

Languages Other Than English Center for Educator Development

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NATIONAL BOARD CERTIFICATION FOR TEACHERS OF LOTE

National Board Certification is a demonstration of a candidate's teaching practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching.

— National Board for Professional Teaching Standards: What Every Teacher Should Know (2001)

Although the **National Board for Professional Teaching Standards** (NBPTS) was founded in 1987 and has been certifying teachers since 1993, many foreign language teachers may not be familiar with this nonprofit, nonpartisan and non-governmental agency. Although the NBPTS offers certification in thirty different fields, this is the first school year in which teachers of LOTE have been able to apply for certification by the board. This year, two certifications are available for LOTE educators (*currently only French, German, and Spanish*): Early and Middle Childhood/World Languages Other Than English and Early Adolescence Through Young Adulthood/World Languages Other Than English.

What is National Board Certification and why would it interest me?

The mission of the NBPTS "is to advance the quality of teaching and learning by: maintaining high and rigorous standards for what accomplished teachers should know and be able to do, providing a national voluntary system certifying teachers who meet these standards, and advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers." Certification by the NBPTS does not duplicate licensure by individual states which set entry-level standards. Rather National Board Certification is offered on a voluntary basis and establishes *advanced* standards for *experienced* teachers.

What are NBPTS standards?

Certification standards for each of the certification fields all reflect Five Core Propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Standards for each field are developed through the consensus of a committee composed of practicing classroom teachers in that field along with teacher educators, developmental experts and other disciplinary leaders. Standards are extensively reviewed before being approved and are then published in a standards document. Applicants for National Board certification must demonstrate that they meet or exceed these standards.

What does the certification process involve?

Applicants undergo a rigorous, year-long, performance-based assessment designed to evaluate their actual teaching practice and their depth of subject-matter knowledge. Assessment involves development of a portfolio showing evidence of the teacher's impact on student learning (including samples of student work, videotapes, and reflections on teaching and learning) and a series of assessment center exercises that focus on content knowledge.

Facilitator Spotlight



Anna Dell Williamson has taught Spanish and French at Pearland High School for 22 years. She currently teaches Spanish III, Spanish IV-AP, and Spanish V-AP and serves as LOTE department chairperson. Anna Dell is active in

CAPE, the Consortium for the Advancement of Professional Excellence, a group of thirteen neighboring school districts that work together to present professional development programs during the summer. She has presented workshops for the consortium on international travel with students and computer training. Anna Dell is a member of the Texas Foreign Language Association, Texas Association for Language Supervision, and the American Association of Teachers of Spanish and Portuguese, Costa del Sol Chapter where she serves as Secretary. She is a frequent presenter of TEKS for LOTE workshops for her department and has also presented training modules to teachers of other districts. She presented a demonstration activity for her AATSP chapter as well. Anna Dell believes that professional development is a crucial part of training and retaining LOTE teachers. She says, "As a profession, we need to support each other and share our activities and experiences with other teachers. I find many LOTE teachers who are willing to do just that, and it helps make being a foreign language educator a rewarding experience for us all."



Debbie Rash has taught Spanish and English for the past 22 years in Mabank, Mexia, Fairfield, and Pearland (for the past 3 years). She currently enjoys teaching Spanish I and II and says it is still great fun preparing learners for

the upper-level classes. Debbie has been a member of Delta Kappa Gamma and was an officer in that organization. She is currently a member of TFLA and the AATSP, Costa del Sol Chapter where she serves as Treasurer. Debbie has facilitated all of the LOTE CED TEKS for LOTE training modules with Anna Dell

and believes they have served her "as a great tool to enhance [her] own understanding of the TEKS and their implementation into the classroom setting." Debbie enjoys facilitating workshops with Anna Dell because the training carries an important message to new teachers and seasoned educators alike.



Jo Holland is a Spanish teacher and former department chair at Poteet High School in the Mesquite ISD. She has been in the profession for 18 years and most recently taught Honors Spanish III and AP Spanish IV and V. Jo, a member of a district leadership group

called Apple Corps, is currently on a requested year of administrative leave. She continues, however, to provide TEKS for LOTE training to school districts around Texas. Jo also served as a consultant to the LOTE CED in the development of *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*. Jo's training partner is Linda Attaway who was featured in the last *Lowdown*.



