

# LOTE CED

NEWS FROM THE LANGUAGES OTHER THAN ENGLISH  
CENTER FOR EDUCATOR DEVELOPMENT

April 2003

## lowdown



### New Training on Developing Rubrics

*Developing Rubrics for Performance-Based Assessment*, the latest in a series of training modules developed by the LOTE Center for Educator Development, is now complete. LOTE educators agree that high standards must be in place to help students achieve high levels of proficiency. Previous training modules have focused on developing standards-based curricula, implementing standards in the classroom, and creating performance-based assessments. This latest module, written by Bobette Dunn and Dorothy Cox (left) of Fort Bend ISD, focuses on rubrics as useful tools for instruction and for evaluating performance-based assessments.

from engaging learners in this important evaluation process. This training illustrates that good rubrics make teacher expectations clear, thus providing a more objective means for guiding student progress along the way and evaluating completed tasks.

— continued on page 7, see *Rubrics*.



Facilitators Karen Anderson and Maritza Sloan

Many educators find developing performance-based tasks much easier than assessing them, and fear of subjectivity often keeps teachers

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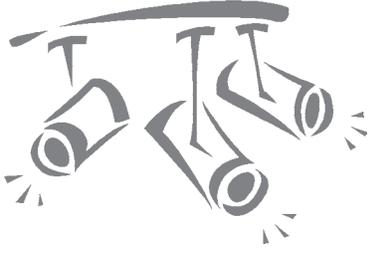
### Online Professional Development for LOTE Educators

With funding for the LOTE Center for Educator Development expiring on June 30th of this year, efforts since September have been directed at continuing the work through a variety of other means. In addition to the thirty-eight experienced LOTE facilitators who will continue to provide standards-based training developed by the Center, a new type of professional development has been envisioned. Taking advantage of the opportunities that technology affords today's educators, several standards-based courses are being developed that will provide individualized, interactive learning opportunities through the Internet.

effective for well-motivated learners, especially those who understand the format and nature of the online learning experience. Studies find that two benefits of online learning are the flexibility of real-time and any-time options and the convenience of communication options across wide geographic distances. Online opportunities can have an impact on a larger and more diverse audience than most professional development activities.

The LOTE CED's Web-based professional development courses are presented in an easy to navigate format with clear instructions. Each one includes interactive exercises and assessment tools, and lessons are supplemented with reading material and access to other online

— continued on page 7, see *OPDC*.



## Retiring Fort Bend ISD Language Coordinator to Begin New Career



Bobette Dunn recently retired from the Fort Bend ISD in Sugar Land after serving for some nineteen years, first as a Spanish teacher and then as Foreign Language Coordinator. She holds a B.A. in Spanish and French, an M.Ed. in Bilingual/ESL, and an Ed.D. in Administration and Supervision. As Coordinator, Bobette supervised a district foreign language program which includes seven languages and over 110 teachers.

Dr. Dunn is a longtime facilitator for the LOTE CED and is active in numerous professional organizations including the Texas Foreign Language Association and the Houston Area Teachers of Foreign Languages, both of which she served as President. Carl Johnson, Director of LOTE at the Texas Education Agency states, "Bobette's intelligence, dedication, honor, creativity, perseverance, and humanity are, in my mind, unmatched in the state of Texas among foreign language and other educators. Having sat with her for several years on the TFLA Board, I've had the opportunity to observe and appreciate first-hand her true leadership."

Indeed, during her tenure as coordinator, foreign language teachers in FBISD were named Secondary Teacher of the Year three years in a row with one, Denise Tanner, going on to become Texas Secondary Teacher of the year. Numerous teachers have received the same honor on their campus and foreign language students in the district have received recognition at French Symposium, Japan Bowl, PASE, and in state Latin and German contests. Dunn refuses any credit: "My accomplishments as FBISD's foreign language coordinator are a direct result of the talent and effectiveness of our teachers." FBISD teachers, however, value her contributions highly: "Her support has been paramount in [my professional] ventures, and without it, I would never have been able to fulfill many of my goals." "I knew Bobette for a very short period of time, but in that short period she demonstrated a character that was a great model for me. Her obvious passion made me want to follow in her footsteps."

