

LOTE CED

NEWS FROM THE LANGUAGES OTHER THAN ENGLISH
CENTER FOR EDUCATOR DEVELOPMENT

August 2002

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TEA Announces New Assistant Director for LOTE

The LOTE CED is pleased to announce that as of July 1, María J. Treviño is the new Assistant Director for LOTE at the Texas Education Agency. María brings with her 30 years of professional experience in the service of foreign language students and teachers.

María began her career teaching Spanish at the high school level in Harlandale ISD and Northside ISD, both in San Antonio. For the last 17 years, she served as Instructional Specialist for International Languages in Northside ISD where she supervised French, German, Japanese, Latin, Russian, and Spanish programs. During that time, María was involved in the study of the Elementary Dual Language Program, which was implemented in 2001-2002, and was instrumental in the development of multimedia language labs for

the district. María served as President of TFLA for 1999-2000 and is a frequent conference presenter. She is currently an Executive Board Member of Southwest Conference on Language Teaching.

María has been actively involved in the development and implementation of LOTE teaching standards, serving as co-chair for the TEKS for LOTE and Framework Writing Teams and subsequently as a TEKS for LOTE training facilitator. As Assistant Director of LOTE, she will work closely with the Director, Carl Johnson, and LOTE CED staff in developing the ongoing professional development mission of the Center.

María reflects on the development of her career in this issue's *Letters From the Field*, page 10.

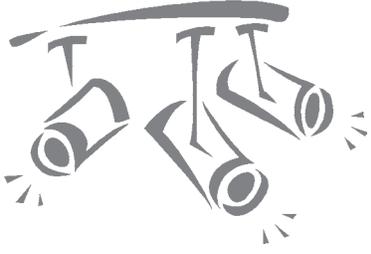
Fort Worth to Host TFLA Fall Conference

The Texas Foreign Language Association will hold its upcoming fall conference at the Renaissance-Worthington Hotel in Fort Worth on November 7-10. The Renaissance is located in the heart of downtown, in historic Sundance Square. In addition to the opportunity to interact with LOTE colleagues from around the state—attendance is anticipated at over 1300—you can choose from scores of conference sessions and workshops. You may also register for the Friday night banquet and the Saturday awards luncheon where there is always lots of lively entertainment by local language students.

Between scheduled sessions and workshops, you'll want to peruse the displays of the numerous exhibitors and textbook publishers who will be there to share their latest teaching

materials—great resources for teachers! You may also wish to register for optional activities such as organized visits to the Kimball and Carter museums, a tour of the Bass Performance Hall, and an evening outing to Billy Bob's, the "world's largest honky tonk."

The TFLA conference is one of the best bargains around and a must for Texas LOTE educators! Early or on-site registration (\$50 and \$75 respectively) includes two full days of conference sessions. Special workshops on a variety of topics are available for only \$20 apiece. If you are not currently a member of TFLA and would like more information on the conference, please email Yolanda Soliz at ysoliz@stafford.msd.esc4.net or call (281) 261-9200 x 3223.



TFLA Honors Teachers of the Year



Kathleen (Kay) Bouska of Austin ISD was honored as German Teacher of the Year. Kay currently teaches German and world cultures electives at Kealing Junior High School and works with the GAPP exchange program to Koblenz, Germany at Anderson High School. Her education and training is extensive and varied. In addition to her degrees in elementary education and German, Kay has studied in Germany, Mexico, South Africa, and Zimbabwe. Her experience includes teaching in Sioux Falls, South Dakota; serving as an exchange teacher in Australia; teaching all fifth grade subject areas in Ludwigsburg, Germany; and working with the government of Guam. In addition to German, Kay has studied Spanish and Japanese.



French Teacher of the Year was awarded to **Dorothy Cox** of Fort Bend ISD. Dorothy has a B.A. with majors in French and Italian and a Masters of Education in Administration. She has taught French at all levels, from pre-school students to high school graduates. She currently teaches at Stephen F. Austin High School in Sugar Land. Dorothy serves as a mentor teacher in her district and has co-sponsored student trips to France and Italy. She has received numerous scholarships and grants and presented workshops and sessions at Texas Foreign Language Association conferences. In addition, Dorothy serves as a TEKS for LOTE training facilitator and was a contributing author to *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*.



Latin teacher **Ginny Lindzey** of Austin ISD was chosen as Outstanding New Teacher of the Year. Ginny teaches at Porter Middle School in Austin, where she brings the classics to life for her students by offering mythology reading circles during lunch, bringing in guest speakers and performers, and making vocabulary connections to

both English and Spanish. Ginny further supports learning by utilizing technology for additional reviews and drills for her students. She also maintains a variety of Web sites with resources for students and other educators. Ginny serves on numerous committees related to classics education and as State Vice President for the Classical Association of the Middle West and South, Editorial Advisor for the American Classical League, and Editor for the Texas Classical Association. Her latest project is the development of a Web site and print materials for the spring 2003 National Latin Teachers Recruitment Week.



