



Language Association Journal

New York State Association of Foreign Language Teachers

VOL. 65

2014

No. 1



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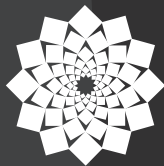
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Language Association Journal

A publication of the

New York State Association of Foreign Language Teachers, Inc.

2400 Main Street * Buffalo, NY 14214 USA

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From the Editor:

Many of you are back to school for the umpteenth year, and others are beginning their very first one. Whether novice or veteran, it is likely that most of you devoted some of your summer time to preparing for this new school year, whether reading or traveling. A few of you were very fortunate to be awarded a NYSAFLT travel award so that you could be immersed in your target culture and language. All of you now get to learn from your colleagues whose articles are included in this issue of the Language Association Journal.

Once again, the Journal's theme is related to the Common Core and the role that LOTE plays in it. From the submissions received, it was clear that any discussion we LOTE teachers might have related to the Common Core also has a strong thread of advocacy in it. Mark Warford argues for a triadic relationship of LOTE/ESL/BE that would provide "...the kind of core, global competency that 21st Century students need." Laura Rouse advocates for STEAM vs. STEM, where World Languages plays a major role. In the Teacher-to-Teacher section, Harry Tuttle, Diane Zuckerman, Joan Trivilino, and Rosanne Perla all provide examples of student interactions that directly link LOTE to the CCSS.

This is my last issue as editor of the Language Association Journal, and, I must say, that all of your contributions over the past two years have been very inspiring. I encourage all of you to consider submitting your own in the upcoming issues under the very capable leadership of Joanne O'Toole. It seems fitting that the theme for the next issue is "Collaborative Colleagues." Publishing this journal is truly a collaborative endeavor, comprising the contributions from colleagues across the state, and in a wide variety of capacities. I thank all of you for your help, patience and dedication.

Keep up the good work!

Carol S. Dean, Ed.D.
Editor, *Language Association Journal*

From the Incoming Editor:

It is with tremendous gratitude and admiration for the outgoing *Language Association Journal* editor, Carol Dean, and all the editors who preceded her in the 65 years of our journal's existence, that I am proud to serve as its next editor. NYSAFLT is unique as a state language educators' organization in its commitment to members' professional development through a peer-reviewed journal. Looking back at the archived issues on www.nysaflt.org/publications, it is evident that the *Language Association Journal* has evolved over time in order to be most responsive to members' needs and stay current with the times. Looking forward, you will see the journal continue to evolve with the goal of enhancing its professional development value to current members. Stay tuned!

In the past, the *Call for Papers* has identified themes for the subsequent two issues of the journal. Knowing that language educators are busy people, we will begin announcing themes for three issues in order to maximize the time you have available to put into writing your research, perspectives, and practices.

Writing about your research findings and professional knowledge is professional development for yourself and your colleagues in New York State and beyond. I invite you to join me in keeping the *Language Association Journal* relevant and in the forefront of language education.

Joanne E. O'Toole, Ph.D.

CALL FOR PAPERS

NYSAFLT Language Association Journal

2014 Vol. 65, No. 2

Collaborative Colleagues Promoting the Profession

Deadline for Submissions: October 1, 2014

How do we support each other to keep up-to-date on best practices for teaching LOTE? Whether you are part of a large department or you're the only LOTE teacher in your school, where do you go for opportunities to challenge your oral proficiency in the language you teach? Are you a cooperating teacher or supervisor? What do you do to welcome new teachers into the profession?

2015 Vol. 66, No. 1

Innovative Approaches and Best Practices during Changing Times

Deadline for Submissions: March 1, 2015

The times in which we teach and our students learn can be equally exciting and nerve-racking. New standards, assessments, technologies, expectations, practices, and more can motivate and stimulate language educators or leave us feeling overwhelmed. What innovative practices have you studied, implemented, or learned about that can inform our field and facilitate our practice in the midst of recent changes? What best practices and core principles can and should we hold onto despite the change around us?

2015 Vol. 66, No. 2

Culture Teaching, Learning, and Assessment

Deadline for Submissions: October 1, 2015

Although Culture is listed as Standard 2 in both state and national standards documents, it is not intended to take a backseat to Communication. Instead, Culture can provide the content and context within and about which our students address Communication and other standard areas. How do you propose that culture can be used to contextualize Communication and other standards? How do you promote students' meaningful, standards-based culture learning? In what ways do you assess cultural understandings and the other standards that are carried out within the context of culture?

The Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT) and is published two times per year. It has a thematic approach and welcomes a spectrum of submissions ranging from scholarly articles to teacher-to-teacher exchanges regarding language learning and acquisition, instruction, curriculum, assessment, policy, advocacy, teacher education, and other areas of professional interest to language educators.

Submission Guidelines

- the manuscript must not be previously published or considered for publication elsewhere
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- the manuscript should not exceed 8,000 words
- for a blind review, omit all references that would reveal the author's identity in the manuscript
- follow the guidelines, as outlined in the Publication Manual of the American Psychological Association, 6th edition (2009) (APA style resource: <http://www.apastyle.org>)
- use Times New Roman font size 12 double-spaced
- proof-read the manuscript to ensure that it is as error-free as possible
- send an electronic version of the manuscript to nysafltjournal@nysaflt.org as an e-mail attachment in Microsoft Word (.doc or .docx)
- submit photographs, graphics and/or other artwork as separate files
- in the e-mail, provide a brief biographical information, which would appear at the end of your article and should also include:
 - your name, title, affiliation, and contact information
 - your educational background
 - what languages, ages/grades, and language proficiency levels you have taught in your teaching career
 - professional affiliations or involvement in language education

All properly submitted manuscripts receive an e-mail acknowledgement from the Editor. Submission of a manuscript does not guarantee its publication. After an initial review by the Editor, those manuscripts that meet specifications are sent to one or two members of the Editorial Board for anonymous evaluation. Each of the reviewers is asked to make one of three recommendations regarding each submission: (1) publish as is, (2) publish after revising/rewriting, or (3) do not publish. When all reviews are received, the Editor makes the final decision regarding the manuscript's publication and notifies the author about the submission's status. All manuscripts accepted for publication are subject to editing.

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Planned Giving

Several years ago, NYSAFLT learned that we were to be the beneficiary of a very generous contribution from a former member who recently passed away. Sally G. Hahn felt so strongly about the benefits of early language instruction that she made it possible for NYSAFLT to make annual awards of up to \$3000 to support outstanding FLES programs and teachers in New York State. All award money comes from interest earned on the Hahn bequest, which has been carefully invested by our Financial Management Committee.

If you would like more information about how you can make a planned gift to NYSAFLT and impact a cause near to your heart, please contact John Carlino, Executive Director, at NYSAFLT headquarters.

A Response to Common Core Initiatives

Mark K. Warford, Ph.D.

Introduction

An unfortunate reality of the Common Core framework is that it does not adequately address multiliterate and multilingual realities of today's P-16 classrooms or the global competency needs of the 21st century workforce. New York State Education Department's (2012) addition of cultural literacy-oriented learning outcomes and the Bilingual Common Core Initiative (New York State Education Department. 2013a), represent important first steps in addressing these deficiencies, while presenting implicit challenges to longstanding, arbitrary divisions between Bilingual, English as a Second Language and Languages Other than English (LOTE). An adequate response to the Core requires a full appraisal of the shifts in standards set in motion by the Common Core, as well as a thorough critique of connections between the various settings in which New York students are equipped to meet the challenges of cultural and economic globalization. Having taught Spanish and English at both the P-12 and college level, I sense there is a lot more we could do, both across levels of study and across disciplines. Researchers, methodologists and teachers of what are now identified as 'home' and 'new' language contexts can learn from one another's struggles and achievements in ways that will ultimately advantage all NYS language learners. Because I will use these new terms interchangeably with their more-established counterparts, I provide the following clarifications:

- Home = Bilingual
- New = ESL (English as a Second Language), TESOL (Teaching English to Speakers of Other Languages) or LEP (Limited English Proficient), as well as our own LOTE (Languages Other Than English) or FL (Foreign Language).

In this paper I will 1) critique the Common Core framework within emergent trends in second language acquisition (SLA) research, and 2) both differentiate and synthesize research-based and pedagogical assumptions that have informed bilingual, ESL and LOTE teaching, which I will hereafter refer to as 'the triad.' My goal is to further develop the conversation initiated by the Bilingual Common Core regarding how this triad of language teaching might be better integrated.

Branching out from the Core

The New York State Education Department's (2012) use of the additional space allotted under the Common Core State Standards (CCSS) suggests that the Empire State has reaffirmed its status as the cultural capital of the world. A focus on sociocultural dimensions of language and literacy pervades these 70+ additional performance indicators, which almost exclusively focus on what the Common Core refers to as 'connotations' of language and promoting the capacity to engage informational and literary texts through the lenses of other cultural perspectives. Such cross-cultural skills reflect the new emphasis on global competency, as set forth in the Partnership for 21st Century Skills (2011a) and the Council of Chief State School Officers/Asia Society/Partnership for Global Learning (Mansilla & Jackson, 2011). According to the New York State Education Department (2011):

Students appreciate that the twenty-first century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points

of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different from their own. (p. 5)

Why weren't biliteracy and bilingualism addressed in the CSCC, given the clear and strong support imbued in the aforementioned cousin frameworks (Mansilla & Jackson, 2011; Partnership, 2011a), both of which strongly support core subject status for additional languages? The inexplicable fusion of English Language and bilingual learners into the general English Language Arts framework and the relegation of LOTE to 'technical subjects' demonstrates a fundamental lack of attention to cross-cultural competencies so essential for 21st Century, globalized conceptions of citizenship, and the workforce.