Bobette's administrative support for LOTE programs has also had a tremendous impact in the district. "Talented teachers have dreamed up great ideas and then realized these dreams," says Dunn. She mentions as examples the FLEX French program called LIAISON in which high school students travel to an elementary school weekly to teach French. Similar programs are ongoing for German and Spanish. "What wonderful examples of foreign language teachers going above and beyond to introduce young learners to the joys of learning another language and culture." Dorothy Cox, who has worked closely with Bobette on numerous projects and presentations, says, "She has been supportive of the teachers in the district by encouraging all of us to step out and find creative ways to spark learning in our students."

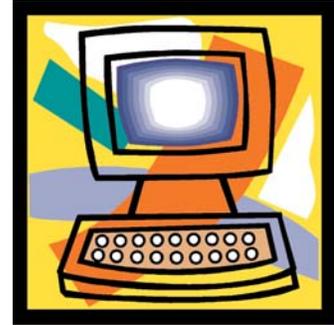
Dr. Dunn has also overseen the introduction of a formal course of study in American Sign Language and a Chinese program that is the largest in the state and continues to grow. Teacher Crystal Chu commends Bobette's support: "She finds all possible resources for our Chinese classes including buying books and sends me to seminars to get trained. She always goes the extra mile with me. She is not only a good supervisor but also a good friend. Her leaving is a great loss to me and to our district."

Dr. Dunn leaves her coordinator's position to begin a new career as co-Program Director of ACT Houston, a program of alternative certification for teachers in South West Houston (<http://www.acthouston.com>). On leaving the district, she says, "It was the hardest decision ever to make the move at this time... My best friends are here! My roots in the district are very deep." But her sadness at leaving is coupled with the excitement of a new opportunity. "My research for the last six years has been on supporting new teachers. This was the subject of my dissertation and continues to be my passion." Although she will miss interacting closely with those in her district, she looks forward to the "possibility of bringing capable and highly motivated individuals into teaching" and to the support she can provide them in preparing for the "world's most important profession."

Bobette intends to remain active in the foreign language field. We look forward to her continued participation in the profession and offer her best wishes on her new career path and a heartfelt thanks for her considerable contributions to LOTE education in Texas!

Read more comments from Bobette and Fort Bend ISD teachers on the LOTE CED Web site at [http://www.sedl.org/loteced/lowdown/spotlight\\_62.html](http://www.sedl.org/loteced/lowdown/spotlight_62.html).

# LOTE Links: Online Resources



## National FLES Institute

<http://www.gladys-c-lipton.org/>

As an advocate for foreign language instruction in elementary schools, this organization provides information on all types of FLES programs around the country and can answer questions on FLES-related issues. Resources and services include article reprints, a promotion/advocacy kit, and on-site workshops on how to begin a FLES program.

## Clip Art for Language Instruction

<http://www.sla.purdue.edu/fl/JapanProj/FLClipart/>

This growing collection of free clip art is designed for foreign language learning and instruction. Images are culturally and linguistically neutral to the extent possible in order to be useful for a variety of languages. Searchable categories include: verbs, adjectives, buildings and places, food and drinks, people and animals, sports, things and events, time, vehicles, and medical.

## Académie française

<http://www.academie-francaise.fr/>

This official site includes the history and the role of the French Academy with extensive information on its members as well as a developing on-line version of *le Dictionnaire de la langue française*.

## La Cocina Mexicana

<http://mexico.udg.mx/cocina/cocinamex.html>

A wealth of information on traditional Mexican cooking, including recipes, a glossary of cooking terms and foods, notes on regional specialties, and recommended books.

## Nuntii Latini (Weekly News in Latin)

<http://www.yle.fi/fbcllatini/recitatio.html>

*Nuntii Latini* is a weekly news review in Classical Latin. Produced by the Finnish Broadcasting Company, it is the only international radio and satellite broadcast of its kind. Now available on the Internet using RealAudio, the five-minute bulletin consists of international headlines, Finnish news of international interest, and appropriate arts, science, and sports topics.