The Japanese Teacher of the Year award goes to **Helen Tatsuko Nakamoto** of Katy ISD. Helen teaches all levels of Japanese at James E. Taylor High School. In addition, she is an instructor of Japanese in the Department of Continuing Studies at Rice University and at the University of Houston. Due to her wealth of knowledge and experience, Helen has been asked to develop educational workshops, author Japanese lessons and textbooks, and design elementary and secondary curricula. She was also a contributing author to *Great TEKSpectations: Innovative Learning Scenarios for the LOTE Classroom*. Helen's community activities include directing the Japanese Women's Chorus group in Houston.



Rosanna Pérez of Northside ISD in San Antonio was selected as Spanish Teacher of the Year. Rosanna received her B.A. from the University of Puerto Rico and her Masters of Education in School Administration from Trinity University in San Antonio. She taught Spanish IV AP Honors and Spanish V Honors at Communication Arts High School in San Antonio, where she sponsored the Spanish student newspaper, *La Comunidad*, and the Spanish National Honor Society. Rosanna has recently taken over the position of Instructional Specialist for International Languages for Northside ISD. She is very active in area language activities, including leading TEKS for LOTE training sessions for other districts.

LOTE LINKS - Online Resources



Guide to Portfolio Assessment in the Foreign Language Classroom

<http://www.cal.org/nclr/portfolio/modules.html>

This Web-based tutorial helps teachers create and implement a standards-based, foreign language portfolio assessment for their current curriculum. The guide includes nine on-line modules that assist educators in planning, identifying resources and content, organizing materials, developing rubrics, and more. The interactive modules link to ready-to-use resources such as checklists, inventories, worksheets, and sample assessment activities and lessons.

Game-O-Matic Wizards

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

Game-o-matic allows you to create Web-based language learning and practice activities without having to learn programming! It contains a suite of templates that create Web-based activities based on your input. For example, Game-o-matic currently offers Concentration, Drag-n-Drop, Multiple Choice, Storyboard, and Cloze. Simple instructions for use can be downloaded in PDF format.

On-line edition of Great TEKSpectations

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

This site provides interactive examples of learning scenarios, thematic, integrative units of study that illustrate what state standards (the TEKS for LOTE) can look like in the classroom. They consist of student-centered activities designed to support language development as students explore culturally relevant themes using authentic, contextualized target-language texts, audio/video, theatre, Web sites, and other media. The scenarios were developed by Texas teachers of LOTE and include examples for seven languages: Arabic, French, German, Japanese, Latin, Russian, and Spanish.

Computer Modules for Assessing Socio-Cultural Competence (German, Russian)

These computer modules are based on conversational exchanges between native speakers. They target specific pragmatic aspects of the target language such as expressing preferences, asking for directions, and complimenting. Photographs help learners establish the context for the interactions. The software modules could be used in class to help learners develop their pragmatic competence, to prepare students planning to study abroad, or as part of a placement exam or summative evaluation. Contact the Center for Language Education and Research at (517) 432-2286, clear@msu.edu, or <http://clear.msu.edu>.

Upcoming Conferences

- **Texas Classical Association Fall Conference**
Nov 1-2 • University of Dallas at Irving
<http://www.txclassics.org/>
- **Texas Foreign Language Association**
Nov 7-10 • Fort Worth, TX
<http://www3.baylor.edu/TFLA/>
- **Chinese Language Teachers Association**
Nov 21-24 • Salt Lake City, UT
(in conjunction with ACTFL)
<http://deall.ohio-state.edu/clta/>
- **National Council of Japanese Language Teachers**
Nov 21-24 • Salt Lake City, UT
(in conjunction with ACTFL)
<http://www.actfl.org/>
- **American Association of Teachers of German**
Nov 22-24 • Salt Lake City, UT
(in conjunction with ACTFL)
<http://www.aatg.org>
- **American Council on the Teaching of Foreign Languages**
Nov 22-24 • Salt Lake City, UT
<http://www.actfl.org/>
- **Modern Language Association**
Dec 27-30 • New York, NY
[http://www.mla.org/](http://www.mla.org)

Implementing a District-Wide Foreign Language Program

A Case Study of Acquisition Planning and Curricular Innovation

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This ERIC Digest may be found
online at <http://www.cal.org/ericcl/digest/0103implement.html>

It was prepared with funding from
the U.S. Dept. of Education, Office
of Educational Research and
Improvement, National Library of
Education and is reprinted here with
acknowledgements.