Karen Anderson, daughter of a French mother and an American father, turned her passion for languages and traveling into a teaching career when she began working at Plano East Senior High School 17 years ago. Currently, she teaches French II Honors, French III

Honors, and Spanish II and has also taught Spanish I, Spanish II Honors, and French I. In addition, Karen has experience at PESH teaching Junior English, Senior English, PSAT prep courses, and TAAS remedial courses. She has served as Foreign Language Team Leader and as a mentor for new language teachers. Working with ACIS, Karen has organized and led many student groups to Europe. Karen shares her experience and understanding of the TEKS for LOTE with her colleagues by facilitating numerous workshops in her district. Her training partner is Maritza Sloan who was featured in the last *Lowdown*.

Resources

AATG Teaching Resources

http://www.aatg.org/teaching_resources/index.html

German teachers should be delighted to discover the Teaching Resources area of the American Association of Teachers of German (AATG) Web site. The AATG Technology Committee, which oversees the development of this online resources index, recognizes that the Internet is becoming an increasingly powerful educational tool. Their goal is to help teachers of German use the Web more effectively and efficiently by making relevant Internet resources more accessible.

This site links to a wide variety of online content organized by topic. Teachers will also find self-contained exercises, Web-based activities, standards-based learning scenarios, and online German courses.

The Technology Committee is committed to working with the AATG membership to make this "Supersite" the premiere Web portal for German language educators. Toward that end, recommendations for additions to the site are encouraged.

Upcoming Conferences

Texas LOTE Leaders Workshop

February 15 • Austin, TX

ephillip@sedl.org

Southwest Conference on Language Teaching (SWCOLT)

March 7–9 • Oklahoma City, OK

www.learnalanguage.org/swcolt

Texas Foreign Language Education Conference: Innovations in Research Design and Foreign Language Education

March 29–30 • Austin, TX

www.utexas.edu/students/flesa/texflec

Texas Foreign Language Association (TFLA)

April 5–6 • Midland, TX

www.baylor.edu/TFLA

Northeast Conference on the Teaching of Foreign Languages

April 18–21 • New York, NY

www.dickinson.edu/nectfl

Texas Conference on Coordinating Languages

April 28–30 • Austin, TX

Check the LOTE CED Web site for a regularly updated list of conferences and other activities.

<http://www.sedl.org/loteced/>

LOTE



LINKS

EspañOlé

<http://members.yourlink.net/kappa/espanole/>

An expansive collection of links to resources for studying, teaching, or simply appreciating the Spanish language, its literature, and the Hispanic arts, music, people, history, foods, and lands.

Curriculum Units for Spanish Classes

The following links are examples of curriculum units written by participants in the Yale-New Haven Teachers Institute. You may wish to explore the main site for more units on language and culture: <http://130.132.143.21/ynhti/>

- **A Folklore Approach to Teaching Spanish Exploratory Classes**
<http://www.yale.edu/ynhti/curriculum/guides/1984/3/84.03.04.x.html>
- **Spanish-American Voices in American Poetry (Spanish for Spanish Speakers)**
<http://www.yale.edu/ynhti/curriculum/guides/1991/4/91.04.02.x.html>

Professional Journals and You: The French Review

The American Association of Teachers of French publishes its refereed journal, *The French Review*, six times a year. Each issue contains a series of articles in such categories as society and culture, pedagogy, literature, film, and classroom instruction and learning. It also contains reviews of recent publications related to literary history and criticism, film, society and culture, course materials and methodology, linguistics, and creative works. A column entitled “La Vie des mots,” looks at new developments in the French language. Featured articles are published in either French or English. Of particular interest to the technologically inclined, AATF’s web site has a link to supplements to articles published in *The French Review*. Authors of articles may provide updates and additional information, reviewed by the editorial staff, and hosted on the author’s web site. This year’s volume contains numerous articles of interest to French teachers and francophiles such as the following selections:



Focus on the Classroom/Pedagogy: Reconsidering French Pedagogy: The Crucial Role of the Teacher and Teaching (Vol 74, 6); Teaching Articles: How Students Can Master the French Determiner System (Vol 75, 2); Fostering Student-Student Interaction in a Whole Group Setting (Vol 74, 6); Student Web Pages in Advanced French (Vol 74, 5); Some Suggestions for Teaching Intermediate Composition (Vol 75, 1); Block Scheduling Revisited (Vol 75, 1); Critical Reading and the Internet (Vol 74, 6).

Society and Culture: Le Business du Rap en France (Vol 74, 5); Les Petits Français à l'école du goût (Vol 74, 3); From Classic to Pop Icon: Popularizing Hugo (Vol 74,3); Links and the Teaching of Contemporary Issues in the Francophone World (Vol 75, 2); La France et la politique sociale de l'Union européenne (Vol 75, 2); Cherchez la femme! Sexual Equality in Politics and Affirmative Action in France (Vol 74, 5).