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## Upcoming Conferences

- **Northeast Conference on the Teaching of Foreign Languages**  
April 10–13 • Washington, DC  
<http://www.dickinson.edu/nectfl/>
- **Texas Association for Language Supervision/ Texas Conference on Coordinating Languages**  
April 27–29 • Austin TX
- **American Association of Teachers of French**  
July 4–7 • La Pointe du Bout, Martinique  
<http://www.frenchteachers.org/>
- **American Association of Teachers of Spanish & Portuguese**  
August 2–4 • Chicago, IL  
<http://www.aatsp.org/members/index.htm>
- **National Junior Classical League**  
July 29 - August 3 • San Antonio, TX  
<http://www.njcl.org/activities/2003/convention/>
- **Texas Foreign Language Association**  
October 2-5 • Austin, TX  
<http://www3.baylor.edu/TFLA/conference.html>
- **American Council on the Teaching of Foreign Languages**  
November 20-23 • Philadelphia PA  
<http://www.actfl.org/>

# Spanish for Spanish Speakers: Developing Dual Language Proficiency



by:

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This ERIC Digest may be found online at: [http://www.cal.org/ericll/digest/spanish\\_native.html](http://www.cal.org/ericll/digest/spanish_native.html) along with a resource guide, *Teaching Spanish to Spanish Speakers*, and other ERIC Digests on heritage learners. Reprinted with permission.

The increasing number of students who enter U.S. schools from homes where languages other than English are spoken, and the recognition that proficiency in non-English languages is a valuable national resource, have generated interest in the field of heritage language instruction. A heritage language student is "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés, 2001, p. 38).

The fastest growing heritage language population in the United States is Spanish-speaking immigrants and Americans of Hispanic descent whose families came from Central America, Cuba, Mexico, Puerto Rico, and South America. The inclusion of Spanish-speaking students in foreign language classes places additional demands on teachers, who may be prepared to teach only speakers of English. As a result, a growing number of secondary schools, colleges, and universities in states with large Hispanic populations offer separate Spanish for Native Speakers (SNS) courses or programs tailored to the needs of these students.

## The Need for Special Courses

Since the late 1970s and early 1980s, the practice of teaching Spanish to Spanish speakers has achieved wide recognition. During this period, increasing numbers of students from Hispanic backgrounds began enrolling in Spanish courses at the secondary and postsecondary levels. Teachers trained to teach Spanish as a foreign language to English speakers found themselves teaching classes in which an increasing percentage or even a majority of the students were not the traditional foreign language learners that the teachers were trained to teach (Draper & Hicks, 2000). In some cases, the Hispanic students were more fluent in oral Spanish than the teacher was. According to Campbell (1996), the average heritage language student possesses a level of competence in many aspects of his or her ancestral language that far exceeds what typical students in foreign language courses can attain after many years of formal study. However, there is consensus among foreign language teachers that these students need to develop other areas of Spanish language proficiency. For example, many students have an extensive vocabulary in some contexts but a restricted one in others. Many are unfamiliar with the formal grammar of Spanish and do not read or write it. The challenges of teaching Spanish to students who have no experience with the language are clearly different from those involved in helping students develop proficiency in a language in which they already have considerable competence (Bills, 1997).

## Student Characteristics

To fully understand the goals and challenges of teaching Spanish to Spanish speakers, it is important to understand the diverse backgrounds of students who participate in Spanish courses and their motivations for studying a language they already know. Students include the following groups:

- Third- or fourth-generation U.S.-born Hispanic students considered to be receptive bilinguals. These students are English dominant and understand almost all spoken Spanish, but they have limited speaking skills in Spanish and do not read or write it.
- First- or second-generation bilinguals who possess different degrees of proficiency in English and Spanish. In most cases, these students have received their education in English and have developed few if any literacy skills in Spanish.
- Recent immigrants to the United States who are Spanish dominant. Their level of English proficiency, the amount of formal education they have had in Spanish, and their literacy skills in Spanish vary (Valdés, 2001).

In all of these groups, language proficiency may vary from individual to individual. Many

students are completely fluent in oral Spanish (both speaking and comprehending), others speak and understand Spanish fairly well, while others possess only basic oral skills in Spanish. In addition, students come from a number of cultural backgrounds and speak different varieties of Spanish.

## Goals of SNS Instruction

SNS courses offer Spanish-speaking students opportunities to study Spanish formally in an academic setting in the same way that native-English-speaking students study English language arts. Spanish-speaking students participate in SNS courses for a number of reasons. These may include a desire to reactivate the Spanish they have learned in the past and develop it further, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, to develop or augment academic language skills in Spanish, to enhance career opportunities, or to fulfill a foreign language requirement. The skills that students can acquire range from learning grammar and spelling and developing basic academic vocabulary in Spanish to learning how to critically analyze a text, write poetry, or acquire new information in different academic content areas.

