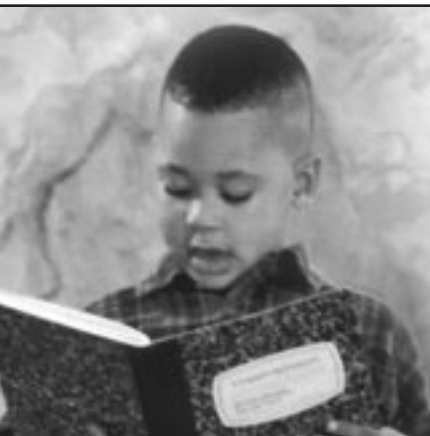


LOTE CED

NEWS FROM THE LANGUAGES OTHER THAN ENGLISH
CENTER FOR EDUCATOR DEVELOPMENT

April 2002

lowdown



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LOTE CED Launches New Web Site

Anyone who has visited the LOTE CED Web site recently has noticed we have a new look! In addition to the updated appearance and front-page news features, the site has expanded content that we invite you to explore.

About the Standards: This area of the site highlights the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) Program Goals with links to **sample activities** (Learning Snapshots) that show how each can be addressed in the classroom and **concrete examples** of how students can demonstrate proficiency for the related performance expectations. You will also find background information on the 5 Cs and Progress Checkpoints (proficiency levels) in addition to an overview of the TEKS for LOTE, what they are, and how and why they were developed.

News and Events: Check here for timely news briefs and a quick link to the up-to-date conference calendar.

Professional Development: This area provides details on how to arrange for a **TEKS for LOTE training** in your school or district. In addition, you will find information on the **video series**, *Learning Languages Other Than English: A Texas Adventure* (and soon, a newly developed study guide with modules for each video), links to **professional organizations**, upcoming conferences, and other LOTE CED publications related to pre- and inservice training.

Instructional Resources: Here you will find fully developed **learning scenarios** that illustrate how the 5 Cs can be woven into student-centered lessons that promote language development through the use of authentic texts, audio/video, Web sites, and other media. These scenarios were developed by Texas LOTE teachers during workshops at the LOTE CED. This area of the site also contains **LOTE links**, an index of online resources for various languages, and information about **state-adopted textbooks**.

Texas-Spain Initiative: This page contains information about **Summer Institutes** in Spain and teacher and student **exchange programs** that TEA currently facilitates in collaboration with the Spanish Resource Center in Houston.

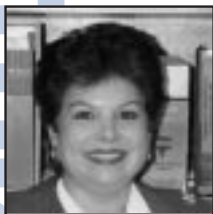
The LOTE CED Web site provides resources that facilitate standards-based classroom instruction and professional development. It highlights specific information about the TEKS for LOTE and informs foreign language educators about ongoing training opportunities. We hope you will return often as the site continues to develop along these lines. You are invited to contact either Elaine Phillips or Chuck Reese with comments about the site or with news items of possible interest to LOTE educators in the state. Additionally, we are eager to share creative, standards-based instructional strategies and resources in use by educators in the field.



LOTE CED Facilitators



Dr. Greg Lendvay teaches Latin and social studies and has worked for the Dallas Independent School District for the past seven years at Hillcrest High School. Before joining DISD, Greg was involved in adult education and curriculum design. He holds a Ph.D. in Psychology. His interest and focus has been in the psychology of learning, especially the interactions among perception, memory, and imagination and their impact on language acquisition. Recently Greg has used Microsoft Word and Powerpoint to develop classroom learning activities that concentrate on vocabulary building, stories with narrations, and illustrations of grammar. Regarding the training he has done, Greg says, "Every time I have offered the LOTE modules with Ms. Serrano, I have learned something new from the process and the participants. It has been a valuable experience for me. The modules are a wonderful opportunity for teachers to plan with the TEKS objectives for LOTE in a positive, hands-on manner. The workshops have helped me focus on the acquisition needs of my students in a dynamic and creative way and be a better LOTE teacher."



