart, try dealing with bureaucracy in any language.) I realized what is and what is not survival language, what helps me retain and what enables laziness. Some of the stuff in my old textbooks gained new importance and some became trivial. I even saw through my husband and children, who went monolingual, how much can be achieved with very little language. (My three year-old's first word was "mío" (mine) and suddenly she had the attention of her classmates.)

I considered myself tolerant and open-minded. It is easy to think that when you do not feel any real threat to your position. Suddenly, I was a minority and an immigrant. My accent was different. My color and features were conspicuous. I sometimes imagined I was not different, but there were subtle reminders. For example, with friends and with strangers I fielded some really tough questions about the stereotypical America that seemed to come out of nowhere. (Why are you [Americans in general] so patriotic? Not to mention, I was there during the Lewinsky scandal and a "military retaliation".) I caught unintentionally pointed comments affirming their superiority over us. (They have public education starting at three and we don't start until five.) I learned to not take it personally. Those moments gave me insight into what they value and what they struggle with. On home soil, people now ask me tough questions and I find myself just as emotionally charged in defense of the Spanish right to their opinion. I learned not to be right all the time and how to avoid an argument. I am from a diverse school with a lot of immigrants. It made me more aware how hard it must be for some of my students to take social risks or get too close to some of their peers. My experience had advantages some of my students do not, like being temporary, but I come nearer relating to them and gaining their confidence than I did without it.

(Cline continued on page 17)

Remember all those college courses that cited research on how language is acquired with different methods and age? I watched my family and was amazed. My husband had taken basic Spanish before the trip. In Spain he took classes and studied at home. Though his social contacts were limited, he learned more from the friends we made and the television. He became proficient but by no means perfect. My three year-old daughter, on the other hand, went to school and was immersed. She spoke as well as her classmates by the end of the year and it was beginning to affect her English. And my baby was not talking as much as her older sister had at one year, but clearly understood gobs in both languages. Sadly, what was so effortlessly gained was also quickly lost. With only me speaking to the children in Spanish and no one who did not respond to English both daughters reverted. It opened my eyes to the vacuum in my community for early-childhood language programs. We did not qualify for bilingual education and could not commute 50 miles for an immersion school. As for my high school classroom I was convinced that students need more real communication and times when they cannot fall back on the crutch of English. I also realize that whether my students ultimately retain Spanish or not, they will take away valuable lessons of other kinds.

Last but not least, I look back and realize that if I had taken my own excuses when I heard about this program, I would never have gone. I have been guilty like everyone else of putting off things I really want to do in hopes of a less stressful time. But I don't like to look back and realize I missed my chance. I prefer to look back and savor the memories. Those are the experiences that charge my batteries and make me a better person, and yes, a better teacher. I hope my students catch some of that spirit. After all, language learning is about risk-taking and so is life. □

Friends in High Places

- ★ Support for foreign and bilingual education has recently come from both the Secretary of Education and the President of the United States of America. In March of this year, Secretary Richard W. Riley touted dual immersion programs, a bilingual teaching strategy designed to help students learn two languages at once. Native English-speaking children and non-English-speaking children learn together in classes where half of instruction is in English and the other half is in a second language, usually Spanish. Secretary Riley calls dual immersion "an idea whose time has come in a global economy" and continues to promote the benefits and value of "bi-literacy." "It is high time we begin to treat language skills as the asset they are," he said while calling for an additional \$50 million a year for recruiting and training bilingual teachers. Although some groups are critical of bilingual education, claiming that not enough instruction is given in English, others cite successful programs such as the one at Oyster Elementary School in Washington, DC. In this dual immersion program, each class has a Spanish and an English teacher, and both languages receive equal weight. Within three to four years, even children with no English language skills become bilingual and bi-literate. There are currently about 260 dual immersion programs in the United States; Secretary Riley has called for an expansion of that number to 1000.

Riley Endorses 'Dual Immersion' Programs. Education Week, March 22, 2000.

- ★ In an April, 2000 memorandum to the heads of executive departments and agencies, President Bill Clinton also expressed support for foreign language and international education. His memorandum directs agency and department heads, working in partnership with the private sector, to take several steps that would—among other things—increase the number and diversity of students who study and intern abroad, and promote international awareness and skills in the classroom and on campuses, including strengthening foreign language learning at all levels, and helping teachers acquire the skills needed to understand and interpret other countries and cultures for their students.