Valdés (1997) delineates the following goals of SNS instruction:

**Language maintenance.** Based on the view that Spanish can be maintained across generations through the formal study of Spanish, this instructional goal focuses on grammar, reading and writing, vocabulary development, exposure to the language and culture of Hispanic communities, and consciousness raising activities about Spanish language and identity.

**Expansion of the bilingual range.** The language proficiency of many bilingual students is not equally developed in their two languages. For example, they may possess the cultural understanding to comprehend a particular exchange but be unable to express themselves using the appropriate vocabulary and grammar. The goal of expanding the bilingual range moves beyond developing initial expressive and receptive language abilities to cultivating a much broader command of the language.

**Acquisition of a prestige variety.** Many students who participate in SNS courses speak what may be interpreted as rural or stigmatized varieties of Spanish. Instruction aimed at teaching students the prestige or standard variety involves developing metalinguistic awareness about the differences between the standard and other varieties, teaching traditional grammar, and teaching when it is appropriate to use more or less formal Spanish.

**Transfer of literacy skills.** According to Cummins (1984), language skills can be transferred across languages in a manner that facilitates the acquisition of first language skills in the second

language. Peale (1991) emphasizes the need for Spanish-speaking students to develop not only their oral language but also their literacy skills in Spanish. In the process, they enhance their English literacy development as well.

## Evaluating the Goals

Valdés (1997) suggests that the initial goal of SNS instruction was to develop language skills in Spanish speakers that would allow them to participate in advanced placement courses in Spanish, with a strong focus on grammatical correctness. She argues that instruction must move beyond grammar to a focus on teaching students to function effectively in oral and written discourse, including in professional settings.

SNS educators are also concerned that an inordinate focus on instruction in prestige varieties of Spanish may harm students by suggesting that the language they have learned at home and in their communities is inadequate. Collison (1994) reports the views on this issue of several leaders in SNS research and education. Francisco Alarcón (University of California, Davis) points out that many people view the Spanish spoken in the barrio as inferior. George Blanco (University of Texas, Austin) suggests that instructors should build on what students already know rather than trying to replace it. Ana Roca (Florida International University) believes that SNS instruction should focus on expanding students' cultural knowledge about their Hispanic heritage and helping them develop more formal registers—academic and professional varieties of the language—without making them feel deficient in the process.

## Program Design, Instructional Strategies, and Materials

In the late 1980s and early 1990s, few resources were available for educators seeking to establish SNS programs or classes or to work with the Spanish speakers in their foreign language classes. Teachers generally relied on instructional strategies that they used with their English-speaking students and on self-made materials. Recently, more attention has been given to developing programs, instructional strategies, curricula, materials, and assessments designed specifically for Spanish speakers. A number of recent publications provide guidelines and resource lists (see American Association of Spanish and Portuguese, 2000). See also Pino & Pino (2000) for a description of a 5-year SNS university program, with surveys for developing learner profiles and determining learner needs.

Some publications focus specifically on instructional strategies and activities that promote interaction among students, teachers, and community members (Carrasquillo & Segan, 1998; Colombi & Alarcón, 1997; Merino, Trueba, & Samaniego, 1993; Rodríguez-Pino, 1994). Roca and Colombi (in press) describe a number of

ways that teachers can promote interaction and facilitate oral and written activities that build students' academic and professional skills in Spanish. In her textbook *Nuevos mundos*, Roca explains how content-based and thematic approaches develop students' knowledge in important content areas (e.g., cultures and civilizations) while developing their language skills work well in SNS courses.

Numerous textbooks and materials designed for teaching Spanish-speaking students have become available in recent years, such as *Entre mundos* (Alonso-Lyrintzis, Zaslow, & Villarreal, 1996, Prentice Hall), *Nuevos mundos* (Roca, 1999, John Wiley & Sons), *Español escrito* (Valdés & Teschner, 1999, Prentice Hall), *Nosotros y nuestro mundo* (Schmitt & Woodford, 2000, Glencoe/McGraw-Hill), and *Tu mundo* (Samaniego, Alarcón, & Otheguy, 2002, McDougal Littell). Many textbook publishing companies now maintain special divisions for the production and marketing of SNS textbooks and materials. In addition, many textbook series for Spanish instruction to English speakers offer supplementary materials, such as workbooks and readers, for Spanish speakers enrolled in the classes.