Film: Le Rôle et l'importance du cinéma dans les oeuvres d'Albert Camus (Vol 75, 2).

Literature: Le Désir de créolisation dans *Sur l'autre rive* d'Henri Lopes (Vol 75, 2); Myths and Metaphors of Food in Oyono's *Une Vie de boy* (Vol 74, 5); L'Année théâtrale 2000 (Vol 75, 1); “Les Grands Ecrivains” and the Novel in 2000 (Vol 75, 1); Addressing Linguistic and Cultural Diversity with Patrick Chamoiseau's *Chemin d'école* (Vol 75, 1).

National Board for Professional Teaching Standards

Continued from front page

What help is available for those desiring to undertake this rigorous certification process?

The Texas State Board for Educator Certification coordinates subsidy funds to support candidates at 50% of the certification fee. Some school districts in Texas also support National Board certification by providing salary supplements for those achieving certification, sponsoring pre-candidacy in-service training in preparation for the certification process, and/or paying all or part of the certification fee. Find out more about these Texas districts at the NBPTS Web site under “local activities.”

Where can I get more information?

This article has provided only a brief overview of the National Board certification process and the standards for teachers of World Languages Other than English. For ordering information and complete background information on the NBPTS, the certification process, standards for World Languages Other than English and how the standards were developed, and how Texas supports National Board Certification applicants, visit the NBPTS web site at <http://www.nbpts.org> or call (800) 22TEACH. (The National K-12 Foreign Language Resource Center is sponsoring a workshop on National Board Certification this summer. See page 10, this issue.)

Since the certification process involves a great deal of time (200-400 hours for development of the portfolio) and expense (2001-2002 assessment fee is \$2300), seeking National Board Certification is not for the faint of heart! But for those educators who are leaders in the field and who have attained master status—if not master recognition—the challenge afforded by the NBPTS may provide what some board certified teachers have called “the best professional development experience of their lives.”

This article was inspired by a conversation with LOTE CED consultant Toni Theisen of Loveland, CO, who served on the committee that developed the standards for World Languages Other Than English. It summarizes information found in National Board for Professional Teaching Standards publications and on the NBPTS web site.

TEA Transitions: Reflections on the Past and Future

After approximately 40 years in education, I recently retired from my position as Director of the Languages Other Than English Unit at the Texas Education Agency. Following a long and very happy career, the decision to retire was made with a mix of sadness and excitement. Sadness because of my separation from the many wonderful colleagues that I came to know well and respect highly. Excitement because I see retirement as a different path that will allow me to continue to serve. Reflecting on my years in the classroom and at the Agency, I am in awe of the miraculous revolution that the language learning profession was able to experience in those years and that I was lucky to be a part of.

My student teaching assignment was at Wynn Seale Junior High School in the Corpus Christi Independent School District in 1963. The adopted textbook that I was required to use for Spanish I in Grade 9 was *El Camino Real* (Houghton Mifflin, 1946). This textbook was a legend in the field, having been adopted by the state in 1946 for the first time, but already a very popular and widely used revised edition nationwide. *El Camino Real* was a textbook designed to teach reading comprehension through heavy emphasis on grammar and translation. The book's treatment of culture was quaint, full of stereotypes, and principally "big C."

During my first years of teaching, I was fortunate to have been a part of the district textbook adoption committee that selected the first and very controversial high school audiolingual textbook. The methodology reflected in the textbook series was an obvious backlash to previous textbooks and focused on the teaching of speaking and listening comprehension. I can still remember the professional development sessions that prepared us to lead oral group recitations of dialogues and the choruses of student voices being led in the correct pronunciation and intonation of formulaic expressions and dialogue sentences. Those dialogues have been committed to memory for all of my days!

While at the Agency, a forward-looking state textbook committee adopted the first Spanish textbook developed by Houghton Mifflin that was based on the theory of communicative competency and the use of transformational grammar. This very carefully structured and scripted textbook required teachers to follow the material closely, left teachers with little room for adaptation, and aspired to lead students to more real-life use of the target language. As I remember, while many Texas teachers remained skeptical of the methodology exhibited and uncomfortable leaving behind the more recognizable and familiar textbooks, some innovative souls embraced the new materials with great enthusiasm.