Recent federal legislation has called for American students leaving Grades 4, 8, and 12 to demonstrate competence in challenging subject matter, including foreign languages. If American students are to complete these grades with demonstrable proficiency in a foreign language, language programs at all levels will need to be significantly expanded and improved. This is particularly true at the elementary school level. The importance of including foreign language study in the elementary school is supported by research on the amount of instructional time required to develop functional proficiency in a foreign language (Carroll, 1967) and by the widely held professional view that language competence can only be achieved by children who follow articulated, sustained sequences of foreign language instruction (Donato & Terry, 1995).

This digest describes the implementation of a successful district-wide elementary school foreign language (FLES) program that resulted from the superintendent's vision to have all students in the district study a common foreign language throughout their schooling. This vision was based on the superintendent's belief that American secondary school graduates in the 21st century will be competing for positions in which bilingual language proficiency will offer a considerable advantage. This digest highlights five overarching themes believed to be key to the success of the program.

Program Evolution

In 1996, the Chartiers Valley Public School District in suburban Pittsburgh, Pennsylvania, implemented a FLES program in all 11 of its kindergarten programs. The school system is relatively small, comprised mostly of students from European-American working-class families.

The project began when researchers from Carnegie Mellon University and the University of Pittsburgh met informally with the Chartiers Valley County School superintendent in May 1995 to discuss his vision for foreign languages in the district. A number of questions were raised at the meeting: Was the vision plausible? Which language would be offered? Was there community support? Could the school district and the universities work collaboratively to their mutual benefit? Would the school board provide the necessary budgetary authorization? The meeting marked the beginning of a mutually beneficial university-school district partnership and resulted in the formation of a foreign language program committee that would oversee the planning and eventual implementation of the program. Two of the committee's initial tasks were to decide which foreign language to choose for instruction and at what grade level to begin the program.

Choice of language. Several options were considered, including French, German, Japanese, and Spanish. A number of factors were evaluated, such as the availability of certified teachers and appropriate materials, potential community support, and perceived utility of proficiency in the target language. For pragmatic reasons, the committee opted to select only one language and to make its study compulsory for all children. The committee agreed to conduct a community survey to determine the level of support for such a program and to gather feedback concerning the choice of a foreign language. The survey was administered to a representative sample of parents and to all members of the school board. Results of the survey indicated broad general support for a foreign language program and specifically for the teaching of Spanish. Data also showed preference for a program that aimed at developing cultural knowledge, engaging students in the excitement of language learning, and building basic language proficiency.

Where to start. The second major question was whether to begin the program from the bottom up—that is, from kindergarten—or from the top down, working backwards a year at a time from Grade 9, where foreign language instruction in the school district then began.

After considerable discussion on issues such as scheduling, teacher availability, and the necessity of developing long-term articulation, the decision was made to propose to the school board the implementation of a Spanish FLES program that would begin in September 1996 for all district kindergartners. The proposal recommended extending the program one grade level each year. That is, all kindergartners and first graders would be required to participate in the program in the 1997-1998 school year; all kindergartners, first and second graders in the 1998-1999 school year; and so on. The Board of School Directors formally approved the plan and authorized a 5-year pilot project.

The next steps involved recruiting an appropriately certified teacher for the first cohort of students, planning for curriculum development activities, informing community members about the new program, and systematically providing other teachers and administrators working in the system with information about the program.

Incorporating the Spanish Program into the Core Curriculum

The Spanish program began in September 1996 in all kindergarten classes in the district, comprising a total of 223 students. Each class met for 20 minutes a day, 5 days a week. The Spanish specialist, who was certified in both foreign language education and elementary education, worked with students in their regular classrooms, and in effect team-taught with the regular classroom teachers. In the first year, a strong collaboration between the kindergarten teachers and the language specialist developed almost immediately, a collaborative style that has continued with each grade that has been added.

The curriculum was developed following the school-district template for planned courses of study; that is, each thematically organized unit was specified according to (1) student learning outcomes; (2) content, materials, and activities; and (3) procedures for assessment. The main focus of each lesson was on vocabulary building and comprehension. Every attempt was made to integrate Spanish with ongoing activities in art, music, library, physical education, and the computer curriculum.