The capacity to construct meaning cross-culturally is emblematic of the rising sociocultural perspective on SLA, which offers a broader, semiotic view of language, literacy and culture learning. It is no longer acceptable in Teaching English to Speakers of Other Languages (TESOL), bilingual and LOTE classrooms to further the tired practice of surface decoding of text and linguistic elements. Borrowing from Lantolf and Poehner's (2007) notion of *symbolic capability*, all three of the aforementioned branches must be retooled and reoriented around the common goal we share, one that centers on scaffolding connections between first (or home) languages and literacies, and second (or new) languages and literacies. Symbolic capability shares some of the same features as that of global competence advanced by the Council of Chief State Schools/Asia Society (Mansilla & Jackson, 2011), which they subdivide into two core capacities; i.e., "the capacity to recognize perspectives (others' and one's own) and the capacity to communicate ideas effectively across diverse audiences" (p. 2).

What is the Common Core, if not an initiative designed to expand students' symbolic capability? Lantolf and Appel (1994) acknowledge decades of progress in moving SLA research and pedagogy away from viewing language learners as "computing heads" or input processors of technical material, to full participants in the work of learning to communicate across cultures. As The Bilingual Core Initiative (New York State Education Department, 2013a) recognizes, this participation is best conceptualized as "social practice."

The dialogue that language teachers promote between first and second symbolic competencies is the very heart of cognitive development, which can be framed within the aforementioned notion of symbolic capability. If we carefully consider the CCSS, it is easy to see that the college students and professionals of tomorrow will need to grapple with an ever-broadening array of symbolic tools that transcend written pages and spoken language: SMS, multimedia platforms, online gaming and other technological affordances have already transformed traditional notions of what constitutes text or discourse, or for that matter, literacy. If you can imagine the LOTE, bilingual or ESL learners putting on their headsets to collaborate with teammates in different countries thousands of miles away, in different home languages and with varying proficiencies, texting and chatting about how to protect us from an alien invasion, then you will start to appreciate the ironies and magnitude of this paradigm shift, one that affects language learning, regardless of the triadic context (LOTE, ESL or bilingual).

Given the lack of attention in the CCSS to the promotion of global competencies, it is of the utmost importance that all language educators attempt some perspective shifting in order to make a stronger, more integrative case for our content at the state level. In this discussion, as well as the critique of the Progressions that follows, I will start the discussion regarding a common framework that captures the essence of cross-cultural symbolic capability. Two central

themes come to light in this process: 1) the potential benefits of a ‘trialogue’ between the aforementioned areas (see Figure 1), and 2) some policy suggestions that I think would be to the benefit of all, if we are indeed committed to the core and the need to equip students for the global age that is indeed already upon us.

TESOL and CCSS

Within the first few pages, The Common Core writes off perhaps the single most significant challenge to P-12 education in the 21st Century: “It is beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs” (p. 4). Neither do the CCSS address “social, emotional, and physical development and approaches to learning” (New York State Education Department, 2011, p. 4); in this way, the CCSS sidesteps the crucible facing most school districts: the correct assessment of the needs of English Language Learners (ELLs), as differentiated from those of students with special needs.

With regard to lingering issues related to assessment of ELLs, Short and Fitzsimmons (2007) call attention to the lack of a clear, nation-wide consensus on what constitutes an ELL, citing No Child Left Behind’s Title III call for state-to-state parity in setting criteria for different levels of English proficiency among P-12 students; e.g., Limited English Proficient (LEP) vs. Fluent English Proficient (FEP) students. The U.S. Dept. of Education defines a LEP student as: “enrolled in elementary or secondary education, often born outside the United States or speaking a language other than English in their homes, and not having sufficient mastery of English to meet state standards and excel in an English-language classroom” (p. 14, citing USDOE, 2005), but under the constitutional context of education, the states have the ultimate say in all educational policy. My understanding is that, as in the case of LOTE testing, responsibility for this aspect of assessment has been bounced back to the Local Education Agencies (LEAs) and consortia. This is an unfortunate place to be for a target student population that has been historically underserved when it comes to assessment, and legally sketchy in terms of compliance with the Civil Rights Act (Title VI), which may be the only federal teeth in national-level oversight of educational practices. The authors also advocate for the World-Class Instructional Design and Assessment (WIDA)—New York is still not one of the participating states in this consortium, which is committed to developing better assessments for ELLs.

ELLs placed in TESOL learning contexts present a multiplicity of issues that perhaps equal, if not exceed, those that face bilingual and LOTE learners combined, particularly since there is often no common home language upon which to focus scaffolding for new language development. ELLs may or may not have a first language that shares cognates with English (New York State TESOL Executive Board, 2012) and the first language may, as in the case of Arabic, Kanji and Cyrillic, frame English as a completely novel written form. According to Short and Fitzsimmons (2007), one of the key problems in preparing these students for college and career centers is the fact that “ELLs are learning English at the same time they are studying core content areas through English. Thus English language learners must perform double the work of native English speakers in the country’s middle and high schools” (p. 1). It comes as no surprise then, that it can take up to five and even ten years to bring ELLs to academic and English proficiency (August, 2010; Short & Fitzsimmons, 2007). The dropout rate for ELLs is staggering, exacerbated by the recent trend toward more rigorous assessments (August, 2010). In fact, nation-wide, only 4% of 8th grade LEP students score at or above the basic level of reading (Short & Fitzsimmons, 2007, citing Perie, Grigg, & Donahue, 2005).

According to the New York State TESOL Executive Board (2012), teachers are not currently equipped to accommodate the complex needs of ELLs, and they need “training for scaffolding and differentiating instruction for ELLs” (p. 1). They also recommend a variety of instructional adjustments such as: allowing ELLs more time to complete assignments, making use of multiple extralinguistic teaching tools (for Math teachers) and to ditch the “drill and practice” approaches to language teaching, a point that finds further support in August (2010), who reminds us that ESL has moved from a focus on discrete linguistic elements to a more expansive, discursive perspective centered on competent participation in the academic and social life of schools. This view is affirmed by Fenner and Segota (2012), and finds further support in Saville-Troike’s (2012) discussion of acquisition in second language contexts (L2 being the majority language of the social context), which affirms the need for both academic and interactional competence, though the author assigns a higher priority to the former. Short and Fitzsimmons (2007), in contrast, emphasize social aspects of acquisition for ELLs, including identity and motivation.

Short and Fitzsimmons (2007), in their Carnegie Foundation study, noted six challenges to effective ESL instruction:

- 1) no common criteria for identifying and tracking progress of ELLs,
- 2) the need for quality assessments,
- 3) teachers’ lack of preparation for how to promote literacy among ELLs,
- 4) inappropriate and rigid programs,
- 5) lack of integration of research-based teaching,
- 6) the need for a clear, robust research agenda for promoting adolescent ELL literacy.

In the literature on best practices in ESL teaching, most of the recommendations are appropriate for all varieties of language instruction. Following is a summary of the findings:

Accommodating academic competency needs:

- Develop multiple-measure assessments that assess subject matter rather than English competency (Short & Fitzsimmons, 2007).
- Foundation in subject-specific discourse and methodology (Short & Fitzsimmons, 2007),
- ‘Sheltered Instruction Observation Protocol Model’- enhancing comprehensibility of content materials accessible (Short & Fitzsimmons, 2007)
- (Extra)linguistic instructional supports to enhance comprehensibility of academic language (Coleman & Goldenberg, 2012). Related scaffolding: cloze activities, commentary, linguistic and rhetorical tools, ‘chunking’ instruction, clarify writing prompts, address discursive and linguistic peculiarities of each content area (Hundley, 2012)

General accommodation of ELLs:

- Unique needs of ELLs, such as (mis)transference from L1 (Short & Fitzsimmons, 2007).
- Help ELLs to be more self-directed, to make use of people in learning environment, reflect on first language and employ strategies to interpret text (CCR) (August, 2010), i.e. back-mapping (Short & Fitzsimmons, 2007), a technique that promotes reflection on how particular activities contribute to textual understanding.
- Allow more time (Coleman & Goldenberg, 2012; Short & Fitzsimmons, 2007).
- Classroom interaction that promotes interactional competence (Short & Fitzsimmons, 2007), particularly with more proficient English speakers (Coleman & Goldenberg, 2012)
- Differentiated instruction, scaffolding (NYSTESOL Executive Board, 2012)
- Ongoing, timely feedback (Coleman & Goldenberg, 2012, Short & Fitzsimmons, 2007).