Memorandum for the Heads of Executive Departments and Agencies, April 19, 2000.

<http://www.ed.gov/PressReleases/04-2000/00419.html>

SCHOOL DISTRICTS AND LOTE EDUCATORS WILL WANT TO STAY ALERT TO SEE HOW THESE ENCOURAGING WORDS PLAY OUT IN LEGISLATION AND/OR FUNDING FOR FOREIGN LANGUAGE TEACHERS, STUDENTS, AND PROGRAMS.

EVALUATING TECHNOLOGICAL RESOURCES FOR THE FOREIGN LANGUAGE CLASSROOM

by Lynne Bouden and Kate Newman Jerris

The following article was published by the National Capital Language Resource Center and has been reprinted here with their permission. The article appeared in the The NCLRC Language Resource electronic newsletter in January of 1999 (volume 3, number 1).

The use of technology in the foreign language classroom allows students to take a more active role in the process of language learning (Schreck & Schreck, 1991, p. 478). Technology is also a source of diverse target language realia. Referring to Internet use, Osuna and Meskill (1998) write that, "The computer serves as a gateway to the virtual foreign world where 'real people' are using real language in 'real context'" (p. 71). With the variety of technology-based language resources available, it is important to know how to identify the most useful tools. This article aims to provide teachers with basic guidelines for the evaluation and selection of technological resources.

The initial step in choosing technological materials for the foreign language classroom is to identify the needs of the students. Teachers must consider the students' language level, the learning goals to be attained through technology use, and the types of tasks which will be most appropriate. With regard to language level, many CD-ROM and other software materials are designed for use with specific groups of learners. With use of the Internet, however, teachers will have to decide which Web sites are level-appropriate. To do so, teachers should consider who authored the site; sites authored by native speakers may be better-suited to higher-level learners, while those authored by non-native speakers or language teachers may be used more flexibly at different language levels. For teachers of languages with multiple dialects, such as Spanish, it is also important to verify that the materials are compatible with the dialect taught in the classroom.

Teachers must also determine the purpose that technology will serve in achieving learning goals, whether it be to aid with specific language skills or to teach about culture. Furthermore, the teacher must decide what types of tasks will best promote the learning goals. That is, will the technology be used for assessment, practice, communicative interaction in the target language, research, or games?

Another important criterion when selecting technological resources is the irreputability. Teachers should seek out software and consult web sites that are designed by reliable sources such as large companies, government agencies, or educational institutions (Osuna & Meskill, 1998, p. 83). With Internet use, teachers should be careful to choose sites that are regularly updated and well-supported.

In addition to these points which apply to the evaluation of pedagogical materials in general, there are technology-specific considerations that influence a teacher's choice of such materials. The following list highlights some, but by no means all, of the most important elements that need to be considered before new technology is implemented in the foreign language classroom.

- ✓ Does the Web site/software include sufficient examples to demonstrate specific pedagogical points and/or activities? If not, it may not be anymore useful than materials presented via a more traditional medium.
- ✓ Are directions and/or feedback given in the learner's native language or in the target language? If both native and target language

materials are available, how will the teacher ensure that students are gaining adequate exposure to the target language? While students may be more at ease with texts in their native language, the availability of native language materials may decrease use of the target language.

- ✓ Does the Web site/software allow for creative use of the target language, or does it merely ask for students to repeat previously learned material? A case can be made for including both types of activity. The appropriateness of either will depend largely on the learning goals and the learner profiles in a particular classroom.
- ✓ How interactive is the Web site/software? Will students primarily be reacting to written texts on the computer screen, or will they be actively engaged in the construction of a learning outcome? Do students have control over the pacing of the material? How frequently do students receive feedback? One of the major benefits of using computers in language learning is that the technology may foster greater student involvement than would a traditional text. Furthermore, immediate feedback is a non-threatening way to help students pinpoint their strengths and weaknesses in the target language.
- ✓ Does the technology have a clear purpose? To what extent are real-time video, audio, and the like incorporated into the Web site/software? Are these features integrated into lessons or are

(continued on page 19)

they extraneous? Bear in mind also that some technological features are more useful than others. In a program designed to teach pronunciation, for example, recording capabilities are of little use unless either the program itself or the teacher will also be able to give consistent feedback to the student.