Expansion Through the Primary, Intermediate, and Middle School Levels

The foreign language program committee continued to meet quarterly to discuss various aspects of the program and to plan for its expansion in the 1997-1998 school year. Plans for the second year followed the same model used during the first year, namely 20 minutes of instruction in Spanish 5 days a week with a specialist

teacher who came to the classroom. The curriculum for the second year built on concepts and vocabulary learned during the first year and retained its integrated, thematic focus, but moved toward greater oral participation by the students. The same model was followed for the 1998-1999 school year with the addition of a second dually certified (in elementary and foreign language education) teacher as the program expanded to include all students from kindergarten through Grade 2. During the 1999-2000 and 2000-2001 school years, the committee addressed a number of issues, including the expansion to Grade 3 and Grade 4 and the need to begin the process of thinking carefully about the expansion that will occur in 2002-2003 into the middle school.

Themes of Success: A Model for Other Districts and the Nation

Several features of the program at Chartiers Valley are considered key to its success.

Careful and collaborative planning and evaluation. A hallmark of the program has been the overarching concern for careful and collaborative planning and evaluation each year as the program expands. Advance planning has been a distinguishing characteristic of the program, one that is often lacking in the implementation of FLES programs (see Curtain & Dahlberg, 2000).

Gradual program expansion. Consonant with the theme of careful planning, program expansion occurs one year at a time. This allows for the development of a well-articulated curriculum based on annual assessment of students' expanding abilities.

Attention to progress in proficiency. An overriding concern of the program is this: that as students progress through the program, they should also progress in their linguistic and cultural knowledge. Observations of early language programs often reveal that children are faced with repetitions of the same content presented in the same way from one year to the next. The program in Chartiers Valley has been careful to avoid this problem.

High quality foreign language faculty. Each year, as the program expands to another grade, an additional teacher is hired with certification in both foreign language and elementary education. Hiring only high quality, well-prepared teachers who understand both second language acquisition and how children learn helps to ensure the success of the program.

Reflective practitioners. Closely related to teacher qualifications is teachers' orientation to their work. Teachers in the Chartiers Valley program are reflective practitioners who make instructional decisions and modifications based on classroom observation and practice.

Collaborating on Curricular Innovation

To gain insight into the opinions of those who collaborated in the design and implementation of the program—the superintendent, school board members, principals, regular classroom teachers, and Spanish teachers—an interview protocol was developed to examine their perspectives on their experience. All participants expressed remarkable enthusiasm and considered the program a success. During analysis of the interview data, several overarching and consistent themes emerged.

Articulating a shared vision. The superintendent wanted a foreign language program for the Chartiers Valley School District, "because of a sense that American education was behind [the rest of the world] with regard to exposure to foreign languages." From the time he first proposed the idea of a foreign language program as part of the district's plans, his vision resonated positively throughout the committee overseeing implementation of the program.

Careful planning. The success of the program has been due in large part to the careful planning devoted to its development and implementation. Crucial to this planning was the involvement of all stakeholders, who were continually encouraged to voice their opinions and concerns.

Empowerment. There was a unanimous feeling of ownership for the program among survey respondents. This empowerment felt by teachers, department heads, principals, and others was attributed to the superintendent's strong leadership.

Support of and for the teachers. Another central thread woven throughout the interviews was that of support of and for the teachers. For example, there was a continuing search for teachers with dual certification in elementary education and Spanish. A great deal of attention was paid to ensuring that the Spanish program was incorporated into the regular curriculum of the primary school with a minimum of disruption. Care was taken to provide assistance to the Spanish teachers through continuing linkage with the university partners and for classroom teachers by the systematic provision of in-service training. Respondents noted that the Spanish teachers also had the support of the classroom teachers.

Concerns for the future. The most resounding theme reflected a realization that issues of articulation from elementary school to middle school and from middle school to high school will be critical if the district is to have a coherent and viable foreign language program across 13 years of instruction. Several respondents mentioned the need to re-think the language curriculum in the middle school (Grades 6-8) and high school (Grades 9-12) to accommodate students who have studied a foreign language throughout elementary school. As the chairperson of the high school foreign language department stated, "there will need to be drastic changes in the curriculum in the later years of schooling," but she hastened to add that she sees this "as a wonderful problem."

Conclusion

By telling the story of one district's lived experience with FLES, this digest has described key elements in the development of a successful educational innovation. The direction and decisions of this district rested on concerns of several important constituents and reflect Markee's (1997) observation that innovative projects are affected, positively or negatively, by complex sociocultural variables, such as cultural beliefs; political climate; historical and economic conditions; administrative attitudes; institutional support; and technological, sociolinguistic, and language planning factors. When viewed globally, the themes of vision, planning, empowerment, support, and future concerns described above reflect all of the sociocultural variables listed by Markee and attest to their importance, as well as the need to acknowledge and address openly these factors when designing and implementing new programs. Others in the process of contemplating the development of a program such as the one presented here, or in monitoring and evaluating current FLES programs, might well be advised to benchmark successes and failures against these themes.