- Focus on college and career readiness (Short & Fitzsimmons, 2007)

Addressing gap in literacy teaching skills, particularly among secondary-level teachers (Short & Fitzsimmons, 2007, citing Rueda & Garcia, 2001):

- Adjusted assessments that minimize focus on English vs. content area proficiency (Colman & Goldenberg, 2012)
- Promote active engagement with text interpretation and production (August, 2010) (CCR, Reading and Writing)
- Structural and sociopragmatic aspects of English (Short & Fitzsimmons, 2007)
- Promote reflection on variations in English in others' and own writing (Short & Fitzsimmons, 2007)
- Communicate with and interpret with insight people of diverse backgrounds (August, 2010) (CCR, Speaking and Listening Strand)
- Sheltered instruction (Echevarria, Vogt, & Short, 2004) targeting integration of language and content objectives through clear directions, extralinguistic supports, familiar readings, extra practice (Coleman & Goldenberg, 2012; Short & Fitzsimmons, 2007).
- General enhancement of content-based instruction: clarifying goals and objectives, structuring tasks interactive (Coleman & Goldenberg, 2012)
- Activate prior knowledge (Coleman & Goldenberg, 2012; Short & Fitzsimmons, 2007)

The most important fact one needs to bear in mind with regard to the needs of ELLs is that, in the age of symbolic capability, they bring a unique, expanded perspective to P-16 teaching and learning. The New York State TESOL Executive Board (2012) cautions us not to get lost in a "deficit" view of ELLs, reminding us that "they bring an array of talents and cultural practices and perspectives" (p. 1). Likewise, the Council of Chief State Schools/Asia society (Mansilla & Jackson, 2011) recognizes that U.S. students can learn a great deal about "cultural complexity" (p. 2) from migrants who have transnational adaptability. Unlike their bilingual and LOTE counterparts, this extremely heterogeneous student population defies robust patterns of grouping and needs that might aid in accommodating them better. Could that be why LEP students are so often erroneously mislabeled as students with special needs?

Bilingual Ed. and Common Core

New York State law dictates that, where there are twenty or more students who share a common L1 (or home language) dedicated, bilingual instruction must be provided. Even the staunchest proponents of immersion models for ELLs have softened their position, conceding that there is no advantage of intensive immersion over bilingual approaches that make use of the home language (Krashen & McField, 2005). While ESL education is rife with issues that need to be addressed, bilingual education, likewise, presents its own problems, beginning with its need to fully differentiate from ESL and continuing with the need to provide more carefully scaffolded stages (Honigsfeld, 2013). Short and Fitzsimmons (2007) report that, even after two to three generations of schooling, English proficiency is still not attained, a criticism that applies to both ESL and bilingual education. While mindful of the need to fully engage the home language, I would caution against the complacency and enabling implicit in language learning contexts in which learners share a common first language (L1); overreliance on the iconic 'mother tongue' potentially inhibits the development of both bilingual and LOTE learners.

Bilingual students have more potential than their LOTE or ESL counterparts to fully develop two languages and literacies, which is an elusive outcome in the world of SLA. I agree with Cook's (1991) notion that L2 learner multicompetence applies more to bilingual students

than to the ESL or FL learners, given that they are uniquely positioned to use L1 or L2 to suit circumstances, often switching back and forth between languages from one speech event or one sentence to another, even within a sentence, to suit sociopragmatic needs. At the risk of invoking the deficit model, there are nonetheless some common needs that emerge within this student population. I share and have experienced Valdés' (2005) concerns about both the home and English literacy preparation of Latin@ bilingual students, having worked with many, both as a Spanish instructor and teacher educator. These students often indicate inadequate opportunities to compare and contrast graphemic aspects of Spanish and English; neither written language may match the phonemic patterns they have learned at both home and school, particularly if they do not have the support of family members with high degrees of literacy in either or both languages.

Consider the case of Caribbean Latin@ home language learners. In pursuing higher levels of Spanish literacy, many exhibit free variation between use or omission of the plural 's', which has roots in the Andalusian accent of the original sailor-settlers and its tendency to barely pronounce the 's' (Azevedo, 2009). Consequently, if their developing system is more phonemically than graphemically attuned, they will not receive sufficient positive evidence to internalize correct pluralization rules; nor will they develop the orthographic awareness to contrast the various representations of the /s/ phoneme, such as 'c' or 'z', or their absence. Neither will they demonstrate correct use or omission of the written accent. These aforementioned graphemic processing issues are manifested in errors such as 'haci' for *así*.

Simply put, the interactional multicompetence of bilingual students does not seem to extend to literacy skills. One of the foundational principles of bilingual education is Cummins' (1994) notion of balanced bilingualism; i.e., that effective teaching of ELLs makes optimal use of their base in the home language. Often the line between linguistic proficiency and literacy are blurred in this construct. There is a need for more balanced bi-literacy. Having at least two years of schooling in the home language has been found to benefit SLA for these students (Saville-Troike, 2012). If *critically* engaged, the bi-literacy potential of home language students is perhaps stronger than that of their TESOL and LOTE peers.

It is well-established that it is extraordinarily difficult to pull literacy and proficiency beyond fossilization in what linguists call 'the basic variety' (Ellis, 2008); this applies to both L1 and L2, the everyday proficiency for getting along in the most day-to-day aspects of making one's way in the world. Consequently, it is very difficult to coax a student beyond the basic to more formal, literate registers of a home or new language, as Valdés (2005) and Potowski, Jegerski, and Morgan-Short (2009) have noted. Most researchers agree that higher stages of SLA depend on progressing into greater awareness of morphosyntax, which encompasses awareness of noun and verbal inflectional morphology as well as rules for putting words together, examples of which include subordination and relativizing. With regard to promoting morphological awareness, Romance languages like Spanish are highly inflected, and it is fairly easy to provide positive evidence for correct usage; this is not the case for English (Azevedo, 2009; Saville-Troike, 2012). Syntactically, the reverse is true: Subject-Verb-Object rules are much more flexible in Romance languages than for English. Progress takes a great deal of time and effort for both instructor and heritage learners, especially since there is no solid theory of heritage language acquisition (Valdés, 2005; O'Grady, Lee, & Lee, 2011). In the training for ACTFL's Oral Proficiency Interview (OPI), the fossilized heritage learner profile is referred to as the *Terminal Intermediate*. Such pejorative labels perpetuate a deficit view of heritage learners and do little to promote deeper insight into practical ways to help them. In order to address the need for college and career readiness in the 21st Century for home learners, we need to expand the

research agenda to include focused, linguistic and literacy studies that target psycholinguistic and pedagogical processes that promote higher levels of literacy in the home language, as well as English.

LOTE and Common Core

There are three key differences between bilingual education (BE) and ESL on one hand, and LOTE on the other: 1) BE and ESL are mandated by Title VI of the civil rights act, whereas LOTE is not compulsory and struggles to retain status as a core subject; 2) ESL and BE center mainly around the teaching of a dominant language deemed necessary for success in daily life to speakers of non-dominant languages, and 3) LOTE learners' have a general lack of immediate access to and lack of perceived need to attain competency in a non-dominant language and culture (see Saville-Troike, 2012). Being the most disadvantaged of the three L2 learning contexts in terms of the availability of the target language and culture, LOTE is more concerned about maximizing the use of the L2 (ACTFL, 2011) than it is about the implications of discouraging use of the home language and culture, which enjoy *dominant* status. Consequently, we need not concern ourselves with threats to the identity formation of these students when we subject them to a classroom rich in the target language and culture.

With regard to L2 immersion, the topic of classroom code-switching raises some critical questions when we consider LOTE contexts in comparison with ESL and bilingual contexts. In ESL classes, there is rarely a common L1 to fall back on, which most often necessitates 100% teacher use of the target language, a reality that often confounds LOTE teaching candidates who were taught mainly in the L1. The importance of teacher L2 input for student acquisition is well-established in the FL research and standards (ACTFL, 2010; Warford, 2007, LeLoup, Ponterio & Warford, 2013), yet the 90% bar set by ACTFL (2010) continues to elude the majority of FL classrooms (Ceo-DiFrancesco, 2013). In contrast, code-switching between the home and new language in bilingual classrooms is often perceived as natural and appropriate (Cook, 2001), flowing naturally from a sense of being between two languages and cultures; it is an inherent aspect of their linguistic identity.

Following the demise of LOTE Proficiency and Regents Exams as a common benchmark, it is now possible for teachers to attain acceptable pass rates focusing solely on exam preparation through grammar-translation, vocabulary list memorization, charts and drills. The NYSAFLT leadership has rightly expressed concerns about moving the target of LOTE instruction from functional to grammatical ability. This potential regression into cognitive code approaches popularized in the 70s discards two core proficiency principles in NYS LOTE instruction: teaching in the new language and framing instruction around topics related to everyday life in the target culture. Teachers deprived of such learning experiences in their course of study may not be equipped to fully prepare their LOTE students for the fifth semester of college study, which is commonly the gateway to the major. Resistance from stakeholders in the school community to cultural and linguistic immersion in the new language may be a factor here. Furthermore, research on SLA in FL classroom settings generally supports a view of learners as fossilized in a stance marked by low motivation to learn the L2 and perceived distance between the home and new culture (Saville-Troike, 2012). Currently, standards for teacher education suggest a high degree of ambivalence with regard to how much of the *target* should find its way into how language and culture are integrated in the FL classroom. This discrepancy comes as no surprise, given the aforementioned factors undermining cultural and linguistic immersion. With regard to *linguistic* immersion, a more in-depth discussion of research on teacher use of L1 vs.