Heida Serrano has taught Spanish for the past 20 years at middle, high school and college levels. She currently is an instructional specialist for the World Languages Program in the Dallas Independent School District. As an instructional specialist, she manages a program that serves 29,000 students in grades 7-12 who are learning nine different languages. Heida came to Texas from Puerto Rico in 1982 to work on a postgraduate degree at East Texas State University, now Texas A&M, in Commerce, Texas. Heida continued her career as an educator joining the Dallas Independent School District in 1984 where she taught Spanish for 14 years and served as a Distance Learning Program facilitator of Japanese for five of those years. For Heida the TEKS for LOTE workshops have become an important component of her job. She believes these training workshops help teachers to better facilitate foreign language instruction and has enjoyed working with her partner, Greg Lendvay. Heida is an active member of the Metroplex Foreign Languages Supervisors (MFLS), Texas Foreign Language Association (TFLA) and the American Council on the Teaching of Foreign Languages (ACTFL).

Summer FLES Institute

The National FLES Institute of Texas provides LOTE educators with the "skills, knowledge and hands-on activities needed for successful FLES programs." The NFIT began holding summer institutes in 1994 and has seen attendance increase from 9 participants that year to 46 in 2001. This year's institute will take place at the Hockaday School in Dallas from June 24-28th, and partial scholarships are available from TFLA. For more information, call Marcela Gerber at (214) 360-6484 or go to:

<http://home.Hockaday.org/FLES>.

WLOE Assessors Needed

Did you know that the National Board for Professional Teaching Standards will be evaluating World Languages Other Than English portfolios in Dallas this summer? They are looking for assessors who are certified to teach French, German, or Spanish at the elementary or secondary levels. This is a great opportunity for those interested in possible National Board certification to learn more about it while being involved in the assessment of this year's portfolios. For more information, go to:

<http://www.hbem.com/faculty/nbpts.htm> or
<http://www.nbpts.org>

Print Publications

Elementary Immersion Learning Strategies.

This guide, designed by the National Capitol Language Resource Center for grades K-6, helps districts integrate learning strategies into their current immersion curriculum. It includes “explicit learning strategy instruction and sample lesson plans.” The guide may be ordered from nclrc@gwu.edu for \$13.50.

Standards-based Thematic Units for Spanish and French

Thematic units for Spanish and French may be ordered from the National K-12 Foreign Language Resource Center at the University of Iowa. Titles include: *Cuadros de familia*, *El canto de las palomas*, *La mujer que brillaba aún más que el sol*, *Cricotor*, *Jean de la Lune*, and *Le géant de Zéralda*. The colorful booklets contain all the background information, activities, and worksheets needed to complete the unit. For details on each and for ordering information, write nflrc@iastate.edu or see <http://www.educ.iastate.edu/nflrc/publications/unitinfo.htm>.

LOTE LINKS - Online Resources



University of Minnesota’s Language Center

<http://LanguageCenter.cla.umn.edu/LCdb/searchsw.html>

The University of Minnesota’s Language Center has a Web site devoted to a database of language software for both Macs and PCs. Choose language and platform, and type in a title or key word to search the database and see details about each software package, such as ease of use, applicable ages, proficiency level, etc.

FLTeach

<http://www.coriland.edu/flteach/>

FLTeach is an “integrated service for foreign language teachers.” It includes a Web page with multiple links to foreign language resources, a listserv, archives, and a news server. Links are both general and specific by language.

Upcoming Conferences

- **American Classical League**
June 27-29 • Madison, WI
<http://www.aclclassics.org/institute>
- **American Association of Teachers of French**
July 11-14 • Boston, MA
<http://aatf.utsa.edu/convention>
- **American Association of Teachers of Spanish and Portuguese**
July 29 – Aug 2 • Rio de Janeiro, Brazil
<http://www.aatsp.org/members/brazlmtg.htm>
- **Texas Foreign Language Association**
Oct 31 – Nov 2 • Ft. Worth, TX
<http://www3.baylor.edu/TFLA/conference.html>
- **American Council on the Teaching of Foreign Languages**
Nov 22-24 • Salt Lake City, UT
<http://www.actfl.org/>

Innovative Language Learning Tools



Students at Brentfield Elementary (Richardson ISD) participate in a learning scenario on the family, taught by Sarah Thompson.