The National Foreign Language Center has collaborated with the Center for Applied Linguistics to create an annotated bibliography of these and other Spanish textbooks and materials for Spanish speakers that are used in K-12 and university instruction. This bibliography will be online at the Web site of LangNet, the national portal for language resources, sponsored by the National Foreign Language Center.

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A workshop entitled TEKS para LOTE: Español para el hispanohablante is available in Texas through LOTE CED training facilitators. To learn more about the training and to obtain contact information on facilitators, see:

[http://www.sedl.org/loteced/PD\\_training.html](http://www.sedl.org/loteced/PD_training.html)

## Rubrics (continued from page 1)

The goals of this training are:

- to review the types of assessments used in the classroom
- to understand what a rubric is and how it can be used for instruction and assessment
- to examine sample rubrics and practice designing one for the classroom
- to learn to convert a rubric score into a grade for the grade book

*Developing Rubrics for Performance-Based Assessment* may be presented as one 6-hour or three 2-hour sessions. The major sections include a review of performance-based assessment, guidelines for developing effective rubrics, and converting rubric scores to grades for the grade book. The workshop is highly interactive and provides numerous examples and opportunities for rubric development and analysis, as well as practice in using rubrics to evaluate samples of students' written and oral work.

The workshop discussions and activities highlight several key points:

- Clear explanations of tasks and expectations are important for both those completing an activity and those who are to evaluate it. This is true in the classroom as in life! In performance-based assessment contexts where answers are not always “right” or “wrong,” a rubric can be used to clearly articulate expectations.
- Well-developed rubrics are not just summative evaluation

tools but, when provided at the beginning of a unit, facilitate formative evaluation as well. By clarifying expectations, rubrics provide students with a *roadmap for learning* as well as an opportunity for frequent feedback on how well they are progressing toward goals and where they need improvement.

- All rubrics contain two essential components: criteria and a quality continuum. Effective rubrics are characterized by a focus on quality rather than quantity and on performance rather than a standard grading scale. They are written in concise professional language that clearly indicates how levels of the quality continuum vary.
- No one rubric is useful for all tasks, not even for all tasks in a single modality (speaking, writing). Developing a good rubric is an iterative process of writing, revising, and rewriting. Even exemplary rubrics may need to be modified for individual assignments.
- The rubric score is derived by adding the quality continuum points received for the various criteria. Careful consideration must be given when assigning weight to each criteria because different criteria will likely be more or less highly valued in terms of the overall rating. (E.g., comprehensibility may be twice as important as accuracy for a particular assignment.) Rubric scores can then be converted to grades for a grade book.

For more information regarding LOTE CED training facilitators, contact Elaine Phillips ([ephillip@sedl.org](mailto:ephillip@sedl.org)) or go to <http://www.sedl.org/loteced/facilitators/>. (See also page 11 for related information on the LOTE CED training-of-trainers held for this module.)

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## OPDC (continued from page 1)

resources. Each course includes a hands-on project designed to provide in-depth study on a topic selected by the learner. Since the LOTE CED is certified by the State Board for Educator Certification as an official Continuing Professional Education Provider, districts may choose to grant CPE credit for completion of the courses.

The first of the online professional development courses, *Change is Good: Innovation in LOTE Teaching and Learning*, is now available. This course familiarizes the learner with recent changes in LOTE instruction and learning and the eight guiding principles that provided the foundation for the TEKS for LOTE. A second course to follow is *Core of the Standards: The 5 Cs*, which examines the program goals in depth and provides examples of classroom implementation. A third course, *Progress Checkpoints: Defining Proficiency*, will guide LOTE educators in examining classroom tasks and expectations for students at various stages of learning.

Additional courses planned for this spring address the topics of learning scenarios development and performance-based assessment using rubrics.