L2 will be addressed in a subsequent section that responds to the Bilingual Language Arts Progressions.

As regards *cultural* immersion specifically, language departments SUNY-wide are trying to improve our capacity to shepherd candidates' continued proficiency development as they move from more communication to more content-focused coursework. Conversely, we are also trying to move more authentic materials and literacy development into lower- and intermediate-level teaching, which has presented a challenge, given students' relative lack of engagement with authentic materials in ways that promote deeper cross-cultural literacy (rather than mere extraction of new vocabulary and grammar). In language departments it is common to talk of "content shock" when majors are presented with readings in French or Spanish history or arts and letters. At all levels, the FL profession is struggling to promote more of a literacy focus (Warford & White, 2012). This is the best part of the Core; its failure to fully integrate us as a core subject is perhaps a reflection of our failure to translate theory into practice where literacy-oriented language teaching practices are concerned. We have much to learn from bilingual and ESL colleagues. They are further along when it comes to the literacy focus, which makes sense, given English Language Learners' need to unlock the highly specialized code of academic language.

In locating ourselves within the latest standards, it is important to center attention on yet another key distinction that separates FL from ESL and bilingual learning. With regard to the Core, FL study, unlike bilingual and ESL, does not have an immediate connection to English Language Arts. Consequently, foreign (or under the new framework, "new") language education has endeavored to find a home in the new standards. ACTFL has published crosswalks that integrate the national FL standards with both the 21st Century Skills and the Common Core State Standards. In the case of the latter, they have even articulated levels of proficiency in a foreign ("new") language in alignment to the ACTFL Proficiency Guidelines. In a recent press release, ACTFL cited Dane Linn of the National Governors' Association Center for Best Practices: "Exposure to a foreign language supports the development of the critical literacy skills outline in the Common Core Standards as well as critical 21st century skills. These skills will better position students for success in their careers and communities" (Abbott, 2011). At this writing, ACTFL is circulating draft revisions of the national standards around a Common Core infusion.

While the CCSS has all but ignored LOTE, other major national educational initiatives, such as the Partnership for 21st Century Skills (2011b) and the Council of Chief State Schools/Asia Society (Mansilla & Jackson, 2011), have prioritized FL education as a key area for developing the critical thinking and cross-cultural collaboration skills students need to succeed in the global economy. The Partnership for 21st Century Skills, pointing to the fact that we are one of the few developed nations that has not already done so, advocates implementation of "a long sequence of well-articulated language learning that begins in elementary school" (p. 3), with the goal of sending students to college with advanced proficiency in a FL and Superior-level proficiency by the end of college. According to the Partnership, "it is only through knowing the language of others that we can truly understand how they view the world" (p. 3), a point we will revisit later in this paper within a focused discussion of convergence within the triad.

Targeting global competence, the Council of Chief State Schools/Asia Society (Mansilla & Jackson, 2011) describes the globally competent student as one who is empathic, curious, proficient, and action oriented. And yet, despite the occasional hysteria around a cataclysmic event that awakens us from our cultural isolation; e.g., the Soviet launching of Sputnik or 9-11,

the U.S. has failed to sustain a commitment to promoting proficiency in another language for its mainly English speaking citizens. As Howard Gardner puts it in the preface:

Perhaps most perniciously in the United States—but, alas, not only in the United States—there is a deep distrust of education that attempts to transcend borders and to take seriously the customs, values, and priorities of nations and regions very different from one's own—and such provincialism and exceptionalism grows more fervent in times of crisis. Cosmopolitanism, internationalism, and globalism are often considered dangerous concepts or even “fighting words.” (p. x)

According to Mansilla and Jackson (2011), a global focus on the FL curriculum, connects classrooms to cross-cultural discourse on global themes through web media, with emphasis on four of the national standards for FL learning (NSFLEP, 2006): Culture, Connections, Comparisons and Communities. It teaches other disciplines through the L2 so students are able to “apply their skills in the real world” (p. 85), and it appeals to higher-order thinking:

Rather than just having students memorize grammar patterns or vocabulary, teachers can ask students to analyze and extract those patterns from authentic materials. Similarly, teachers can incorporate interactive games and role-plays that simulate real world situations, asking students to compare the target language and culture with their own. (p. 84)

Ketz (2012) in NYSAFLT-sponsored presentations has also underscored the importance of thematic unit planning that addresses engagement with authentic content and higher-order thinking, in alignment with priorities set forth in the 21st Century Skills and Global Partnerships.

Response to the Bilingual Common Core Progressions

According to the New York State Bilingual Common Core Initiative (New York State Education Department, 2013a), ESL is now New Language Arts Progressions (NLAP), and Native Language Arts is now Home Language Arts Progressions (HLAP). Basing the proposed changes on a language socialization approach to SLA, or language as “social practice,” the Initiative calls for more attention to ELLs’ need for competency in academic English, more content-specific texts, and respect for the important role of literacy in the first languages (citing Cummins, 2007, and August & Shanahan, 2006). The document goes on to add:

...however, to support a broader goal of bilingualism for all students, these resources can also be used as a guide for planning instruction for students who are learning a foreign language...Specifically, the New Language Arts Progressions can also be used as a guide in foreign language classrooms. (p. 1)

Such a bold statement may meet with resistance from staunch proponents of the long-established LOTE framework, which set forth its own standards and guidelines nearly three decades ago. The Bilingual Initiative declares that it is not imposing “separate standards” (p. 2). As one who has worked in a variety of language instructional contexts, including ESL and Spanish as a FL students, I would challenge the authors to think outside the box—there is much we can do to challenge and improve each other’s pedagogical beliefs and practices. It is incumbent upon New York bilingual, ESL and LOTE teachers to envision ways we can better integrate our efforts so that every student has a chance to attain the state’s proposed Seal of Biliteracy. Indeed, if we are to rise to the challenge of college and career preparation framed by the Common Core State Standards and 21st Century Skills framework, this is the least we can do for the next generation of New Yorkers.

That said, there is a lot we need to do to get to know one another in terms of a systemic sense of how we can collaborate to promote multilingualism and multiliteracies in the P-12 classroom. Due to the national Core's almost complete disregard for the importance of proficiency and literacy in another language and culture, it is crucial that we find some common ground in terms of benchmarking students' progress. The Bilingual Initiative has proposed a five-level path: Entering, Emergent, Transitioning, Expanding, and Commanding. While it is nearly impossible to fix specific grade level targets as do the CCSS, given the varied start and finish of ELLs, bilingual and LOTE students, the performance indicators seem to overreach at the high end, especially for LOTE learners who, unlike their ELL and bilingual counterparts, are impoverished in their access to sources of L2 input and interaction, even in the classroom, if we acknowledge the pervasive teacher use of English. Furthermore, ESL learners are famously diverse in terms of academic readiness and the length of time it takes them to catch up with mainstream peers: they take anywhere from one to ten years, according to a recent Carnegie Foundation Study (Short & Fitzsimmons, 2007). Language learners, more so than any other category of student, follow distinct and idiosyncratic trajectories that defy a prescribed course of study.

The checkpoint proficiencies advanced in the LOTE Standards (A, B and C), which were conceived before the ACTFL Proficiency Guidelines had even been finalized and long before the advent of the national standards, were comparatively more problematic than the five-level path proposed by the Bilingual Initiative. These proficiency markers and standards designations not only conflict with the ACTFL Guidelines, they also clash with the National Standards for Foreign Language Learning (NSFLEP, 2006):

- Standard 1.1, for NYS LOTE, denotes listening and speaking, whereas it represents two-way conversation (interpersonal mode) in the NSFL.
- Standard 1.2, for NYS LOTE, denotes reading and writing, whereas it represents interpretive communication (listening, reading, viewing) in the NSFL.
- Standard 2.1 for NYS LOTE, denotes cross-cultural knowledge and skills, whereas it represents 'practices and perspectives' in the NSFL.

Even the most capable teaching candidates have a hard time connecting the dots in this confusing crosswalk, and the addition of the Core further taxes integration. As mentioned earlier, ACTFL has already advanced an alignment to the Core that puts communication and (cross)-cultural standards into a frame that makes sense. An alternative would be for LOTE to rearrange, according to the receptive-productive distinction advanced in the BLAP. This makes sense from the integrated performance assessment perspective that has come to be associated with the national standards; i.e., progression from 1.2 (interpretive) to 1.1 (interpersonal), ending with 1.3 (presentational). An alternative would be to refocus the skill areas to the Core; consequently, we would all organize around the arbitrary (neither research, nor standards-based from a language learning perspective) designation advanced in the Core: Reading, Writing, Listening and Speaking (together) and Language. There are many ways to conceptualize integration of LOTE, the Bilingual Progressions, national standards and Common Core, but clearly two issues need to be addressed: 1) simplifying and streamlining and 2) reorganization around a framework that is defensible across all areas of home and new language learning from a research and standards-based perspective.

