



Nebraska Department of Education

300 Centennial Mall South ♦ Lincoln, Nebraska ♦ 68508

World Language Review

October 2019

Raising the standard: Teaching the metacognitive process of world language learning

Cathy Demoude Nebraska World Language Teacher of the Year



NILA Past President Alicia Dallman Shoemaker (left) presents the award to World Language Teacher of the Year Cathy Demoude (right).

The Nebraska International Language Association recognized Hershey Spanish Teacher Cathy Demoude as the 2019 World Language Teacher of the Year at the NILA Annual Conference at the University of Nebraska Kearney October 12.

Demoude has taught in Hershey Public Schools for 29 years. Principal Jeff Steinbeck commented, "Her enthusiasm for the content and her love for speaking another language shows every day. She is one of the most positive people I have ever been around." Mr. Steinbeck shared Demoude's emphasis on language use, "Cathy's classes are conversational. When you walk into her room, all students are speaking back and forth in conversation."

Demoude's longevity in the district has provided stability for a strong program that is evidenced through results. Mr. Steinbeck shared that numerous students have returned to share college success, new hirings, and promotions due to language learned in her class.

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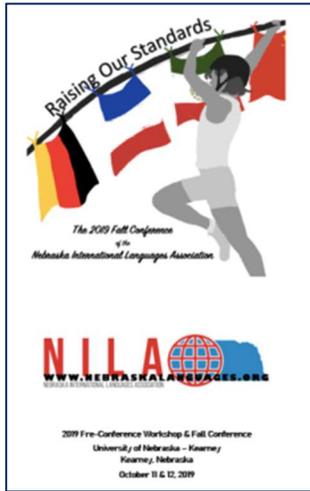


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NILA Special Report | NILA Conference Raises the Bar



The 2019 Nebraska International Languages Association Annual Conference convened Friday and Saturday October 11 and 12 at the University of Nebraska Kearney. Over 150 participants filled the Nebraskan Student Union during the two-day event.

Friday began with a workshop presentation, "Raising the Bar: Nebraska's World Language Standards". Stephanie Call, Nebraska Department of Education World Language Specialist led the participants through a foundational discussion regarding the essential ingredients of language learning before presenting the 2019 standards. Discussion then turned to how the standards are reflected in

current practice.

Saturday was a full day of sessions, vendors, and networking. Twenty-five presentations included student involvement, promoting proficiency, technology integration, and advocating for world languages.

Saturday's keynote was presented by Stephanie Call who shared her understanding of the standards through her professional experience as a 7-12 Spanish educator. During lunch, the NILA Board of Directors, the American Association of Teachers of German (Nebraska), the American Association of Teachers of Spanish and Portuguese (Nebraska) and the American Association of Teachers of French recognized their teachers of the year.

The 2020 NILA Annual Conference will be at Omaha South High School in October 2020.



Alicia Dallman Shoemaker (L) and Janet Eckerson (R) present Ralston Spanish Teacher Jamie Honke (center) with the Best of Nebraska Session 2018. Honke will present at Central States Conference in Minneapolis March 12-14, 2020.

NILA Special Report | Theresa Jensen Wins Study Abroad



Millard North Spanish Teacher Theresa Jensen won a prize drawing award of a lifetime. Jesus Jurado Mendoza, Education Advisor for the Spanish Embassy Ministry of Education, presented Jensen with the MESTER Scholarship. The scholarship will allow Jensen two weeks of study, lodging included, in Salamanca, Spain. The Spanish Embassy Ministry of Education supports Nebraska teachers of Spanish with many programs including materials, scholarships, and language assistants. Find out more at:

<https://cehs.unl.edu/tlte/spanish-studies-institute/>



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NILA Special Report | 2019 NILA Awardees Honored



NATF Teacher of the Year Sasha Van Zandt

Nebraska Association of Teachers of French (NATF) President Cara Heminger (Lincoln North Star) awarded Sasha Van Zandt of Lincoln Southwest High School the NATF Teacher of the Year. Van Zandt has been actively involved in French activities at Southwest and around the state. Last year Van Zandt traveled to France with colleagues Will West and Kristen Tangen and 22 students. Van Zandt has also presented at NILA conferences.