All courses are ideal for a variety of audiences: beginning teachers or those new to LOTE, experienced practitioners who would like a quick review of the standards, LOTE professionals who have few or no LOTE-specific professional development opportunities in their district, and those seeking to accrue CPE credits. All courses are free. To begin or to simply review a course, point your browser to <http://www.sedl.org/loteced/opdc/> and log on by providing your email address and creating a password. To ensure the best possible learning/viewing experience, first click on ENROLLMENT and read about the simple software requirements and free downloads. You are strongly encouraged to check out this individualized and engaging learning opportunity and to share this new resource with other foreign language educators! We welcome your feedback on this unique learning experience.

# Learning Scenarios

## On the Web

a class  
act



Numerous learning scenarios for foreign language classrooms may be found in a variety of online formats. Learning scenarios in seven different languages created by Texas foreign language teachers are available from the LOTE CED Web site, and several other organizations have developed scenarios based on national and/or language-specific standards.

The scenarios below were created by teachers in Indiana and Iowa during a project sponsored by the US-Japan Foundation, Earlham College, and Indiana University's East Asian Studies Center. Scenarios on the topic of food were selected (one each for elementary, middle school, and high school level learners) to show how a common theme may be modified and repeated at various levels. Reflections on the national standards have been adapted here to correlate with the Texas Essential Knowledge and Skills for LOTE.

These scenarios are part of a longer document containing twelve scenarios in all that may be found at: <http://www.indiana.edu/~easc/scenarios/>.  
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### BENTOO

Students at an elementary school in Indiana learn about Japanese school lunches, *bentoo* and *kyuushoku*. The teacher provides magazines, books, and access to software and/or the Internet for students to research *bentoo* and *kyuushoku*. A guest native Japanese speaker comes in to speak about typical lunches. Students compare the Japanese school lunch with their own and find out about their nutritional values. They create models of Japanese school lunches out of paper, clay, styrofoam, etc. and present them to the class using “-*desu*” expressions. They learn that, among many choices, *onigiri* is very popular. Then they come to an agreement on one or two typical Japanese lunch menus and try to make them. They learn that it is not good manners to leave anything on the plate. They reinforce the usage of ritual expressions such as “*Itadakimasu*” and “*Gochisoosama*” and learn songs like “*Onaka no heru uta*” and *Bentoo*. If students can obtain a rice cooker, they make *onigiri* in class as part of the lesson.

### Reflections

**Communication:** Students use the interpersonal mode with ritual expressions such as “*Itadakimasu*,” “*Gochisoosama*,” and others. They use the interpretive mode to listen to explanations of the Japanese school lunch by native Japanese speakers, and they use the presentational mode when they make typical school lunches and present them to the class in Japanese.

**Cultures:** Students discuss the cultural practices related to school lunches (English may be necessary.), demonstrate knowledge about Japanese school lunches, diet, and table manners, and recognize and sing *obentoo*-related Japanese songs.

**Connections:** Students identify some basic concepts about nutrition and use art skills to create paper *obentoo*.

**Comparisons:** Students compare Japanese lunches with their own and make *onigiri* if possible.

**Communities:** Students may use the language both within and beyond the school when they access the Internet to do research and invite a guest native speaker to their class.

### EKIBEN

Students at a middle school in Indiana learn that different kinds of meals sold at different train stations in Japan are called *ekiben*, and many of them reflect the specialty of that region. The teacher brings in maps and starts with a discussion of geography and regional specialties of the United States and then those of their own state and city. The teacher also provides access to additional information on lunches in Japan and the United States through books and magazines in the library. Students collect pictures of various *ekiben*. They also invite a special guest to give them more information. They identify the ingredients and examine how these ingredients are prepared for *ekiben*. They also learn that one traditional *ekiben* that is popular throughout Japan is the *maku-no-uchi bentoo*. Students in groups pick one city in their own country and come up with an *ekiben* for that region. The teacher helps students select a city if necessary. Students design the layout of the *ekiben* in a box (a drawing would be fine) and compare it to Japanese *ekiben*. They then present their special lunch to the rest of the class in the form of a simple television commercial.

## Reflections

**Communication:** Students use the interpersonal mode to converse about *ekiben* and ask and answer questions about the *ekiben* they prepared. They use the interpretive mode to read and hear about *ekiben* through books, magazines, and the Internet, and they use the presentational mode to present their specially prepared *ekiben* to class in a simple, predetermined TV commercial format.