With regard to proficiency, or checkpoint, targets, Buffalo State College, in step with other campuses nationwide, is benchmarking course equivalents on established ACTFL Proficiency levels rather than Checkpoints. With its recognition by TESOL plus its extensive

language testing protocols available by phone or computer, ACTFL provides the best yardstick we have. Consequently, it makes sense to crosswalk the proposed indicators against specific ACTFL levels. ACTFL (2012), as previously mentioned, has already taken the first step here in cross-walking both its national standards and well-established proficiency levels against each of the Common Core Strands (Reading, Writing, Speaking and Listening, and Language).

With regard to organizing curricular content, the greatest asset that the LOTE standards have to offer back to this framework is the framework of organizing learning around functions and situations cross-referenced with fifteen topics that cover a range of core competencies that can easily be integrated to the proposed Bilingual Initiative. They are already a good fit with the Common Core and 21st Century Skills in terms of delineating which skill area is engaged to perform which function within a particular topical framework. An illustrative learning objective might be: 'students obtain information (read) from an entertainment guide' (topic: leisure activities). The division of the Bilingual framework between receptive and productive skills is useful and perhaps more in step with the FL national standards than the LOTE standards in the sense that they recognize that language and literacy development moves from the interpretative mode (1.2) to scaffolded output (1.1 interpersonal mode) and one-way production (1.3 presentational mode). LOTE's framing of 1.1 listening and speaking 1.2 reading and writing is somewhat forced, if one considers that listening can lead to writing and reading can lead to speaking. The document goes on to reiterate the connection to LOTE learning:

The New Language Arts Progressions focus specifically on the needs of English Language Learners. However, the progressions can also be applied to students learning a foreign language, as the stages of new language development are the same regardless of the language. (NYSED 2013a, p. 2, citing Council of Europe, 2001)

The latest research in SLA affirms that such is not the case, overturning longstanding assumptions in Chomskyan linguistics (Saville-Troike, 2012). What might work within most of the various cousin languages of Europe does not apply to markedly distinct languages, such as those that challenge learners with a completely different form of writing (Arabic, Cyrillic, Kanji). Even if we accept heavily parametered progressions, the proposed trajectory does not address the length of time a student might spend moving from one stage to the next from one context to another; i.e., there may not be a one-size-fits-all Core for the triad.

In spite of some of the aforementioned polemics, the three corners of the triad benefit when their long-standing pedagogical values are fully presented to one another, as with the Common Core framework. As the saying goes, "United we stand. Divided we fall." One of the best teaching points of ELL and bilingual instruction of which LOTE instructors should take note is the integration of authentic content from the very beginning. While many LOTE teachers either treat authentic content as a purveyor of new vocabulary and grammar or disregard it altogether as over students' heads, ESL and bilingual education have established sheltered instruction (Echevarria, Vogt, & Short, 2004), mentioned earlier in this paper, which centers on the integration of English language learning opportunities into content-based instruction. Even SIOP, in and of itself, is not centered on using authentic texts authentically, with a focus on seeing through the second cultural lens. While the National Standards for Foreign Language Learning (NSFLEP, 2006) have called attention to the integration of authentic and cross-disciplinary content (Connections)—and there is a precedent for more culture and literacy-integrated language teaching (Warford & White, 2012)—this aspect of LOTE learning is yet to be fully utilized at a time when the nation has come together to promote active learner engagement with a diversity of texts. Whether the setting is LOTE, ESL or bilingual (new or

home), we need to employ authentic texts and speech events to the fullest possible extent. Simulated texts or texts that are simply exploited for new grammar and vocabulary, rather than for their capacity to develop cross-cultural competencies, are of limited value in promoting greater symbolic capability. Rather than dumbing-down, the challenge is to scaffold up.

An analysis of the Progressions' discussion of linguistic demands serves to illustrate the aforementioned scaffolding-up perspective. The Progressions' state: "The examples will vary greatly based on language of instruction and the goals of the program or class (e.g. ESL classes may have more content heavy goals than LOTE classes)" (NYSED 2013b, p. 2). There is no current basis for this assumption in the latest research and standards, particularly given the move toward more literacy and culture integration in the FL classroom (Warford & White, 2012). If anything, the point of access to heavy content can be recalibrated to levels in terms of targeted skills. For example, at lower levels, the focus may be more on interpretation than sophisticated production with regard to student engagement. On a related note, academic demands in the Progressions need to be more carefully cross-walked against anchor and grade-level standards in Common Core such that new language learners can engage the same kinds of texts as they would in ELA and technical subject course work, but with the skill target qualifications noted earlier (i.e. more reading and listening, language focus, less speaking and writing).

Earlier in this article, I critiqued code-switching in terms of the context of classroom linguistics (LOTE vs. bilingual vs. ESL). Use of the L1 vs. the L2 also has its literacy dimension.

From a scaffolding-up perspective, the use of translated texts suggested in the BLAP framework (NYSED, 2013b) is unacceptable; if there is one thing that defines the worth of LOTE, bilingual and ESL, it is that our work promotes competency in interpreting and negotiating meaning within the context of the cultural tools employed by those within the target culture(s). Aside from the well-established SLA argument that translation short circuits acquisitional processes, encouraging students to tune out the L2 (Wong-Fillmore, 1985), decoding surface meaning is just the threshold of textual interpretation (Warford & White, 2012). Applying a scaffolding-up zeitgeist to classroom code-switching, bilingual and LOTE classrooms should, as suggested earlier, take a cue from ESL settings, in which falling back on a common first language is a dubious proposition (lack of common L1). These teachers and learners have to be particularly attuned and resourceful in negotiating classroom tasks, a process that promotes more learner autonomy and engagement, as well as critical thinking, areas that are targeted in the college and career readiness rhetoric of the CCSS and 21st Century Skills Partnership. Teaching in the L2 also presses the instructor to use all of the resources available in the classroom, including both linguistic and extralinguistic scaffolds. Consequently, when the Bilingual initiative uses the word "scaffold[ing]", we need to be careful to qualify the extent to which the home language is appropriate as a semiotic tool or scaffold. While it is well-established and beyond argument that students need their home language as a primary scaffolding tool to negotiate classroom tasks and learning, in general (Antón, 1999; Brooks & Donato, 1994), some researchers take this as a sign that teachers and students alike should openly embrace use of home languages (Antón, 1999; Poehner & Lantolf, 2011), while others caution against unqualified teacher use of the L2 (Adair-Hauck & Donato, 2002; Warford, 2007, 2009; Warford & White, 2012; Wells, 1999). As previously mentioned, ACTFL (2010) has pressed 90% teacher use of the target language as a professional priority. Without entering into the vicissitudes of language minority vs. dominant status and issues of identity, we all have a duty to provide optimal challenge toward real progress; e.g., bilingual students ought to be pressed toward the language or literacy to which they are directed (English vs. the common

home language). In this model, Spanish Language Arts would be taught in Spanish, while ELA would be taught in English. Authentic L2 texts and L2 input are critical for both contexts, as well as for ESL and LOTE. Some amount of focus-on-form may be necessary in all cases if we want to press NYS language learners to the final, literate stage of competency in other languages and cultures.

Conclusion

(Cultural) Literacy integration, the code-switching polemic, and issues of motivation and identity in the development of new literacies and languages are just a few of the topics that a cross-discipline conversation among the triad should address, provided LOTE accepts its membership in such a configuration. If I could sum up this work around the Common Core and 21st Century Skills Partnership in one assertion, it would be to stretch literacies and proficiencies by putting “new” language and literacy (in the broadest, multiliteracies sense) first, and home language and literacy second. Working from an ecological-semiotic perspective, van Lier (2004), warned us about wrenching the student from his or her iconic mother tongue. The BLAP website echoes similar concerns. A creative response would be to recognize two things.

First, the multicultural and multilingual realities of today’s students complicate easy categorizations of first vs. second or home vs. new. The same could also be said for texts. So, let’s be careful where we make our home: is it *The Little House on the Prairie* or *The House on Mango Street*? Both texts were written in English but within very different historic and sociocultural frameworks and referents, critical considerations lacking in the generic Common Core framework. In the interest of fostering symbolic capability, authenticity matters: translating from one language code to another is fraught with pitfalls that undermine—if not bury—the symbolic integrity of the text. Symbolic integrity depends on our commitment to respecting the soul of the text within the somewhat permeable distinctions of home vs. new. Consequently, there needs to be some push back on translation—whether it manifests itself in dumbed-down L1 culture capsules or PACE/Sheltered Instruction lesson plans that merely extract new grammar and vocabulary from new language texts—the authentic cultural context is everything. That means the time has come to set aside the vocabulary lists, bingo cards and flyswatters and prizes, and grapple with more substantive, less rote, “edutainment”-oriented instructional tools. Some say the Common Core has made learning less fun. If that is true, then maybe we need to look at the extent to which our classrooms promote extrinsic vs. intrinsic motivation. The latter variety is more likely to contribute to college and career readiness.