The eighties brought the proficiency-oriented classroom and once again a shift and a refinement of the goals of language learning. The earliest significant impact of this philosophy in Texas was in the area of teacher standards with the adoption of the oral proficiency standard as a prerequisite for Texas teacher certification in Spanish and French. Next came the national standards, the TEKS, and the state emphasis on professional development through the LOTE CED. In 2001, more students in Texas learn languages than ever before, foreign language study is required in the recommended high school program, more students begin language study earlier, language teachers have a higher proficiency in the languages that they teach, more and better focused professional development opportunities are available for Texas language teachers throughout the state, new standards for teachers of languages are about to be developed, etc. As kids say these days, "It is really awesome!" A bloodless revolution was led by legions of inspired, tireless, and enthusiastic foreign language teachers. And the best is yet to come! I cannot wait to play a part in the next chapter.

María Inés García

The new Director of Languages Other Than English at the Texas Education Agency? Me? Oh my. How do I feel about that? And what does it mean for the future of language education in Texas?

First, my feelings. I feel profoundly sad at Inés García's retirement, having worked at her able side for more than 24 years. We, with Bobby LaBouve, were often affectionately referred to as "the triumvirate," together for 16 years as the threesome from Texas (LaBouve from 1966-1993, García from 1974 to 2001, and Johnson since 1977), one of the very few states ever to have three language specialists at the state level consistently over time. But then there were two, as Bobby passed the torch to Inés on his retirement in 1993. And now, after eight years of strong leadership and generosity to the profession as Director, Inés, too, has passed the torch to the remaining family member. . . moi!

My task for the present is to mask my sadness, jump to the challenge of the work at hand, and reconfirm a vision for the future of languages in Texas. I can do that! At hand, in our case, means supporting a number of critical efforts: continuation of full support for the LOTE Center for Educator Development, under the very able leadership of Elaine Phillips and Chuck Reese; the various initiatives operating under the agreement between Texas and Spain, with Inés helping on a contractual basis to ensure that those efforts flourish; a massive new textbook adoption, for the first time in all languages at all levels at the same time, with the actual adoption to take place in 2004 with new materials in all classrooms for August 2005; work with the State Board for Educator Certification on LOTE teacher standards and teacher certification test development and revision; continued efforts to collaborate and cooperate with school district LOTE leaders in implementing successful language programs around the state; and hiring shortly a new assistant director to help me out!

For the future, my hopes and dreams are to help ensure quality language programs for all students with outstanding, qualified teachers who choose to continue to grow professionally, in programs that begin in the early elementary grades and continue in an articulated manner through the middle and high school grades into college and life beyond. Everything that goes into making that happen has implications for the work we must do: dealing with teacher shortages while trying to start and build new programs; ensuring that students and teachers have access to the best instructional materials; continuing professional development efforts that are readily available, meaningful and effective; working with the profession to find ways that legislative and policy-making bodies can support and encourage our efforts and become advocates for language study for all.

I am moved to learn from our past efforts, continue good works in progress, and dig new ground for the future. I know I can count on many of you to help me bring it off, and I look forward to your recommendations, your vision, and your support!

Carl H. Johnson

THE METZ EXCHANGE: THE SMYRLS ABROAD

This is the second of three installments of Carolyn Smyrl's account of her family's adventures living in France in the 1980s. In spite of the intervening years, we believe the family's experiences would not be markedly different today. Those who've traveled and/or lived abroad—or those who would like to—will enjoy this humorous account of living and learning in a different culture. The entire article originally appeared in Chronicles of Smith County, Texas in the summer of 1987.

Running a kitchen in a new language was a never-ending challenge. Suddenly to have everything named something else does something to a housewife's mind. Have you ever tried to make a salesperson recognize that you want cinnamon by describing what you do with it? The differences in the way items are packaged also gave me some difficulty. After searching the shelves for baking needs. I finally found the vanilla extract. It was sold in a little envelope with the vanilla on about a tablespoonful of sugar. I never found it in liquid form. I looked, unsuccessfully, for weeks for baking powder. Finally, Frank found it. It, too, was packaged in tiny envelopes containing about two teaspoonfuls per package. Everything seems to be packaged so that there is nothing left over to store. One of the skills of a French housewife is to cook precisely the amount needed for a meal—no leftovers. The French do not waste as much as Americans do; I came to feel terribly guilty every time I let a few inches of that wonderful yard-long French bread go stale.

One of the skills of a French housewife is to cook precisely the amount needed for a meal—no leftovers. The French do not waste as much as Americans do; I came to feel terribly guilty every time I let a few inches of that wonderful yard-long French bread go stale.