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National Latin Teacher Recruitment Week: Coming SPRING 2003!

Throughout North America there is a serious need for Latin teachers. Each year, existing programs are cancelled, thriving programs are told they cannot expand, and schools that want to add Latin are unable to do so. The National Committee for Latin and Greek has announced the creation of National Latin Teacher Recruitment Week, planned for Spring 2003. A cooperative venture of the American Classical League, the American Philological Association, and various regional and state classical organizations, the initiative seeks to engage classicists at all levels of instruction in the business of ensuring that Latin, Greek, and classics pre-college classrooms have the teachers they need. The organization is currently forming subcommittees and developing plans for action. For more information, explore the Web site at <http://www.promotelatin.org/nltrw.htm>. To volunteer or suggest lines of action, contact the committee's chair, Kenneth Kitchell, at kkitchel@classics.umass.edu.

INTASC's Model Standards

for Beginning Foreign Language Teachers

What does INTASC stand for?

Interstate New Teacher Assessment and Support Consortium.

What is INTASC?

It is a program of the Council of Chief State School Officers (CCSSO). The goal of INTASC is to work with state education agencies responsible for teacher licensing, professional development, and program approval to promote standards-based reform of the licensing process.

Is Texas a member of INTASC?

Yes. Thirty-three states, including Texas, are members of INTASC.

Who was on the Foreign Language Licensing Standards Committee?

The committee, formed in late fall of 2000, consisted of 18 members that represented a variety of national language associations, state departments of education, school districts, university teacher training programs, and private schools. This committee's mandate was to develop model licensing standards that articulate what all beginning teachers should know and be able to do in order to effectively teach a foreign language.

What has the committee accomplished so far?

The purpose of the first meeting was to draft model licensing standards for new foreign language teachers based on existing standards documents, including

- the INTASC model core standards (those principles which should be present in all teaching regardless of the subject or grade level taught),
- the Standards for Foreign Language Learning in the 21st century,
- the National Board for Professional Teaching Standards (NBPTS), and
- selected state standards.

Working in groups, members discussed two core principles and their application to the teaching of foreign languages. We agreed that there was some overlap of the core principles and that some of the principles would need to be modified in order to correspond more closely to second language methodology. At the first meeting, we looked at the five organizing principles of the National Standards for Language Learning: Cultures, Connections, Comparisons, Communities and Communication (the 5 Cs) to determine what kinds of strategies, activities, or disposition a successful beginning teacher needs to use or exhibit in addressing the five Cs in the classroom.

At the next two meetings, we continued working in groups processing, understanding, and coming to terms with INTASC's core principles. We also worked on reviewing common themes and practices and identifying lead issues that the committee should address when drafting the foreign language standards. We revised the work from previous meetings and continued to refine the principles in order to make them clearly define the expectations of foreign language education.

In our last meeting, the committee carefully reviewed, discussed, and came to agreement on the draft, model licensing standards that outline what all beginning teachers should know and be able to do in the foreign language classroom. This document, *Model Standards for Licensing Beginning Foreign Language Teachers: A Resource for State Dialogue* was released in June 2002 and is available in PDF format on-line at: <http://www.ccsso.org/intaspub.html#ForLang>.

Bound copies of the document are available for \$4.95. Email pubs@ccsso.org or write

Council of Chief State School Officers
One Massachusetts Avenue, NW
Washington, DC 2001-1431

The draft standards are being distributed widely, and public and professional comment is sought over the coming months. There will likely be a conference session on the committee's work at the meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in Salt Lake City, Utah in November 2002. For more information, I urge you to visit the Web site: <http://www.ccsso.org/intasc.html>.



Maritza Sloan is a Spanish teacher at Plano West Senior High in Plano, Texas who served on the drafting committee of the Interstate New Teacher Assessment and Support Consortium. Working towards the development of model licensing standards, the principle task of the committee was "to clarify how the common core of teacher knowledge and skills plays out for teachers of the foreign languages." The article at left is Maritza's report on the committee's work.

RUSSIAN FILM: Pirates of the 20th Century

a class
act



A Soviet commercial ship is legally transporting opium for pharmaceuticals. While at sea, it is attacked by pirates intending to seize the opium and sell it on the black market. To cover their plot, the pirates make a ruthless attempt to eliminate all witnesses—to kill all the crew. Several survivors have different plans, however. They want to have their ship back and bring the pirates to justice. This exciting Russian film, *Pirates of the 20th Century*, sets the stage for a unit in which students learn about a Russian historical event, compare Russian ideas of heroism with their own, and have an opportunity to connect the past to the present by perhaps talking with survivors of local disasters.