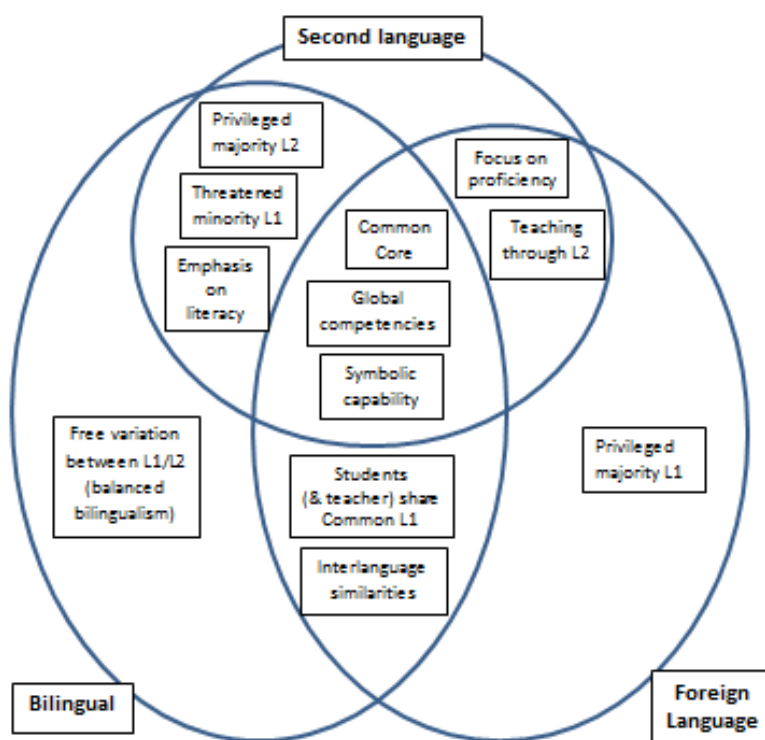
Second, setting aside the complexities of distinguishing home from new—mother (home) tongues and literacies, identity and language dominance—undermines the tremendous obstacles confronted by language teachers and learners, alike, in attaining the capacity to interpret and negotiate meaning across cultures, as well as the development of the kind of expansive sense of one’s identity that this global century demands.

We have a lot to learn from one another. Following are points that come to mind, some of which reiterate points raised in this paper and elaborate on elements presented below in Figure 1:

- 1) The focus in ESL pedagogy on differentiated instruction and scaffolding is bringing a tremendous diversity of learners to proficiency and literacy in a new language.
- 2) Appreciating varying motivational orientations between home and new language contexts as they connect to issues of (non-) dominance and identity (ESL learners need English to survive and thrive since it is the dominant language of their socio-

- economic milieu; can we promote a similar intensity of engagement in home/LOTE settings, given the non-dominant status of those languages?).
- 3) Learning from bilingual learners about the reciprocal nature of language and identity (how do heritage learners mediate between two linguistic and cultural codes?)
 - 4) For bilingual educational contexts: learning from LOTE and ESL pedagogy about the primacy of input for interaction and acquisition (and literacy!) and the need to maximize teacher use of the L2, such that students benefit from optimal challenge and engagement, even when the home language is readily available. Target languages, cultures and literacies should always predominate; consequently, recourse to home language and literacies should be qualified.
 - 5) For LOTE teachers: learning from the literacy-orientation of ESL and bilingual pedagogy (i.e. sheltered instruction) to remedy “content shock” resulting from lower-level communicative and upper-level content-focused curricula.

Figure 1: Comparing points of (dis)connection between bilingual, ESL and LOTE pedagogy



Eventually, all of this work that targets the new standards will bring us back to the crux of the problem: full recognition of what it takes to bring New York’s students to advanced proficiency in two languages by the time they finish high school. Page eight of the Progressions makes passing reference to “content area instruction in full-immersion models” (New York State Education Department, 2013b). According to CCSS, (New York State Education Department, 2011): Within the K-5 grade band, “The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics” (p. 43). In addition to affirming the LOTE standards’ advocacy of spiraling competencies from level to level around the fifteen LOTE

topics, this proposal shows what could be done if we articulated bilingualism and biliteracy from the P-12 level. According to Mansilla and Jackson (2011):

States need to create a long-term plan to expand their capacity in world languages and build on effective approaches, including starting early and creating longer sequences of study, using immersion-like experiences, focusing on proficiency rather than seat time, and harnessing technology (e.g., online language courses). High-quality alternate certification routes can be created to speed up the training of language teachers from heritage communities and enable the development of programs in less commonly taught languages, such as Chinese and Arabic. (p. 93)

Nearly all of our competitors among the developed nations have prioritized global competency and have established Foreign Language in the Elementary Schools (FLES) (Mansilla & Jackson, 2011). We should take a tip from Utah's promising Governor's World Language and International Education Council, which oversees dozens of dual immersion programs (Mansilla & Jackson, 2011). Ironically, given our much greater cultural and linguistic diversity, much less would need to be done in order to establish such programs; e.g., establish English/Spanish dual immersion in each of the main cities at the elementary level in a content-based format that puts new language and literacy acquisition to work for general ELA and technical area competency. Simply integrating existing mainstream and Spanish bilingual programs, incentivizing and streamlining certification paths to ESL, LOTE and bilingual licensure come to mind as ways of making this happen.

Creation and oversight of core bilingualism and biliteracy in New York's iteration of the Common Core is not a pipedream, and if we come together to streamline programs and standards across the bilingual, ESL and LOTE triad, all of our students will graduate with the kind of symbolic capability that will translate into college and career success. This is serious, time-intensive work. Separately, we can continue to survive on scraps, or we can combine to present ourselves as the kind of core, global competency that 21st Century students need and only we, perhaps more so than the more-established academic areas, can provide one that envisions the kind of multilingual and multicultural citizenry that has already been well established in other countries. Incentivizing dual-Spanish immersion, as well as dual immersion in Arabic, Chinese and French (still the lingua franca of the world economy) wherever the supports currently exist would be a great first step in showing New Yorkers what can be achieved from our collaboration. These projects would provide useful settings for exploring points of connection; a "trialogue" is long overdue.

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Teacher-to-Teacher:
LOTE Advocacy through STEM
Laura A. Rouse

STEM (Science, Technology, Engineering, and Math) may provide the doors to numerous possibilities for one's future, but STEAM (Science, Technology, Engineering, Arts, and Math) holds the keys to unlock those doors. If we think of STEAM, not STEM, then LOTE would serve as a driving force, thus demonstrating and reiterating the various advantages that are prescribed by LOTE when dealing with the Common Core. Even for those who are new to the STEM process or who have already concurred with the importance of this approach of transforming STEM into STEAM, this LOTE metamorphosis offers an exciting initiative to bring STEAM to the forefront of their district and curriculum. World Languages would become an integral piece of the Common Core and 21st century skills.

In order to create a more concrete movement toward this approach and a new way of permeating this concept into a school's curriculum, LOTE teachers need to provide more than what STEAM can signify to their district by explaining how to define the "A" and why the "A" belongs in this philosophy of STEM education. STEM incorporates a deductive approach that goes beyond simply enabling student learning, to permeating the creative flow process; that does not hinder but rather exudes positive college and career readiness. The STEM philosophy brings thinkers to the table for future business settings. The LOTE thinker plays a vital role in this philosophy and in today's modern society by helping to create collaborations and build partnerships solely based on the ability to communicate and convey the understanding of a world language and its culture. (Simpson College, 2012). How better to build these partnerships and to introduce a new thought process than to infuse STEM and LOTE together through design policies and procedures associated with the implementation of STEM at the district level? Placing LOTE under Technical Subjects regarding the Common Core Learning Standards for English Language Arts & Literacy (Standards for English Language Arts & Literacy) could convey negative connotations regarding the importance, understanding and purpose of LOTE in relation to these standards. STEM is the nation's new initiative for college and career readiness that aligns with the common core practices; however, along with this initiative comes the philosophical understanding of STEM and its delivery. Through STEM, a new journey for LOTE is discovered, thus easing the somber notion of being hidden under a Technical Subject.

To begin with, who defines the "A"? The subject of the Arts can portray various themes. There are many examples of what the "A" symbolizes in regards to the Arts, such as folklore dances, musicians, and art paintings (Jolly, 2013); however, nothing precisely states what the "A" comprises. How do we, as educators, define the "A"? For many, the "A" does stand for the Arts, meaning music, art, dance, and literature. What about world languages? Are we only speaking about just American music, art, dance, and literature? Of course not, we are actually defining the possibilities of what learning a world language dictates, including the culture of the language studied, which, in turn, encompasses the language's music, art, dance, literature, and history, as well.

World languages are not only present in the arts, but world languages are the cornerstones of the foreign market. Along with the foreign market, there is the

international spectrum of technology. Rivers (2013) recognizes that within STEM lies the need to communicate with digital technology. Digital innovation requires the need for translation and interpretive tools, along with artistic talent (Baker, 2013), in order to fully compete in today's international business and economy (Rivers, 2013); therefore, one can conclude that world languages defines the arts, breathing the essence through the communication and comprehension of its being. In fact, most successful scientists, including Faraday and Newton, had some sort of art background (Gurnon, Voss-Andreae & Stanley, 2013). Even Albert Einstein said, "the greatest scientists are artists as well" (as cited in Gurnon, Voss-Andreae & Stanley, 2013). For example, Jacobus Henricus van 't Hoff, who won the first Nobel Prize in Chemistry in 1901, was a painter, flautist, and also published poetry—in four languages! (Parker, 2013).