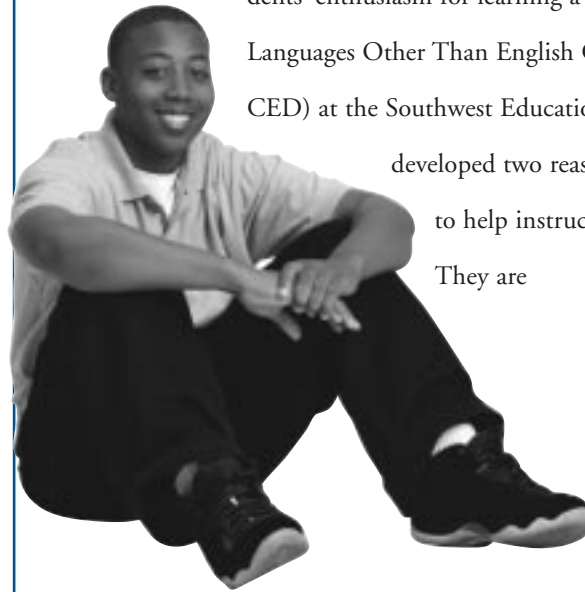
Students at O'Connor High School (Northside ISD, San Antonio) work in the language lab.



Students in Renée Wooten's Spanish class at Rider High School (Wichita Falls ISD) make volcanoes after studying the ecology of Costa Rica.

Engaged Learners, Increased Proficiency

Meeting the high standards established by the Texas Essential Knowledge and Skills for Languages Other Than English and maintaining your students' enthusiasm for learning a new language can be challenging. The Languages Other Than English Center for Educator Development (LOTE CED) at the Southwest Educational Development Laboratory (SEDL) has developed two reasonably priced teaching and learning tools to help instructors and students meet both of these goals.



They are

- *Learning Languages Other Than English: A Texas Adventure*; and
- *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*

ORDERING INFORMATION

Learning Languages Other Than English: A Texas Adventure may be purchased for \$25. *Great TEKSpectations* costs \$10. Ordering information may be found on SEDL's Web site at <http://www.sedl.org/resources/ordering.html>. SEDL's publications department (1-800-476-6861) will be happy to answer any questions you have about placing your order.



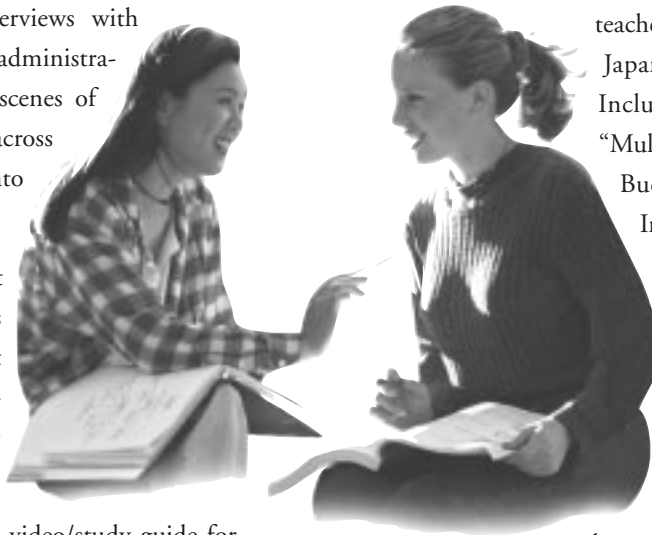
TEACHING TOOLS

Take a Video Adventure

Learning Languages Other Than English: A Texas Adventure is a five-volume video series that demonstrates how the program goals (5 Cs) of the TEKS for LOTE—communication, cultures, comparisons, connections, and communities—are being implemented in classrooms across the state. The first episode reviews state LOTE standards and the guiding principles they reflect. Each of the four remaining episodes focuses on the goal of communication plus one of the other program goals. They include interviews with students, teachers, parents, and administrators, and—most importantly—scenes of LOTE learners in classrooms across Texas putting the standards into practice.

The video series will interest teachers and administrators as well as parents and parent organizations interested in starting early language learning programs in their communities.

The LOTE CED is preparing a video/study guide for use in professional development sessions. It will include an annotated bibliography, discussion questions and activities for each episode as well as components that lead teachers to further investigate the program goal and related topics.



Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom is a 160-page volume containing thirty exciting and innovative examples of thematic, student-centered units of study that focus on the 5 Cs of language learning—communication, cultures, comparisons, connections, and communities. The units were developed by Texas teachers of Arabic, French, German, Japanese, Latin, and Spanish. Including titles such as the “Multicultural Roman Empire,” “Mi Buenos Aires querido: The Immigrant Experience,” “Le carrefour culturel,” and “The Splendors of Egypt,” these learning scenarios begin with high-interest topics that extend far beyond the pages of the textbook. They engage learners in a sequence of tasks through which they expand their ability to use and understand the target language.

Each unit includes extension activities, print and web resources, and reflections on how the Texas standards are met through the unit activities.

Great TEKSpectations was designed with the Texas Essential Knowledge and Skills in mind, but LOTE teachers in any state can adapt the units to help meet their state standards and get ideas for the classroom.



Bring Life to Your LOTE Classroom with *Great TEKSpectations*

The Metz Exchange: The Smyrls Abroad



Carolyn is Program Administrator for the Master Teacher Programs in Reading and Mathematics at the Texas Education Agency.

"The week of Thanksgiving, we were invited to the home of one of the members of the English faculty for lunch. We sat down at the table at 12:45 and did not get up until 5 p.m. This was one instance where the exchange brought mutual astonishment. M. Lejosne was the guest of my family in Tyler for Thanksgiving dinner, and he could not believe the way a whole turkey dinner was wiped out in twenty minutes' time."

This is the third and final installment 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.

Perhaps because American armies liberated the city of Metz and the Lorraine area during World War I and World War II, the people in Metz are extremely friendly toward Americans. With Frank and Morgan's German-like appearance, we were often mistaken for Germans. When the shopkeepers we were dealing with found we were Americans, especially American Texans, there was an obvious thawing in manner.

We had made numerous friends in Metz on previous travel-study visits, and it was nice to renew those acquaintances. We were treated to wonderfully prepared meals in several French homes. The townspeople were apparently pleased with our efforts to learn and speak their language. They were sympathetic and helpful when we became stuck on a word.

One custom, that of closing stores from noon to three in the afternoon, was difficult for us to get used to. Fortunately, the restaurants and cafes remain open during that period, so we could generally pass the time happily if we found our shopping cut short by the closing. The holiday of All Saints, which fell on Friday that year, caught us unprepared. We were caught without groceries; the American Express office in Paris was closed along with all the stores, so we were unable to transfer funds; and a former student of mine from Robert E. Lee, Ryan Hilber, who was a Rotary exchange student in Mannheim, Germany, visited us for the weekend. Fortunately, we found our favorite pizzeria open, so we did not go hungry.

Ryan was the first of several visitors we welcomed. We met Donald Whisenhunt, former vice president of the University of Texas at Tyler, in Paris and gave him a whirlwind tour of the city. Frank's cousins, Mr. and Mrs. Eldred Wilson of Flint, came to Metz and made a tour around the country with Frank and the children. Frank's niece Marianne Smyrl, who was spending her junior year of college studying at the Institute for American Universities in Aix-en-Provence, joined all of us at Christmas time for a second trip to Carcassonne and then returned to Metz for a visit. Frank and the children acted as guides through the city for several members of the UT Tyler travel-study group which came to Metz in June. Vivian's friend Mary Kay Wisener remained after the tour group returned so that she and Vivian could visit Normandy and the South of France.

News from home was welcomed throughout the year. We soon discovered the International Herald-Tribune which was generally available at the train station where we had to transfer for the bus to the university. We soon exhausted all the English books we had brought with us, and were happy to find several English-speaking bookstores in Paris. We bought James Michener's *Texas* the first week it was released and worked out a schedule for reading it because each of us wanted to read it first. We soon discovered the city library and began checking out French books that until then we had only read in translation. It was marvelous to begin enjoying French literature.

Since Frank taught in the English department, it was not surprising that we made some English-speaking friends, too. Some of the women were Americans who had married French men. The week of Thanksgiving, we were invited to the home of one of the members of the English faculty for lunch. We sat down at the table at 12:45 and did not get up until 5 p.m.

This was one instance where the exchange brought mutual astonishment. M. Lejosne was the guest of my family in Tyler for Thanksgiving dinner, and he could not believe the way a whole turkey dinner was wiped out in twenty minutes' time. He told my sisters that such a meal in France would have lasted six hours.