The kitchen appliances in our apartment are worthy of mention. The refrigerator was about the size of one found in a college dorm room. Its freezing compartment would hold three ice trays. There was no room for frozen food. The stove had four burners and a small oven fueled by a butane gas cylinder that stood behind the kitchen door. The cylinder had to be returned to the grocery store each time it ran out of gas, which seemed to happen only on holidays. The washing machine was unlike any we had ever seen. The

drain hose had to be emptied through the kitchen sink, so it was impossible to wash clothes and dishes at the same time. Another oddity about it was that the water entered the machine cold and then was heated to whatever temperature set for the cycle. Then, after the clothes washed, we could set another control, and they would dry in the same machine. The only problem was that just to wash and dry one load of clothes would take four or five hours. We noticed that, even in the most affluent French homes, the people did not have or use clothes dryers the way that Americans do. They consider dryers a waste of energy.

By the end of September, I was ready for a vacation. Vivian and I had bought *France vacances* train tickets before we left the United States. They are similar to Eurail passes, but are limited to use within France. Our tickets were good for seven days of travel, so we made a loop around France through some cities we had not visited before. Our first stop was Poitiers, where the Black Prince ruled after the English defeated the French in 1356. We saw the Palais de Justice where, in 1429, Jeanne d'Arc was questioned before being given command of the French Army. We had a family interest in visiting Poitiers, since Frank's brother had studied there. Poitiers has been a university town since 1432 and still has a youthful, intellectual atmosphere.

We continued on to La Rochelle the next day. Noted for its history of Protestantism and resistance to siege, La Rochelle sparked my interest to re-read *The Three Musketeers*, this time in French. Climbing about the towers of the old port, one could imagine Richelieu there. Taking a boat ride into the harbor, it was impossible not to think of the English fleet standing off the coast.

It was not until we arrived in Carcassonne the next day that we learned that many of the French trains were already stopped and that a general



rail strike was developing. We were about as far from Metz as one can be and still be in France. We visited the old city and walked along its ramparts not knowing if we would be there for our planned one-night stay or if we would be stranded there for an indefinite period. Even that worry did not diminish our delight in the old, restored city. It was like a Disneyland from the Dark Ages. We checked it as a “must-see” for Frank and Morgan, knowing that we would enjoy returning there with them. The next day, Vivian and I proved our determination, French-speaking abilities, and luck, not necessarily in that order, by renting a car in Carcassonne to drive to Marseilles. The hotel keeper had cautioned us against taking the train, saying that it might be run out into the countryside fifty kilometers or so and be stopped by the strikers. Since we had friends expecting us in Marseilles and Aix, we decided that it would be safer to rent the car and drive. The countryside through which we passed made us think of the Texas hill country north of San Antonio. It was a lovely drive.

Vivian’s families with whom she had lived as a Rotary student three years before welcomed us in Aix. They all seemed pleased to see us, and we had a good visit with them. We also got in a visit with Frank’s sister-in-law’s mother and aunt in Marseilles before it was time to return to Metz. After a week of constant travel and excitement, perhaps the best news that greeted us in Marseilles was that the rail strike was over. We

As Frank noted, we never got to use the phrase found in every freshman French textbook, “La plume de ma tante est sur la table” the whole time we were in France.

took the night train back to Metz, sleeping in the tiny couchettes like weary, veteran travelers.

Frank’s university duties began October 21st. Vivian and I enrolled to audit courses at the University of Metz. I attended two history classes in addition to the French-for-foreigners class that Frank, Vivian, and I were in. Our French class was like a miniature session of the United Nations with 15 students from 10 different countries. The instruction was entirely in French, since that was the only common language we had, besides being what we were trying to improve. Our instructor, Mme. Honnert, was one of the best teachers I have ever had. The class met for seven and a half hours each week.

Vivian was asked to teach English at one of the cultural centers in Metz. She had two children’s classes and one adult class each week. It was enough to keep her busy, but it still allowed her time to visit libraries and archives to continue her own research projects, as well as giving her teaching experience.

Frank’s courses at the university were offered through the English department, and were called “American Civilization.” In truth, they were history and government courses on the topics of slavery, U. S. history since 1865, American thought and ideas since 1932, and the U.S. Constitution. Seeing the depth of study that students have in their language courses there, we began to understand why their foreign language studies are so superior to the foreign language courses offered in typical American schools. Their students learn to speak and understand the language, whereas so often our students

merely learn to call the words. As Frank noted, we never got to use the phrase found in every freshman French textbook, “*La plume de ma tante est sur la table*” the whole time we were in France.