**Cultures:** Students recognize the practice of eating *ekiben* and research various kinds of *ekiben*, identifying *maku-no-uchi bentoo* as one of the most popular.

**Connections:** Students learn about how specialties are influenced by geography and local industry through the *ekiben* that they make.

**Comparisons:** Students compare American regional specialties to Japanese *ekiben*.

**Communities:** Students connect to the community by inviting a guest native speaker to their class.

## TRIP TO A JAPANESE GROCERY STORE

Students at a high school in Indiana decide to go to a Japanese grocery store in the suburbs of Chicago. To prepare for the trip, they bring advertisements of Japanese supermarkets to class and discuss what they sell. They also study the metric system since that is what is used in Japan. They learn how to convert American measurements to Japanese ones, including weights and lengths. They find that a number of loan words are written in *katakana* in the advertisements and study these loan words and other items sold in a Japanese grocery store. They do further research on the Japanese groceries and products sold in the grocery store by looking them up on the Internet. They then list the items they are most interested in and provide the reasons for their choices. At the store they research items such as *mimikaki* and *surikogi* that seem peculiar to American people and report on these to the class. They purchase some items at the store and report on what they purchased to the class, including price, characteristics, and taste.

## Reflections

**Communication:** Students use the interpersonal mode to ask and answer questions about a Japanese grocery store. They use the interpretive mode to conduct research on Japanese supermarkets in the library and on the Internet and when reading Japanese food advertisements, and they use the presentational mode to report about the items they purchased at the store.

**Cultures:** Students learn about and discuss a variety of products sold in a Japanese grocery store.

**Connections:** Students make connections to mathematics by checking the measurement units and converting to the metric system.

**Comparisons:** Students identify and recognize loan words like *suupaa*, *toire*, and *basu* that come from English. They compare grocery stores in Japan and the United States in terms of the layout of the store, the display of the products, their packaging, units of measurement, etc.

**Communities:** Students talk with the Japanese people working at the store if possible and share foods purchased at the store with their families.

## Additional Resources

These Internet site provide additional examples of learning scenarios that may be found online.

[http://grow.aatg.org/vol\\_2-3/learning\\_scenarios/](http://grow.aatg.org/vol_2-3/learning_scenarios/)

The Web site of the American Association of Teachers of German provides links to scenarios indexed by categories such as *Familie und Freunde*, *Essen und Trinken*, *Wohnen*, *Kunst und Museen*, etc. The scenarios vary in the amount of detail provided for the activities, but most contain a list of targeted standards and reflections on how they are met along with links to other resources.

<http://members.aol.com/deutsch54/aatg/home.html>

This scenario was developed as part of a workshop called Achieving the National Standards with Technology. It focuses on the Comparisons standard; the topic is school fieldtrips. There are many links to useful resources such as worksheets, project descriptions, grading rubrics, Internet sites, and reflections on how the standards are met.

<http://www.sp.uconn.edu/~wwwmcl/Multimed/Workshops/workshops.html>

Two Web-based scenarios for Italian are found on this site (*Le Tradizioni Della Tavola Italiana* and *Tempo qua, Tempo là*.) Presented in chart format, the scenarios include objectives, Internet activities, assessments, graphic organizers, computer and video activities, rubrics and scaffolds, a list of standards addressed and equipment and material required.

<http://cnets.iste.org/students/pdf/6-8Keypals.pdf>

This URL links to a PDF document called Keypals which contains a nonsequential list of ideas to assist teachers of any foreign language in working with keypals (e-mail pen pals). The document addresses preparation required, procedures, tools and resources, and assessment.



# Differentiating Instruction in the LOTE Classroom



by:

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Read a longer version of this

letter with references at

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

[lowdown/letters\\_62.html](http://www.sedl.org/loteced/lowdown/letters_62.html)