One of the American women at the dinner we attended told me of a specialty import shop in Sablon which carried canned tortillas. I checked it out the next day, and sure enough, there were several cans of Old El Paso brand tortillas. I bought two cans, steeling myself against the price—over \$4.00 per can. Back at the apartment, I mixed a concoction of herbs and spices to resemble chili powder. Then, Morgan and I scoured the cheese shops of the city until we found a reasonable facsimile of Cheddar cheese, ground the rump steak into hamburger in the manual meat grinder I had brought from Tyler, and surprised the family with homemade chili and enchiladas for our Thanksgiving dinner. We may have started a new family tradition. On weekends we enjoyed traveling by train to surrounding points of interest. We visited the cities of Nancy, Reims, Luxembourg and, of course, Paris. It was such a rich experience to get acquainted with Paris beyond the tourist level of visits to the Eiffel Tower and the Louvre. We went to the city at least once a month and finally got to see some of the things we had overlooked on previous visits. We toured the Conciergerie, St. Eustace Church, Chateau de Vincennes, and the Les Halles area. I finally got to the Louvre on the right day to find the room where the Code of Hammurabi is housed open. We at last had the leisure time to walk the maze of little streets on the Left Bank.

One aspect of French life completely eluded us: the French attitude toward money. Frank and I opened a charge account at the largest department store in Metz, only to find out when we went to pay the first bill that the store would not accept a cash payment for the charge account. Not having a French bank account, we had to get a money order from the post office. The postal clerk, when he heard our predicament, laughed and said that the really strange thing about such a policy was that the store would have to bring the money order back to the same post office that issued it to get it cashed. We never quite understood that.

We were frequently amazed by the scrupulous honesty of the people. One day on a crowded street in Metz, a man tapped me on the shoulder and returned several franc notes that had fallen from my pocket. Frank lost his entire wallet, filled with all his credit cards, passport and identification papers, on a city bus in Metz. It was found and returned to the driver, who turned it in to the bus office, which wrote Frank a letter that it was there. When he got it back, everything was still in it.

Morgan's lycée afforded him rich opportunities to travel, as well. His class made several trips to Paris to participate in cultural events. He saw a spectacular presentation of Julius Caesar and attended an international trade fair of technology. Often they would make up a special train to take about a thousand school children to Paris from Metz for the various events. One trip that he found especially interesting was to the ancient Roman city of Trèves, which is now in Germany. He got to accompany a group of younger students to London for a week, where they lived in the homes of English families while meeting daily to sightsee in and around London. His French had progressed to the point that the English family with whom he stayed thought he was French and were surprised toward the end of the week when he told them he was American.

Vivian was able to visit the city of Moulins, site of the 1624 witch's trial that was the subject of her senior honor's thesis. She uncovered new sources on the subject in the archival material there, and found a man in the library with extensive knowledge on the subject. She was amused but shocked to be asked if her interest in witchcraft was "historical or practical." The area still has practitioners of the dark art, it seems.

The illness of my father, W. F. McWilliams of Tyler, brought me back home in February, so I missed the adventurous travels of my family in the spring. They visited Belgium, Germany, Austria, Switzerland and Italy during the spring break from school.

Would we do it again? We probably would. The severe financial cost, much greater than anticipated, was offset by a list of intangibles that we would not trade. Both children are securely bilingual. Frank's and my language abilities are strengthened. We made contacts and friendships that will endure a lifetime. When we return to France, it will never again be as mere tourists, for we have left a part of ourselves there.

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Integrating Technology and Culture Learning

"Tiles" or "frames" divide the screen up into segments so different elements can be viewed simultaneously and learners do not have to move back and forth from one screen to another.

The original article is found at <http://clear.msu.edu/clearnews/sp01/main.html>

The following scenario is taken from an article entitled *The Use of Internet Technologies to Integrate the National Foreign Language Standards in a Cultural Learning Scenario Format* that appeared in CLEAR News (the on-line newsletter of the Center for Language Education And Research at Michigan State University). The authors, Barbara A. Lafford and Peter A. Lafford, designed the scenario for students of Spanish at the intermediate high (or greater) proficiency level. In these activities, learners use tiled-windows to view two Internet sites and a word-processing frame at the same time. Students also communicate with each other and native speakers through the use of synchronous (real-time) "chats" about movies and movie reviews or asynchronous discussion bulletin boards.