- ✓ Is the Web site/software aesthetically pleasing? Will students enjoy using it? To what extent are graphics and other visuals integrated into the site? Is the incorporation of such features purposeful or irrelevant? Visuals can potentially enhance or detract from the student's learning experience; the presentation of onscreen material should neither bore nor overwhelm the student.
- ✓ Does the teacher need to guide the students through the software, or will the students be able to work independently? Careful attention should be paid to the amount of technological savvy required of the learner (and the teacher) in using a particular program or Web site. Additional considerations include how much time it will take to complete the activities and whether the Web site/software program is easily navigable. If more time must be devoted to learning the mechanical aspects of the technology than to actual foreign language learning, then perhaps the use of a particular piece of software or Web site should be reconsidered.
- ✓ Is the program organized in a strict sequence of units, or can different sections be used at random, according to an outside syllabus? That is, could the Web site/software be used by individual students outside of the classroom, or would it be better as a supplement to the teacher's regular lesson plan? For the

purposes of lesson planning, teachers should consider whether the materials stand alone, accompany a specific textbook, or can be incorporated into an already established syllabus.

Some educators protest that technology in the classroom threatens to replace the teacher. However, the teacher's responsibilities are not diminished when technology is incorporated into the classroom, since it is the teacher who chooses materials, plans and prepares lessons, and directs students' use of these resources. Teachers must also be active monitors of lessons, aiding students and checking their progress. Internet use, especially, requires teacher involvement to make sure that students are indeed using the target language and that they do not stray from the language topic to explore other Web sites or unrelated subjects. While teachers are still active in the learning process, technological resources allow students the opportunity for independent language study. Such an opportunity may increase their interest in language learning and encourage them to use technology for learning outside of class. Therefore, simply by introducing these special resources to students, teachers play an important role. They provide students with an understanding of the value of this media and promote not only foreign language learning, but future learning through technology in all subjects.

N.B. The above article draws on material discussed in Professor Alison Mackey's course on EFL Materials Preparation (LING 358) at Georgetown University in the Fall of 1998.

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Osuna, M. & Meskill, C. (1998). Using the World Wide Web to integrate Spanish language and culture: A pilot study. Language Learning and Technology, 1, 2, 71-92.

Schreck, R. & Schreck, J. (1991). Computer-Assisted Language Learning. In M. Celce-Murcia (Ed.) Teaching English as a Second or Foreign Language, Boston: Heinle and Heinle Publishers.



2001 ADFL Summer Seminars - Start Planning Now!

Each summer the Association of Departments of Foreign Languages (ADFL) sponsors intensive summer seminars. These very well-received seminars provide an opportunity for college and university department chairs, language coordinators, and program administrators to discuss life and work in departments of foreign languages. In the summer of 2001, one of the seminars will be held at the University of Texas at Austin. The registration fee is \$250 (\$300 for nonmembers) and it includes most meals, but not housing. For further information and glowing reviews of past seminars, check out the ADFL web site at <http://www.adfl.org/index.htm>. You may also write or call Elizabeth Welles, Director, or David Goldberg, Associate Director, ADFL, 10 Astor Place, New York, NY 10003-6981; (212) 614-6325.

LEARNING SCENARIO WORKSHOP – SPRING 2000

- Interested in working with colleagues to learn about and develop TEKS-based units of study?
- Would you like to earn some money for putting your ideas down on paper?
- Would you like to travel to Austin and stay overnight, expenses paid?
- Would you like to have your creative endeavors published for all Texas teachers of LOTE to see?

IF SO, APPLY TO ATTEND THE LOTE CED'S LEARNING SCENARIO WORKSHOP!

when? April 2001 (exact date to be announced)

how? An application will be disseminated through Texas LOTE Coordinators in January 2001. However, if you are interested in applying and would like to have an application sent directly to you in January, please call or e-mail Lillian King at the LOTE CED to be placed on the learning scenario workshop mailing list.

phone: (800) 476-6861, x288

e-mail: leking@sedl.org

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