LETTERS FROM THE FIELD

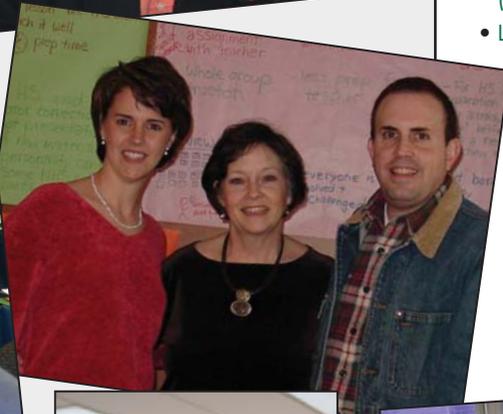
The face of the average learner in a LOTE classroom is changing. Previously only college-bound students studied foreign languages; however, today a rich array of students with a range of needs, ability levels and expectations fills the classroom. This influx of learners, including mainstreamed special education students, can be attributed to some school districts requiring all students to complete advanced high school graduation degree plans, which often include two years of foreign language study. Sadly, few general education teachers feel adequately prepared to work with mainstreamed students. LOTE educators, however, are carefully examining their instructional practices and beefing up their repertoire of strategies to meet the demands of teaching a more diverse student population. One promising approach appears to be differentiation. I have found from my own experience working with beginning teachers that not all learners are the same and that I must differentiate my instruction to meet all students' needs.

Tomlinson (2001), the nation's most noted scholar in the area of differentiation, states that teachers can vary three curricular elements: content, process, and product. Her model proposes a flexible flow of instruction as students move through a series of whole class and cooperative group activities to master information. My suggestions include both global and specific ways that LOTE educators can differentiate the "process" to meet the needs of special education learners by focusing on the following:

- Maintain a positive attitude about working with special education students, and focus on their abilities, not just their disabilities.
- Establish strong lines of communication with the student, parents, special education teacher and other faculty. Talk directly with students to determine their strengths and interests, and collaborate with other teachers who work or have worked with the special education student to learn which instructional techniques were successful. Lastly, student portfolios, along with IEPs, can provide the teacher with great insight into the abilities of the special education learner.
- Teach explicitly. To follow a structured instructional approach, state the purpose of the lesson, model the knowledge or skill, and then provide students with ample, creative, and hands-on opportunities to interact with the information. Learners should also be taught to use a variety of learning strategies.
- Teach thinking skills. Special education students typically enter the language learning process lacking the elaborate cognitive strategies that help learners make sense of unknown information or tasks. Teachers can teach thinking skills if they or other students "think aloud," or orally explain the steps taken when approaching listening, reading, writing, and speaking assignments in the foreign language. Another strategy is to show students how to break down complex tasks into smaller, more manageable steps. Finally, students can be shown how to use graphic organizers, acronyms and mnemonic devices to master a foreign language.

After reading this list of suggestions, LOTE educators should feel encouraged, since many of these ideas already comprise current definitions of effective foreign language instruction. Other proven methodological approaches include: teaching information that is relevant to students' lives; making learning active through the use of manipulatives, dialogues and role-plays; using authentic tasks and materials; assessing learning with formative, traditional, and alternative techniques; motivating students with rewards; providing scaffolding or instructional support throughout the lesson; and establishing a structured classroom management system with clear rules and procedures. Adherence to this advice should aid teachers as they differentiate instruction for the special education learner in the LOTE classroom.

*Tomlinson, C.A. (2001). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: ASCD.*



On February 20-21, 2003, thirty-three facilitators representing seventeen Texas school districts attended a training-of-trainers workshop at the Southwest Educational Development Laboratory in Austin led by Dorothy Cox and Bobette Dunn of Ft. Bend ISD. *Developing Rubrics for Performance-Based Assessment* is the newest training manual developed by the LOTE CED (see page 1). Training materials in hand, these experienced facilitators are now ready and available to provide professional development to foreign language educators in Texas. Participants pictured here are, top to bottom:

- Mary Diehl (Austin)
- Pam Young (Midland) and Greg Lendvay (Dallas)
- Leah Sequeira (Spring Branch), Elaine Phillips (LOTE CED), and Greg Foulds (North Side, San Antonio)
- Doris Kays (North East, San Antonio)
- Karen Davis (Fort Worth)
- MayDell Jenks (Katy) and David Kleinbeck (Midland)
- Barb Chatametikool, Annette Lowry, and Jennifer Miller (Fort Worth)
- Lori Saucedo and Terry Williams (Austin)

WHAT'S NEW



*Change is Good: Innovation in LOTE Teaching and Learning*, a standards-based, online professional development course is now available at <http://www.sedl.org/loteced/opdc/>.



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