This scenario was developed by

Konstantin Urvantsev during an
internship with the LOTE CED.

Konstantin teaches business and
legal English at Novosibirsk

State University's Department of

Economics. He was recently

hosted by the College of

Education at UT-Austin as a

participant in the Fulbright

Junior Faculty Development

Program.

ACTIVITY SET 1: Linking the Past to the Present

Learners may at first doubt the relevancy of a film on sea piracy. Help make the link between the past and the present by asking a variety of questions such as the following: When we say *sea pirates*, what period in history do we picture? What kind of piracy can we expect today? Cyber piracy? Intellectual property theft? Terrorism? Why does an attack by sea pirates seem incredible in today's world? We do not expect sea pirates in the modern world, but this fact may only make us more vulnerable. Students may name various cases of modern piracy including international acts of terrorism such as the Munich Olympics in 1972 and the more recent attacks on the World Trade Center.

Provide a world map to locate regions that learners mention, and supply key vocabulary as needed to help them express as many of their ideas in Russian as possible. Such words as *terrorists*, *attack*, *pirates*, etc. can be learned easily because they are cognates. Several verb phrases in the past tense can be repeated by the teacher such as *captured hostages*, *held hostage*, *demanded ransom*, *claimed responsibility*, and *attempted to negotiate*. The class can compile a common key vocabulary list to which they add, or learners may keep a personal vocabulary list of topic-related words to use throughout the unit. Students further discuss in smaller groups what they know about terrorist attacks or any disasters in Russia using the new vocabulary to the extent of their comfort. Their goal is to name as many as possible and briefly describe each (a sentence or two) using the new phrases. (Normally, students try to copy their teacher. When the teacher values communication over a vocabulary exercise, students eagerly use the new “cool” phrases.) To illustrate real-word use of the vocabulary, the teacher should bring several newspaper articles in Russian featuring the new word, if possible.

ACTIVITY SET 2: Video and Discussion

Watch the video before showing it to the class, and choose language structures to review or introduce relative to your curriculum and the students' proficiency level (e.g., adverbs such as *suddenly*, *unexpectedly*, *fiercely*, names of the characters who survived, action verbs).

To begin, announce that the movie is based on real events. (At this point, students have reflected on a lot of battles with terrorists. However, there still are those only a few know about...) Prepare and give students a list of 5-10 true/false statements based on the first part of the movie. The first part includes the seizure of the ship and cargo by the pirates. Sample statements include: “The pirates demanded a ransom,” or “Sergei escaped alone.” Students watch part one with either Russian or English subtitles, depending on their Russian proficiency. As they watch, their task is to mark all the statements on the list as true or false.

After viewing, students get into teams and discuss their answers, sharing intelligence. As if they were a special division of police investigating the case, students retrace the terrorist attack on the ship using a map and their imagination. Students talk about what the surviving crew should do next and create an emergency plan of action. Help students by providing key words in Russian as needed. Students may also review or be introduced to several Russian nouns and action verbs (infinitives) as well as some modal structures such as *they should*, *they should have first... and then...* Before watching the second part of the film, students work as a class to summarize what happened in the first part, using the new phrases they learned in past tense. Each group reports on their emergency action plan, summarizing what they think the surviving crew should do.

After groups have specified all the steps on their action plan (5-10 items), they next transform the plan into a hypothetical scenario of what they think will happen next, creating their own list of

true/false statements in the present tense (“Sergei swims to the neighboring island and sets a fire,” etc.). As they watch the second part, students compare their strategy proposals (T/F statements) to what the characters are actually doing. Here they may learn more verb phrases in the past tense as well as try out some *should have* constructions. They check their statements as true or false in the same way as the list of statements prepared by teacher. Finally, learners can read the “true” statements from both parts to summarize the movie plot.

ACTIVITY SET 3: Follow-up Activities and Projects

Learners have an opportunity to expand their understanding of the topic and language use through a variety of activities and final projects that demonstrate what they have learned about the topic. The teacher may choose an activity/project to engage the whole class, or students may choose one for themselves or a group from among those that follow.