We continue with the adventures of the Smyrl family in the next Lowdown. This article is copyrighted by the Smith County Historical Society, Inc. and is reprinted with permission.

A CLASS ACT: Elementary German

A CLASS ACT features learning scenarios tied to the five Cs: Communication, Cultures, Comparisons, Connections, and Communities. The following is an excerpt reprinted from the on-line ERIC Digest: *Thematic, Communicative Language Teaching in the K-8 Classroom* by Mari Haas, Teachers College, Columbia University. The complete article may be accessed at <http://www.cal.org/ericcll/digest/>.

The scenarios described in Haas's digest were designed by teachers who used Pesola's (1995) framework as a guide to develop thematic units for language immersion settings. "[T]hey planned lessons around themes that were interesting to the students, asked the students to think critically, reinforced concepts and skills from the regular classroom, integrated culture, and gave students many opportunities to use the target language in a variety of situations" (Hass, 1999). The following is an example of one such unit designed for elementary-aged students of German.

A German Fairy Tale

In this 3-week unit, Frederike introduced her third-grade German students to a story based on a Grimm's fairy tale about a pancake (Pfannkuchen) by singing the song *Ich Habe Hunger (I Am Hungry)* with them, then preparing batter (measuring in grams) and cooking a pancake in class. Next, pairs of students compared the sentences they had cut apart from mixed-up copies of the recipe and resequenced them in the appropriate order. Throughout the unit, Frederike began each class by telling or retelling part of the pancake story. *The Thick, Fat Pancake (Der Dicke Fette Pfannkuchen)* is the story of an old woman who bakes a pancake that does not want to be eaten. It jumps out of the pan and rolls through the forest. The pancake's delicious smell attracts one forest animal after another. The names of the animals describe their characteristics, such as Wolf Sharptooth (Wolf Scharfzahn) and Rabbit Longears (Haselongohr). As the animals tell the pancake to stand still so that they can eat it, each one adds another adjective to describe the pancake: "Thick, fat, dear, sweet, yummy, wonderful, golden, delicious, marvelous pancake, stand still! I want to eat you up!" At this request, the pancake laughs and waves and continues rolling down the hill. Finally, the pancake meets two hungry orphans, jumps into their laps and begs, "Eat me, I will give you strength." The orphans then eat the pancake.



The students practiced new vocabulary by drawing pictures on the board as Frederike recited the scene and by sequencing sentences about the story using sentence strips and a pocket chart. The retellings were never boring and always included student input and probing questions that elicited information about the animals in the fairy tale. With each storytelling, Frederike emphasized different vocabulary or introduced a new animal. She also engaged the students in activities that provided practice in using German:



- copying sentences from the story and illustrating them to create personal storybooks
 - listing characteristics of the animals, such as the large, sharp teeth of the wolf
 - creating surnames for the animals, like Wolf Sharptooth
 - playing "inside outside circles" (Kagan, 1989), with one circle of students asking questions about the story and their partners in the other circle answering
 - pretending to become animals and pancakes when the teacher waved her magic wand, then role playing their actions in the story
- singing and dancing the "duck dance" and learning the parts of the animals' bodies
 - listing what the animals ate and learning the German words for carnivore, herbivore, and omnivore
 - practicing reading the fairy tale to a partner
 - selecting roles for a play based on the fairy tale and presenting the play for their parents and the first-grade German students
 - reading their illustrated storybooks to the first graders.

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Reflections on Meeting the Standards

Communication: Learners use the interpersonal mode as they play the “inside outside circles” game and practice reading the fairy tale to one another.

They use the presentational mode in performing the play, and the interpretive mode as they learn the story and song.

Cultures: Learners are introduced to cultural products: the German fairy tale and the German system for measurement.

Connections: The children connect to other subject areas such as mathematics (metric measurements), music (German children’s song), science (animals and related vocabulary), and literature (German fairy tale).

Comparisons: Although Haas does not mention it specifically, students likely make cultural comparisons between the measurements used in the recipes, and comparisons could easily be made between this fairy tale and another story familiar to the children such as the Gingerbread Man.

Communities: Children use the target language both within and beyond the classroom when they present their play to their parents and to first-grade German students.