This common denominator suggests a quest for communicating this connection between LOTE, the Arts, and STEAM using the most clear and audible voice to all those interested in student success with an overdue, preponderant exclamation point!

Furthermore, this places LOTE in the spotlight under the "A," standing side-by-side with STEM, and not hidden under Technical Subjects. Since school districts can decide to take either the STEM or STEAM approach, this presents an opportunity for us to advocate for the inclusion of foreign languages as part of the "A."

With all of this said, even after the "A" has been defined and accepted, Jolly (2013) poses "The 'So what do we do now' question." My response: Let's take action and promote STEAM! Meet with the LOTE department chairs, teacher leaders, and administrators of your district and explain how this all comes full circle by introducing your department's definition of the "A" and its unequivocally important role with STEM and college and career readiness. As STEM provides the venues for critical thinking and inquiry to occur, so does a foreign language (Baker, 2013). This is a perfect opportunity for the voices of world language educators to be heard—as supporters of 21st century skills, and as well experienced travelers along the pathway of Common Core practices.

When LOTE educators advocate for STEAM, we need to explain to our districts the importance of our wonderfully chosen discipline, and to be included in the original design of STEAM. Ultimately, we can then assist with the outline of the design procedures, hand-in-hand along with the science, technology, engineering and math (STEM) colleagues. Why? What is the need? Without knowing another world language, even the most intelligent and honored chemists, mathematicians, and engineers in the world could struggle to communicate their expertise, experience, and understandings, and compete in today's international, global society.

The "A" in STEAM supports and enhances the critical ways in which students think and inquire, the manner in which students communicate and collaborate, and the tools that LOTE provides in order for students to achieve these skills. All of these directly tie into the 21st century skills (ATC21S, 2009-2014), and make students more appealing to the international job market.

Another concept that appeals most to the international market is the association between language and culture. This concept must be explained, yelled from the mountaintops because of the fact that the world is perceived to be "smaller." Now, more than ever, it is imperative to be able to communicate and understand another's culture and language to compete and succeed in an international frame of mind. Learning a world language accomplishes this task; this education translates into and creates a collaborative

environment that is by nature “interdisciplinary.” By comprehending this essential tool of learning a language other than English, one is now able to be college and career ready and be prepared for these newfound global nexuses, one of which is the basis of the Common Core. The “A” in the acronym STEAM can help build bridges to companies and their international partners by hiring those who can demonstrate knowledge of a world language and understanding, along with the respect of another’s culture, while using the skills learned from STEM. Even the littlest nuances learned and understood from a given language and its culture speak volumes to international employers. This educational journey is a dedicated, tenacious, persevering and revered movement that can result in the ultimate academic achievement while focusing on the global necessity of world languages and their cultures. As educators, our hope and total reason for teaching is for student success in life. We expect our students to collaborate and create bonds that infuse academia and social learning together. How better to reach all corners of the world than to do this with the utmost respect of knowing the culture and understanding of how to communicate this knowledge. Language and culture empower, encourage, and motivate through the Arts. These attributes are the gateway portals to obtaining this goal for STEAM, as well as advocating for LOTE, by revealing and unveiling the purpose of LOTE in a new image that aligns well with the Common Core and highlights the 21st Century Skills. Progressing in this fashion will leave lasting examples for all those who choose to follow these paradigms of wonderment and future successes, both for students and teachers.

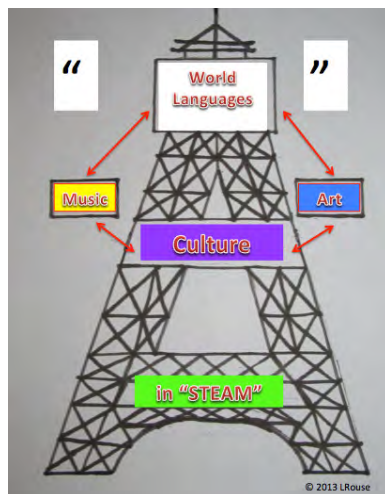


Figure 1 by Laura Rouse.
Demonstrates the connections between world languages, music, art, and culture, using the Eiffel Tower as the symbol for the “A” in STEAM.

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Teacher-to-Teacher:
Using NCSSFL-ACTFL Can-Do Statements as World Languages CCSS
Harry Grover Tuttle, Ed.D.

Common Core State Standards (CCSS) are not specifically articulated for world languages, so many world languages teachers have tried to adapt the Learning Standards for ELA; however, the National Council of State Supervisors of Foreign Languages (NCSSFL) and the American Council of Teachers of Foreign Language (ACTFL) have already created progress indicators for language learners, which they call “Can-Do Statements.” These statements cover the same general areas as the CCSS in ELA; e.g., interpersonal communication, presentational speaking and writing, and interpretive listening and reading, plus these Can-Do statements correspond to all the proficiency levels, from Novice through Distinguished.

When modern language teachers use these Can-Do Statements, they have a uniform terminology to indicate the proficiency level of their students. Students who have completed the Novice-Mid level in a central New York school are at the Novice-Mid level in any school in the United States and in many other countries. Each state's individual and differing terminology for various levels of language learning disappears when schools use the national NCSSFL-ACTFL Can Do proficiencies.

Teachers’ Implementation of Can-Do Statements

Teachers can download the Can-Do Statements at:
http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf and then create their own set of codes for them, similar to the CCSS codes. For example:

NA = NCSSFL-ACTFL

ML= Modern Language

ISpeaking 1.1 = Interpersonal Speaking Section 1, statement 1

I have been using these Can-Do Statements in my beginning college Spanish class. I started off with a self-reporting pre-assessment in which the students checked off which proficiencies they thought they had already attained. They did this assessment in about five minutes. I quickly counted how many statements they checked in each category such as Novice-Low so I had both a picture of the individual students and also of the whole class. The pre-assessment helped me focus better on what I needed to teach my students so that they could increase in their proficiencies.

In the next step, I compared these national proficiencies to what the textbook includes. The proficiencies have a real world language use approach. For the Novice-Low level, the first chapter of the textbook helped the students reach the “can greet my peers” and “can introduce myself to someone else.” The next part of Novice-Low, “Can answer a few simple questions,” required me to change the emphasis of the second textbook chapter to focus more on answering questions. The Novice-Mid parts did not have a one-to-one correspondence with any one textbook chapter so I have had to mix materials from other chapters in a given textbook's chapter. For example, in the first chapter of the textbook, the students use numbers only to tell time so I added, “How much does it cost?” to expand number practice. This corresponds to the Novice-Mid progress indicator, “communicate some basic information...ask and understand how much something costs.”

I examined my previous semester's quizzes and tests in terms of the Can-Do

proficiencies. I realized that most sections did not test a specific proficiency; rather, the sections often tested very discrete vocabulary or grammar based on the textbook. By broadening out a section to focus on a particular proficiency, the tests have become a better measure of the students' language skills. For example, instead of answering random questions as part of a listening comprehension, the students now answer questions related to the Novice-Mid proficiencies, "can greet and leave people" and "can introduce myself and others."

Students' Implementation of Can-Do Statements

My students have their own copy of the NCSSFL-ACTFL Can-Do proficiencies document. They check off the proficiencies on their Can-Do Statements list as they demonstrate their ability to communicate at that level. They see a strong connection between what we learn in class and what language skills they need to be able to communicate with a native speaker. Numerous students have begun to speak with native speakers at work and in the community since these students are aware of what they can do in the language.

All modern language departments should adopt the NCSSFL-ACTFL Can-Do proficiencies and use these proficiencies as their CCSS.

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Teacher-to-Teacher:
Farmworker Advocacy Day in Albany
Diana Zuckerman

The matter of equal human rights for all is not something we can be expected to meet halfway on. Teaching our children to be activists is imperative to sustain our existence and it is not something that can be taught solely in a classroom. Diana Zuckerman taught our students an invaluable lesson by bringing them to the Capitol to stand side by side and demand fair labor laws for the people who put food on our tables.

Renee Balestra, Rondout High School English Teacher



Did you know that farmworkers do not have the right to a day of rest? Did you know that they do not have the right to a minimum wage, overtime pay or workers' compensation? Sometimes they cannot afford to buy the very food they pick themselves! Rondout Valley Spanish students know this. Motivated by studying César Chávez and then learning about the Immokalee Farmworkers in Florida during a visit by NYSUT's Lee Cutler, students felt passionate about the need to defend the rights of others.

- I thought the USA was all about freedom and justice for everyone. I guess I was wrong. Samantha LaRusse, Rondout student.
- What I've learned about the issue of farmworkers' rights is that justice and equality is not a want. It is in fact a need. Without equality the world wouldn't be where it is today. Dakota Rose, Rondout student

On May 5th, *Cinco de Mayo*, Spanish 1 and 2 students went to our State Capitol to sing and speak out for the rights of our farmworkers who bring us our food that we eat every day. Rondout students stood and sang in Spanish on the Million Dollar Staircase in the Capitol with farmworkers and their families, Assembly Speaker Sheldon Silver, human rights activist Kerry Kennedy, daughter of former New York State Senator Bobby Kennedy, who was a major supporter of César Chávez and the California grape farmworkers in the 60's, and many other allies. The students stood for "liberty and justice for *all*," not just for some.