- Students reflect on the concept of courage as they see it exemplified in their own culture and as they saw it illustrated in the Russian film. They investigate through newspapers and the Internet other events in Russian culture involving acts of courage, comparing the concept in the two cultures as illustrated by the events they have researched. As a final product, these students imagine a reunion of the characters in ten years. (What are they doing? How have the events they lived through together changed their lives? When they meet, what are they discussing?) Students stage a short play in which the former heroes are meeting in a restaurant to remember their heroic past when another accident happens (e.g. a bank robbery with several people taken hostages) and their courage and leadership are needed again.
- The movie is based on real events. Learners search newspaper archives in the library and the Web (NPR archives, CNN, History Channel, etc.) to learn more about the event and several other real episodes where planes or ships were seized by pirates. Students could explore such emergency situations as the Kursk submarine disaster or space emergencies. They learn about the people involved and what they had to do to survive. Students may interview members of the local Russian community about whether and how one of the disasters affected them personally. Eventually, students make a presentation on an event of their choice before their classmates and parents who have been invited to the presentation.
- Students relate the subject of “survivors” to their own lives by talking to their parents and neighbors, searching the archives of a local newspaper, or going to the local museum to learn about disasters in their own city, county, or community (fires, floods, tornados). If possible, they contact some of the survivors or journalists who interviewed them. Students can also invite several Russian friends (from the local Russian community) and have them share in the discussion on the topic. They might tell them about the disasters that happened 10, 20, 30 years ago, invite them to watch the movie together, and ask them questions or for a cultural comment on the movie which was a huge hit when released in 1980. (What was Russia like in 1980? Why was it a hit?)

As a final project, students can make a collage, develop a PowerPoint presentation, or create a graphic organizer to discuss the images of a hero in Russian and American cultures based on what they have learned in the preceding activity. As an alternative, they may present a dramatization of *Pirates of the 20th Century* or a similar real-life story before their classmates, school, or community.

In all cases, the teacher may want to connect with the local community by inviting the local television station to cover the final presentations. Publicity could be posted in school and around the community announcing the broadcast on the evening news. The television station would likely be willing to provide a copy of the tape which could be replayed for the school. If the television option is not available, try the school newspaper or invite some parents to do the filming and mix it into a short movie. Show the movie at Back to School Night.

WEBLIOGRAGHY

<http://www.mhvf.net/forum/russian.shtml>

Links to Russian movies, including *Pirates Of The 20th Century* as well as another Russian titles *The Air Crew*, the first Soviet “disaster” film about a passenger aircraft attempting to take off from an airport in the middle of a violent earthquake.

<http://www.kniga.com/store/>

Source for books in Russian

<http://www.RBCvideo.com>

Russian movies, music and links to books, magazines, etc.

<http://www.rbcmp3.com/store/dept.asp?dept%5Fid=29810>

Videos in Russian with English subtitles

<http://www.rbcmp3.com/store/dept.asp?dept%5Fid=1439>

DVD titles that have English subtitles

<http://www.kniga.com/store/default.asp?>

Russian books available in the US

<http://www.nationalgeographic.com/>

<http://www.historychannel.com/>

<http://dsc.discovery.com/>

Expansion ideas and information about the standards addressed in this scenario may be found on the LOTE CED Web site along with other scenarios written by teachers of Arabic, French, German, Japanese, and Spanish.

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

A New Transition

from San Antonio to Austin



María Treviño is the new Assistant Director of LOTE at the Texas Education Agency.

I can't believe that 30 years have flown by so fast. I almost didn't have a career in teaching as I was 20 years old when I graduated from college. Personnel directors were leery of a 20-year-old trying to control 30 students in a classroom, but Mr. Ernest Denham took a chance on a young woman named María. I started my teaching career at McCollum High School in Harlandale ISD in San Antonio in 1972. I was fresh out of college and ready to teach Spanish to kids eager to learn. My teaching experience at McCollum under the leadership of Mr. Patrick Shannon and Mr. Daryl Flynt gave me the impetus to move forward. I had 12 great years with students at McCollum, but the time came for me to move closer to my home.

Mr. Carlos Ortiz offered me the opportunity to teach Spanish in Northside ISD. I taught at Holmes High School for one year and then the position of Foreign Language Supervisor opened up. The position called for starting the Spanish program at Health Careers High School, the new magnet school for the district, in addition to being part-time supervisor. I had only been in the district one year, but the job sounded interesting. I took a chance and applied. I owe this opportunity to Mr. Paul Fleming.

As Instructional Specialist for Northside ISD for 17 years I had a great deal to learn and much to give back to the teachers and students in the field of foreign languages. I had worked with great teachers, many of whom helped develop curriculum, wrote Credit by Exams, provided staff development, developed activities and scenarios for the 5 Cs, and worked on numerous committees to meet the needs of the International Languages department. Two bond issues provided funding for multimedia digital language labs in all of Northside's high schools that will be installed by 2003-2004. All of this was accomplished because of teamwork between the instructional specialist, department coordinators, and teachers willing to work towards a common goal—success for all students.