OPORTUNIDADES: IDEAS FOR IMPLEMENTING COMMUNITIES

Language teachers—believing that implementing the Communities program goal of the TEKS for LOTE means having students interact with native speakers—often find it one of the most difficult to implement. Such interactions are an excellent means of implementing this standard if there are native speakers of the target language in the local community, but there are many other options for implementing Communities as well. Learners can also interact with native speakers through e-mail, chat rooms, and video-conferencing in schools where these technologies are available. Local cultural events and celebrations, art and museum exhibits, concerts, and lectures provide other opportunities to use the target language within and beyond the school setting. In this “C,” students are also expected to show evidence of becoming lifelong learners “by using the language for personal enrichment and career development.” **Anna Dell Williamson**, a Spanish teacher at Pearland High School (See Facilitator Spotlight, this issue), encourages her students in attaining this goal by requiring a specified number of outside assignments each six weeks. Students choose no more than two activities from any one category and turn in a record of their activities on the due date. Anna Dell’s options for these *Oportunidades* include:

- A. Listen to Spanish-language radio or watch Spanish-language TV. Report 30-minute segments. Give date, time, station or channel, and name of program.
- B. Attend a cultural program such as a concert, dance exhibit, museum exhibit, Spanish-language movie, quinceañera. Give date, time, event and include a program, ticket stub, or other proof of attendance. Write a brief description of the event.
- C. Watch a documentary on TV about a Spanish-speaking area or event. Give date, time, station or channel, and name of program. Write a brief description of the program.
- D. Speak with someone in Spanish—give directions, help someone at work, chat with a neighbor—anything where you use your Spanish in a normal, natural setting. Record each event with a few details, such as circumstances, date and time.
- E. Telephone another student in Spanish III or IV and chat in Spanish for at least 15 minutes. Report time, date, topic, and name of other student.
- F. Attend church or a community meeting in Spanish. Give time, date and topic of sermon or lecture.
- G. Other activity approved by the teacher.

What “opportunities” could you add to the list for the language(s) that you teach?

Summer Institutes 2002

The following institutes are offered by the National Foreign Language Resource Centers for the summer of 2002. For more information, visit the individual NFLRC web sites indicated.

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

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

- Material Development for Less Commonly Taught Languages (July 29 - Aug 2)
- Proficiency Oriented Language Instruction & Assessment (POLIA) (July 29 - Aug 2)
- Focusing on Learner Language: Basics of Second Language Acquisition for Teachers (July 29 - Aug 2)
- Meeting the Challenges of Immersion Education: Focus on Reading (Aug 5 - 9)
- Developing Assessments for the Second Language Classroom (Aug 5 - 9)
- Improving Language Learning: Styles- and Strategies-Based Instruction (SSBI) (Aug 5 - 9)
- Immersion 101: An Introduction to Immersion Teaching (Aug 12 - 16)
- Culture as the Core in the Second Language Classroom (Aug 12 - 16)
- Using Technology in the Second Language Classroom (Aug 12 - 16)

Center for Language Education and Research (Michigan State University)

<http://clear.msu.edu/>

- Teaching Writing in the Foreign Language Classroom (June 17-19)
- Using Communicative Activities in a Grammar-Based Curriculum (June 20-22)
- Promoting Student Motivation & Interest in Foreign Languages Inside & Outside of the Classroom (June 25-28)
- Basic Web Pages for Late Bloomers (July 9-12)
- Beyond Web Pages (July 15-19)
- Putting Flash into Your Courses (July 22-26)
- Materials Development Marathon: Creating Online Communicative Activities from Start to Finish (July 29-Aug 2)
- Developing and Managing a Tutorial-Based Language Program for LCTLs (Aug 5-6)

National Capital Language Resource Center (Washington, DC)

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

- Foreign Language Teacher Education (June 24 - 25)
- Teaching Learning Strategies in the Foreign Language Classroom (June 26 - 27)
- Oral Proficiency Assessment (June 25)
- Teaching with Technology in the Foreign Language Classroom (June 28 - 29)
- Teaching and Learning Strategies: Arabic K-12 (July 1)

National Foreign Language Resource Center (University of Hawaii)

http://www.nflrc.hawaii.edu/prodev_home.cfm

- Heritage Learners and National Language Needs (June 20-21)
- Samoan Pedagogy Workshop (June 24-28)
- Web-Based Workshops for Advanced Reading and Writing Development and Maintenance (Jul 22-Aug 2, tentative)

National K-12 Foreign Language Resource Center (Iowa State University)

<http://www.educ.iastate.edu/nflrc/snew.htm#2002>

- Integrating Technologies in the Foreign Language Classroom (Aug 9-17)
- Action Research in Foreign Language Education (June 27-July 3)
- K-8 Arabic, Chinese, Hebrew, and Japanese: Teacher Preparation (July 8-18)
- Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes (July 18-20)
- National Board Certification for Foreign Language Teachers (Aug 1-2)