In the last CLEAR News, Place and Rathmann (2000) noted that the National Standards for Culture "call for students to see the relationships between the products, practices, and perspectives of the target culture" (page1). In this article, we will address ways in which the Internet can integrate the Cultural standard with the other National Standards, i.e., Communication, Connections, Comparisons, and Communities, collectively known as "The Five C's" (National Standards 1999).

In a standards-based curriculum, all five standards should be seamlessly integrated. Thus, the cultural standard would be intertwined with other aspects of a foreign language curriculum: making connections with other disciplines (history, art, cinematography, film), drawing linguistic and cultural comparisons between the source and target languages and cultures, and engaging in use of the target language outside the classroom with various communities (e.g., other language learning communities, target culture communities in the U.S. or in target culture countries). In order to engage learners actively in the attainment of these goals, they must participate in activities based on the communication standard. These would consist of tasks that would allow for practice of the interpretive (receptive skills), presentational (productive skills), and interpersonal (interactive skills) modes.

In this article, we will describe a set of tasks (standards-based activities) related by a common theme, called a learning scenario. Moreover, we will explore how the Internet can be used to help integrate the five C's associated with the National Standards into a coherent learning scenario on the movies (El Cine) for students at the high intermediate or advanced level in Spanish.

Integration of the Communication and Cultural Standards

Through the use of two tiled windows, students can simultaneously practice the interpretive and presentational modes of the communication standard by using the Internet to access authentic cultural materials (up to date and of interest to the student) on the Web in one window and summarize (narrate) or comment on what they find using a word-processing program in another window.

[See screen shot on-line at http://www.public.asu.edu/~plafford/figures_files/image001.jpg]

ACTIVITY 1A

Students separately explore a web site which contains information about new movie releases in the native and target cultures, including reviews of the movies currently playing. They then read (interpretive mode) the reviews of the two movies that have been identified for them by the instructor (C1 - *Erin Brockovich* and C2 - *Todo sobre mi madre*). Sometimes video clips of movie trailers in the target language (C1 and C2 products) are available on web sites promoting the films (Interpretive mode).

ACTIVITY 1B

Using a word processor tiled with the Web window and/or oral recording capabilities on the computer, students summarize (presentational mode) some of the written reviews or aural trailers for the previously mentioned C1 and C2 films that have been identified for them by the instructor. More

advanced students can compare and contrast the C1 and C2 cultural attitudes (C2 perspectives) expressed in reviews of these films which, in this case, both present various views of women.

Integration of the Communication, Cultures, Connections, and Comparison Standards

The next activity demonstrates how using three tiled windows allows for students to communicate in order to make comparisons between native and target cultures and make connections with other disciplines with great efficiency.

[See screen shot on-line at http://www.public.asu.edu/~plafford/figures_files/image003.jpg]

ACTIVITY 2

Students visit two Spanish web sites to look at information on the Oscar and Goya awards; the former are given every year by the Academy of Motion Pictures in the U.S. and the latter are bestowed annually by the Academia de las Artes y Ciencias Cinematográficas in Spain. Students compare and contrast information about these two awards (displayed in two tiled windows) in a written essay using a word processor in a third tiled window. They also check those sites to see if the two films they have read about have won any awards.

Integration of Five "Cs"

These last activities incorporate the fifth standard (Communities) with the other four standards by demonstrating how Internet technologies (specifically Yahoo! Groups) enable the target language to be used outside the classroom to engage other L2 speakers and native speakers of the target language in meaningful interaction. (Yahoo! Groups are communication groups formed electronically either asynchronously or synchronously; the interaction they enable is crucial to the implementation of the interpersonal mode of communication).

ACTIVITY 3A

Students communicate with each other or with native speakers via the use of an asynchronous threaded discussion bulletin board or synchronous oral/written chat to present the reviews of movies from the WWW to each other and compare and contrast the way each culture views the film(s).