- The rally for farmworkers' rights was very interesting. I learned about the horrible injustices in our farm working systems. Brandon J. Hallenbeck, Rondout student

Our students met with legislators and let them know that all people deserve to be treated fairly and with dignity and respect. Their voices were strong, clear and passionate. César Chávez claimed, "The end of all education and knowledge should surely be service to others" (by permission of the César E. Chávez Foundation). I hope that all of our students will take advantage of opportunities to serve others as our Spanish students did in Albany. *¡Sí, se puede!* Yes, we can! We can make a difference.

- It was incredible to see the support for this noble cause. I wouldn't even call this fighting for workers' rights. I believe we are fighting for human rights! ~ Wil Eagleston, Rondout student

Richard Witt, Executive Director of the Rural and Migrant Ministry, applauded the Rondout Valley High School students and teachers for taking advantage of a remarkable opportunity to actually witness democracy.

This opportunity was created by their thoughtful teachers with the encouragement of the high school parents' association. The preparation and enthusiasm of both the students and the teachers inspired many others who were present at the Capitol, especially farmworkers, who often have a great difficulty participating in our government. It was inspiring to see students committed and engaged to civics, and I believe that this day provided an experiential education that cannot be matched in the classroom.

For more information, please contact the Rural and Migrant Ministry at <http://ruralmigrantministry.org/>. You can go to <http://assembly.state.ny.us/Press/20140505a/> to see footage of the event. And, call your senator today to urge him/her to pass the Farmworkers Fair Labor Practices Act, S.1743 (Espaillat). Come and join us with your students in Albany next *Cinco de Mayo*!

- The whole day was such an experience. I loved speaking with all the wonderful people who are directly affected by the issues. Their stories were remarkable and will stay with me forever. Katie Brantmeyer, Rondout student

Diana Zuckerman is a Spanish teacher at Rondout Valley high school, and Advocacy Co-Chair for NYSAFLT (<http://www.nysaflt.org/advocacy>). She can be contacted at dianazuck@yahoo.com or 845-389-3779.

Teacher-to-Teacher:
A Once in a Lifetime Opportunity
Rosanne Perla

From February 14th to the 23rd, two East Syracuse-Minoa High School language teachers took a group of 43 students and parents to France and Italy. Even though the school district had canceled school that morning because of a snowstorm, the group still departed from the Syracuse Airport, as scheduled. The trip began in the Latin Quarter of Paris, and ended in Rome, Italy, traveling by planes, subways, trains, city buses, tour buses, and a cable car.

In order to add some extras to the trip, teacher of French, Carol Casey Kelleher, and teacher of Italian, Rosanne Perla, began fundraising a year in advance. As a result, they were able to provide the students with lunch every day, and pay for admission to several museums. The students visited the *Musée d'Orsay* with its beautiful Impressionist art, went to the *Tour Eiffel*, walked up to the top of the *Arc de Triomphe* for a magnificent photo opportunity, ate French crepes and *croque monsieur*, sampled French *macarons* and croissants in the Latin Quarter, visited the Louvre and Notre Dame Cathedral, walked to the top of Montmartre to visit the Basilica of *Sacré Cœur*, and spent almost a full day at the palace of Versailles as well as a guided bus tour of the historic city of Paris and all of its beauty and grandeur.

Before boarding the *TGV* to Nice, the group enjoyed a stop at a supermarket for an authentic cultural experience, stocking up on food for their picnic dinner aboard the train. The following day they visited Monaco and watched the changing of the guard. They explored the city of Nice, sampled different authentic street foods, and watched the *Carnaval* parade with all its elaborate floats and decorations.



From the French Riviera, the group continued on to Pisa, Italy where the students visited the Cathedral and Baptistery. Most of the group also opted to climb the Leaning Tower of Pisa, which had been closed to tourists for many years during construction to stabilize the sinking tower. The students took advantage of this once-in-a-lifetime opportunity, knowing that the tower might not be open again, should they ever return some day. Students said they could feel and see how the staircase was slanted inside when they were walking up the narrow stairs.

While in Tuscany, the group spent two days in the beautiful Renaissance city of Florence,

visiting all the famous sites and getting in some shopping. Students were given an extra opportunity to visit and view the Uffizi Museum filled with the works of many painters, such as Botticelli, Raffaello Sanzio, and Caravaggio. The group also spent half a day in the beautiful medieval town of Siena, also in Tuscany, and then moved on to the region of Umbria, the heart of Italy, visiting the peaceful and quaint town of Assisi and its Basilica of San Francesco, ending the day with dinner in Rome.

The group spent one very on-the-go day in Rome, visiting the Coliseum, the *Foro Romano*, the Vatican Museum, the Sistine Chapel, and finally the Basilica of San Pietro. They walked through *Piazza Navona* and made a few purchases from artists, had a delicious dinner between *Piazza Navona* and the Pantheon, visited the magnificent oculus of the Pantheon, and walked to Giolitti where everyone enjoyed an authentic gelato at one of the oldest Roman ice cream shops. To ensure that everyone could return to Rome someday, they each threw a coin in the *Fontana di Trevi* before boarding a bus for a night tour of the city with photo stops at some of the major monuments they had seen earlier in the day.

The students and parents were fantastic and always wanted to do everything the teachers suggested. The theme of the trip seemed to be “A Once in a Life Time Opportunity,” as parents and students commented so many times. The weather throughout the trip was delightful, and the group was so happy that they had been able to leave behind the Syracuse snow and cold. The trip convinced many of the students to study abroad while in college, and many of them were convincing the teachers to take another trip soon—and they even started planning it on the flight back home.

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Teacher-to-Teacher:

Who are the Huguenots and Why Are They in New Paltz, NY?

Joan Trivilino

That was the question I posed to my French 201 and 202 “College in High School” students at Port Jervis High School, in partnership with SUNY Orange. On Friday, April 25th, we traveled to New Paltz to discover some of the answers. Here is how my students responded:

- They are French protestants fleeing religious persecutions
- They disagreed with the Catholic faith; they didn’t believe in the power they gave to church leaders
- They fled from France/Belgium to Germany but were hunted so they had to leave
- They were persecuted in the St. Bartholomew’s Day Massacre
- They were mainly farmers, they had slaves (at least four per family) who resided underground in the slave quarters, they slept on pallets
- Upon arrival in New York, they went to Kingston first
- They soon discovered they disliked the Dutch... they moved on
- They made a pact with an existing Indian tribe in (what is now) New Paltz. (Lenape)
- They read from the Bible during church
- On Sunday they were in church for six hours
- Religion was a big part of their everyday lives
- THEY WERE BORING PEOPLE
- The Bevier family lived in a one room house with a woman and eleven children in the 1700’s
- Canopy beds were popular among richer families

How did my students glean this knowledge? What gave them these impressions? It was the result of a wonderful one-day experience organized by Historic Huguenot Street. Our day comprised three segments: a French activity, lunch, and a tour. *Qui voyez vous?* is the name of the French Portrait Program, [available at: <http://www.huguenotstreet.org/school-programs/>] designed by Kara Gaffken, Director of Public Programming.

Qui voyez-vous? offers high school students taking French the opportunity to utilize their writing, speaking, and listening skills while they participate in a fun and engaging activity that incorporates Historic Huguenot Street’s impressive portraits collection.

Students pair up, and then groups are formed. One student from each pair begins with an introductory tour about the first settlers of New Paltz in the reconstructed 1717 French church, while the other student from each pair is led to the 1799 Lefevre House. In the Lefevre House, students are each asked to pick one of the many portraits on display and write a detailed description of the individual in the portrait in French on a worksheet provided; e.g., What do they look like? What is the shape of their face? What is the color of their hair? What are they wearing? Once students’ written descriptions are complete, they reconvene with their partners. While one student reads the description, the other student attempts to recreate the chosen portrait based only on the information the partner provided. Students then attempt to pick out which portrait it was that they were attempting to recreate, and get the chance to compare what they drew based upon their partner’s description to the actual portrait in the collection. Groups then

switch roles; writers will tour the French church while the portrait artists choose a new portrait to analyze and describe. All students are allowed to bring their artwork home.

After this interesting and surprisingly successful activity, we ate our bagged/picnic lunch. Our very knowledgeable and articulate guide, Carol Smith, then led us on a tour of two houses. After the tour, we walked a short jaunt on the rail trail to the Water Street Market where students had a chance to experience a glimpse of college town life. Our field trip was a rewarding, educational experience, and we loved every minute of it, as evidenced by the students' comments as they boarded the bus back to Port Jervis.

- "Cool history of Huguenot village."
- "Quaint, educational and fun."
- "I learned about French and Dutch heritage."
- "I learned about stone architecture."
- "New Paltz is a unique village."
- "The activity was creative and fun."
- "It was very pretty and relaxing."
- "It was interesting and historic."

Contact Historic Huguenot Street for more information and ideas on how to incorporate this resource into your classroom. I organized our day with Thomas Wiekkel, Director of the Guest Experience, and I am very pleased to have done so.

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