National Language Resource Center (San Diego State University)

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

- Digital Media Archive (July 15-19)
- Multimedia Literacy and Web-Based Reading (July 22-26)
- Topics in Foreign Language Testing on the Web (July 29-Aug 2)

LOTE CED Bulletin Board

TECHNOLOGY Communiqué

The next issue of the occasional papers series, **LOTE CED Communiqué**, is being prepared and will be disseminated in January, 2002. The paper is authored by Nathan Bond (President of the Texas Foreign Language Association), Sheila Nicholson, and Cynthia Peterson of Southwest Texas State University. The focus of the paper is the use of technology to facilitate the implementation of a standards-based curriculum. It discusses issues and benefits of technology use and presents key ideas and specific examples of standards-based activities employing technological applications.

LOTE Leaders Workshop

On February 15th, 2002, the LOTE CED is hosting a one-day conference entitled, *Texas LOTE Leaders Workshop: Two Options for Professional Development*. The gathering will be held at the Southwest Educational Development Laboratory in Austin, Texas from 8:00 AM to 5:00 PM. The morning session will familiarize participants with the process used to develop learning scenarios (such as those found in *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*) and the components of the learning scenarios development workshop. In the afternoon, attendees will hear from two LOTE CED trainers who will describe and demonstrate a non-linear, individually-focused process for professional development involving personal choice and collaboration with colleagues. There is a registration fee of \$15.00, and registration must be postmarked by February 1, 2002. For more information or to print out the registration form, go to <http://www.sedl.org/loteced/hot.html>.

!! ATTENTION !!

If you are a LOTE coordinator and are not receiving the monthly *e-mail UPDATE* from the LOTE CED, please send your e-mail address to ephillip@sedl.org if you would like to be added to the list.

TFLA Highlights

LOTE CED staff attended the Texas Foreign Language Association's fall conference in Houston this October along with other foreign language educators from around the state. Right (top), TFLA President, Nathan Bond was responsible for organizing the conference. Right (middle), LOTE CED trainer Teresa Tattersall interacts with participants at a Peer Coaching/Mentoring workshop. Right (bottom), State Board of Education member, Chase Untermeyer, joins TFLA members Billie Hulke and Pam Kaatz in singing songs in French, German, Spanish and English at the Friday banquet.



Two recent products of the LOTE Center for Educator Development are available for purchase through the Southwest Educational Development Laboratory. To order, call 1-800-476-6861 x201, or send an e-mail to products@sedl.org. Master Card, Visa, checks and purchase orders are accepted.

Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom

This one hundred sixty-page volume contains thirty exciting and original examples of thematic, student-centered units of study which center around the 5 Cs of language learning (Communication, Cultures, Comparisons, Connections, and Communities) and which were developed by Texas teachers of Arabic, French, German, Japanese, Latin, and Spanish. These learning scenarios begin with high interest topics that extend far beyond the pages of the textbook and engage learners in a sequence of tasks through which they expand their ability to utilize and understand the target language as they use it to investigate the theme in question. (Cost of the shrink-wrapped document is \$10.00 plus postage and handling.)

Learning Languages Other Than English: A Texas Adventure

This 5-volume video series demonstrates how the Program Goals (5 Cs) of the TEKS for LOTE are being implemented in classrooms across the state. The first, "promotional" episode provides an overview of state LOTE standards and the guiding principles they reflect. The four remaining episodes focus on the goal of Communication plus one additional "C" (Cultures, Comparisons, Connections, or Communities) and include interviews with students, teachers, parents, and administrators and—most importantly—scenes of LOTE learners in classrooms across Texas putting the standards into practice. (Cost of the 5-volume video set is \$25.00 plus postage and handling.)

Additional material of interest to LOTE educators is available through the Texas Education Agency.

Español para el hispanohablante

Teachers of Spanish for Spanish Speakers modify the state standards (Texas Essential Knowledge and Skills for Languages Other Than English) and subsequent instruction to meet the particular needs of their students. This document takes into account the standards for foreign language learners as it offers teachers suggestions for classroom implementation strategies addressing both issues of access and excellence for this critical student population. Copies are available for \$3.00 for nonprofit institutions or \$4.00 for others. To order, contact: Publications Distribution Office, Texas Education Agency, P.O. Box 13817, Austin, TX 78711-3817.

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