[See screen shot on-line at http://www.public.asu.edu/~plafford/figures_files/image006.jpg]

ACTIVITY 3B

For each film, students then decide (via chat room negotiations) what day and time to see the movie in question. By tiling the movie showtime web page with the chat room, students can simultaneously consult the showtimes for the movie on a web site (<http://movies.yahoo.com> --> Showtimes if they are in the U.S. or <http://www.cinesonline.com> --> Cartelera if they both are, or pretend to be, in the same target culture country for this activity) as they make plans to go to see the movie chosen. Both students then see the film (together if feasible).

[See screen shot on-line at http://www.public.asu.edu/~plafford/figures_files/image007.jpg]

ACTIVITY 3C

After seeing the movie, L2 students communicate (in oral or written format) with each other or with native speakers in the target culture via e-mail, bulletin boards or synchronous chat rooms to exchange opinions about different aspects of the movie they both saw (e.g., quality of the acting and the direction of the film, themes treated in the film [view of the role of women expressed in the film], special effects, points of view of native vs. target culture about the film). More advanced students can compare and contrast these aspects of both films or use persuasive arguments to try to convince each other (via chat room dialogues) that their own opinions about the films are valid.

[See screen shot on-line at http://www.public.asu.edu/~plafford/figures_files/image010.jpg]

Thus, the multimodal versatility of the Internet, with its capacity 1) to provide an integrated platform for interpretation and presentation of the target language and culture via comparisons of the native and target cultures and connections to other disciplines, and 2) to create electronic groups which promote interaction with different communities (other students and native speakers of the target language), provides an efficient way for the National Foreign Language Standards to become integrated among themselves and with other elements to design foreign language curricula.

WORKS CITED

National Standards in Foreign Language Education Project. 1999. "Standards for Learning Spanish." *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen. 431-74.

Place, Mitchell, and Marc Rathmann. 2000. "Using the Web to Teach Culture and Critical Thinking Skills." *CLEAR News*, Fall 2000.

URLs relevant to the article

Movie sites:

<http://www.radikalboard.com/movies>

<http://www.columbia-tristar.es>

Movie information and schedules:

<http://movies.yahoo.com>

<http://www.todocine.com>

<http://www.cinesonline.com>

<http://www.primerpiano.com>

Communication Tools:

<http://groups.yahoo.com>

FLES for Many: One District's Solution



Fran Maples is the Foreign Languages Coordinator for Garland ISD. Previously, she was Director of Foreign Languages in Richardson ISD and taught high school French for 18 years in that district. Fran has served as President of the North Texas Chapter of the American Association of Teachers of French, the Texas Foreign Language Association, and the Texas Association for Language Supervision.

by Fran Maples

Garland Independent School District has found one way to provide an extensive elementary LOTE program. The twelfth largest district in Texas answered the call from its community to give *all* students a chance for long-term language study that starts during a child's optimum period for language development. Using a combination of video lessons and visits from twenty-two Spanish teachers, this district provides a sequential Spanish program to grades 1–5 in 42 schools (43 next year). (The last fifteen schools will complete delivery through 5th grade by 2004.) According to the Texas Education Agency's LOTE unit, this is the most extensive FLES program of its kind in the state.

Starting in 1994, Garland ISD phased in the FLES program starting in 1st grade by groups of 7–8 schools, adding a grade level annually. Three to four times a week, students watch 15-minute lessons from the *Español para ti* video series. Every fifth day a Spanish teacher provides one half-hour class of reinforcement in person. The original teacher, now Lead Teacher, Irma Minjares, structures the curriculum for all five grades using the video lessons, the state-provided *¡Viva el español!* series, and much ancillary and original material.

It is important to assure articulation by restructuring the secondary Spanish curriculum to provide appropriate instruction for students who arrive with a linguistic foundation, which will affect even the classes of other languages to which some will switch. In Garland ISD, we continue to make adjustments which include an optional one-semester 6th grade Spanish course, opportunities to place out of level IA and/or IB Spanish, and altered curriculum all the way through Advanced Placement levels IV and V (an upcoming district project of vertical teaming.)