I retired from Northside on May 31 and assumed the position of Assistant Director for LOTE at the Texas Education Agency (TEA) on July 1. I look forward to continued teamwork with Carl Johnson, the LOTE Center for Educator Development, the Texas Association for Language Supervision (TALS), the Texas Foreign Language Association (TFLA), and local independent school districts to continue to move language teaching and learning forward in the 21st century. There has been a history of excellence in the leadership at TEA with Bobby LaBouve, Inés García, and Carl Johnson. I just hope that I can partially fill those shoes, which have left great imprints in the development of LOTE in this state.

The LOTE Center has done a magnificent job in all of the training and materials that it has provided language teachers. I will continue to work with the Center in any capacity necessary so that it can continue to assist LOTE teachers. The connections between TALS, TFLA, and TEA have been strong over the years. You can rest assured that we will continue to work together to make sure that as a team we will meet the needs of teachers and students in Texas. Textbook adoptions are coming up soon, so this is one area where there will be much collaboration.

Please call me if you have any questions, or if you have any ideas related to language learning to share that you feel are important. It is an honor to be at TEA to serve Texas teachers and students.

María

LETTERS FROM THE FIELD



BULLETIN BOARD

TALS Attendees

Leah Sequeira, Spring Branch ISD

*Alex Rangel, Midland ISD
James Hulme, Pasadena ISD*

*Linda Johnson, Richardson ISD,
Judilee Hays, College Station ISD,
Linda Barrs, A&M Consolidated ISD*

M. K. McChristian, Richardson ISD

TALS Meeting

The annual business meeting of the Texas Association for Language Supervision (TALS) was held in Austin on June 9th, followed by the Texas Conference on Coordinating Languages (TECCL) on June 10-11. TALS membership is open to anyone who has supervisory responsibilities for LOTE including coordinators, department chairs, lead teachers, supervisors of student teachers, and other district designated LOTE contact persons.

Attendees at TECCL were treated to several, wonderful conference sessions. TALS president, **Beth Harris**, lead Monday morning's presentation of *New Visions for TALS*. Many ideas on how and what the organization can do to encourage and support LOTE educators around the state were discussed. **M. K. McChristian**, LOTE coordinator for the Richardson ISD, made a presentation on *Standards, TEKS, TAKS: Making LOTE Connections*. She shared work she has already done correlating the TEKS for LOTE to the TEKS in the core areas and showing how LOTE classes can support those "enduring understandings" that cross all subject areas. McChristian believes that foreign language classrooms can play an important role in preparing learners to pass state-mandated tests.

In the afternoon, **Leah Sequeira** of Spring Branch ISD made a dynamic presentation on *The Classroom That Teaches*. She discussed how current brain research and a "personal paradigm shift" (new vision) can energize the classroom and accelerate students' learning. Sequeira also illustrated the use of colorful and creative posters to enliven the class and provided time and materials for participants to develop some of their own.

Tuesday morning, **Carl Johnson**, Director of LOTE at the Texas Education Agency, gave the annual TEA Update with **Mary Roche**, consultant from Spain who organizes the Texas-Spain Initiative. Their session was followed by **Elaine Phillips** and **Chuck Reese** of the LOTE CED who gave a status report on current activities of the Center and discussed plans for next year. Phillips also previewed the new video manual/study guide that has been developed to accompany the video series, *Learning Languages Other Than English: A Texas Adventure*.

NADSFL Membership

The National Association of District Supervisors of Foreign Languages (NADSFL) promotes excellence in foreign language education for all learners through professional development of foreign language supervisors. By disseminating information and facilitating communication among members, the organization raises awareness of current initiatives, trends, and research in the field. In addition, NADSFL serves as an advocate for language instruction in the early grades.

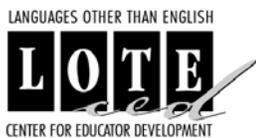
NADSFL meets annually just before the conference of the American Council on the Teaching of Foreign Languages. Additional meetings are held at regional conferences such as the Southwest Conference on Language Teaching. Annual dues are only \$20. Membership forms may be downloaded from NADSFL's Web site at <http://ivc.uidaho.edu/nadsfl>.

Complete Video Manual / Study Guide Now Available On-Line

The video manual/study guide that accompanies the video series *Learning Languages Other Than English: A Texas Adventure* is now available on-line in PDF format at <http://www.sedl.org/loteced/videos/>. (Previously only a draft chapter had been posted.) LOTE educators are encouraged to view and download the manual to use in professional development opportunities during the coming school year. A print version of the manual is anticipated for later this fall.

Archived Newsletter Articles Available On-Line

PDF versions of all past LOTE CED Lowdowns are available on the Center's Web site. In addition, select articles and features have now have been posted in HTML format for easy browsing and reading. For direct access to the archives, visit <http://www.sedl.org/lowdown/>.



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