Here are the major factors that we in the LOTE department feel have contributed to the success of our program:

- Support of the board, the superintendent (who has changed since the origin of the program), and the administration, as well as the public
- District-wide curriculum provided on a structured schedule to all schools
- All planning and implementation provided for the classroom teacher
- Competent Spanish teachers who are flexible and creative and who serve as ambassadors to win support for a program totally different from previous FLEX after-school experiences
- Student and teacher accountability assured by including Spanish on all report cards
- A flexible schedule for Spanish teachers that leaves time to reschedule classes around school activities when necessary and to serve schools by providing Spanish communications, tutoring, and hall, lunchroom or bus duty. (Each teacher has a home school where s/he is a regular faculty member in addition to teaching at one or two other campuses.)
- Half-day weekly at "Headquarters" (furnished with desks, computers, printers, copy machine, and laminator) for Spanish teachers to meet, regroup, prepare materials for all five grade levels, enter grades for about 600 students, and work together to improve the program
- Ongoing communication with parents and school personnel

We have continuously made adjustments to our program over the years, and we do not foresee that elementary Spanish could be a fixed, canned program. Like all language courses, it changes, adapts, grows, and corrects itself constantly. This is one of the most enjoyable and rewarding endeavors the Spanish teachers and I have ever experienced. *¡Viva FLES!*



BULLETIN BOARD

LOTE Leaders Workshop Attendees:

*Amy Kay Northington,
Richardson ISD*

*Leah Sequeira & Greg Foulds,
Spring Branch & North East ISDs*

*Federico Bravo & Hilda Kelley,
El Paso ISD*

*Kimberly Heffernan & Andrea García,
Georgetown ISD*

LOTE Leaders Workshop

Forty-nine LOTE educators from thirteen school districts attended the Center's one-day LOTE Leaders Workshop where they heard facilitators Renée Wooten and Elaine Phillips make a presentation on how to conduct a learning scenarios development workshop. In the afternoon, Greg Foulds and Leah Sequeira demonstrated Collaborating With Colleagues, an individually-focused model of professional development.

LOTE/ESOL Workshop

The University of Mary Hardin-Baylor is hosting a one-day enrichment workshop for LOTE and ESOL educators on May 7th from 8:30 a.m. to 4:00 p.m. on the university campus in Belton. Topics include emphasizing oral communication, creating web-based activities, and bringing dead grammar to life. For more information, write Judy Arnold, UMHB Box 8376, 900 College St., Belton, TX 76513-2599 or e-mail: jarnold@umhb.edu.

LOTE CED Communiqué

Be on the lookout for the next issue of this occasional papers series. Issue six is written by Toni Theisen of Loveland, Colorado and is entitled, *Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of Language Learners*. In it, Theisen provides a rationale for differentiating instruction based on learner readiness, interest and learner profiles. She outlines key principles and then provides specific examples of ways that teachers can provide learners choices in content, process, and product. Teachers will be pleased to learn that differentiation does not require a different lesson plan for every student! (see this issue on-line at <http://www.sedl.org/loteced/communique/>)

Teaching Retreat

Teachers need rest and energy, time to be creative, inspiration and encouragement. Texas French teacher Leah Sequeira and artist Linda Brunson are offering a two-day retreat aimed at providing just that. "The Classroom That Teaches: Poster-Making Retreat" will be held three times during June at the Wellspring Retreat in Round Top, Texas: June 12-14, June 16-18, and June 21-23. The facilitators are providing the creative atmosphere, instruction, and an opportunity to produce materials supporting the concept of using visual aids to accelerate learning. The cost of the workshop includes materials, two nights lodging, meals and snacks, supplies, and a massage! For more information, contact sequeirl@springbranchisd.com or call (713) 515-0789.

Video Viewing Study Guide

WHAT'S NEW

The LOTE CED is in the process of preparing a video viewing/study guide to be used in conducting workshops based on the five episodes of the video series *Learning Languages Other Than English: A Texas Adventure* (see page five). In addition to introductory materials on the video series, the manual will contain six units—one for each video and an additional mini-unit based on the communication modes. Each of the six units contains an introduction, directions for facilitating all activities of the workshop, and reproducible handouts for use in viewing and follow-up activities. Units contain previewing, viewing and post-viewing activities in addition to two sets of activities that provide for a deeper study of the program goal in question and related issues. A diagnostic tool is also included which provides an opportunity for self-assessment by participants.

Review a draft chapter of the

Communication and Connections module at

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



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