Cara Heminger (left) presents the NATF TOY Award to Sasha Van Zandt (right).



NATSP Teacher of the Year Dr. Jami Holbein Swanson

Nebraska Association of Teachers of Spanish and Portuguese (NATSP) President Angie Wagoner awarded North Star High School Spanish teacher Dr. Jami Holbein Swanson the NATSP Teacher of the Year. Holbein Swanson has worked with Lincoln Public Schools for 23 years. Holbein Swanson, a long-term advocate for world language learning, is now working directly with heritage and native speakers of Spanish to promote first language literacy.

Alicia Dallman Shoemaker (left) and Angie Wagoner (right) present the award to Jami Holbein Swanson (center).



NILA New Teacher of the Year Kelleen Browning

NILA President Alicia Dallman Shoemaker awarded Lincoln Southeast High School German teacher Kelleen Browning the NILA New Teacher of the Year. Browning completed a Fulbright English Teaching Assistantship in Germany during 2014-2015. She also studied in Germany for six months with UNL's Deutsch in Deutschland program. Browning is the incoming President of the Nebraska Association of Teachers of German and hosted the 2019 Wunderbar Together German Students' Convention.

Alicia Dallman Shoemaker (right) presents the New Teacher award to Kelleen Browning (left).

NILA Special Report | 2020 NILA Board

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Notable Nebraskans: Wendy Brennan



Wendy Brennan
German Teacher, Millard North High School
Past President, American Association of Teachers of
German (Nebraska)

wmbrennan@mpsomaha.org

What was your motivation to become a language teacher?

I always wanted to be a teacher, and I loved learning German, so it seemed like a logical fit for me. Since becoming a German teacher, I've learned so much from my colleagues and peers through professional organizations. The relationships I've built through NILA and AATG are so motivating and inspiring; I will never be done learning!

Describe your classroom approach in five words or less.

"There's method to my madness!"

How do you feel Nebraska is raising the standards for world language education?

As someone who attends regional and national conferences, and as someone who has been closely involved with the NILA conference in several different roles over the years, I can say with some authority that the sessions we offer through NILA are consistently top-notch. Nebraska's best world language education resources are its teachers, and the networks we build through face-to-face collaboration at workshops and conferences enable us bring the very best practice to our classrooms.

What would you recommend to educators to build their pedagogy and practice?

Our profession is tough. Teachers need each other for support and fresh ideas. Go to the conference, attend the workshop, email the presenter who inspired you - build those networks! If you seek out both formal and informal learning opportunities and try to apply what you learn to your instruction, you will grow as an educator, and your students will benefit from your lifelong-learner mentality.

Charlamos: KWL-Cognition in Practice



In a unit on body parts and health, students were asked to complete a KWL. These "know, want to know, and learned" activities work well with approaching content outside of strongly familiar topics. Students respond with words, phrases, or sentences about what they already know, what they would like to know, and what they learned. How would you make this look in the target language? [Share your ideas.](#)

Events

◆
Selena Tribute Party
UNK
Kearney
October 29

◆
Día de los Muertos 2019
Nebraska History
Museum
Lincoln
November 3

◆
Curry Clash
Asian Community &
Cultural Center
Lincoln
November 7

◆
Paraeducator
Conference
Younes Conference
Center
Kearney
November 19

◆
National Council of
State Supervisors of
Foreign Languages
Annual Meeting
November 19-21

◆
ACTFL Convention
Washington DC
November 22-24

◆
Christmas in Greece
St. John the Baptist
Greek Orthodox Church
Omaha
November 23

◆
An Irish Christmas
Midwest Theater
Scottsbluff
December 17

◆
Mariachi Herencia de
México
Orpheum Theater
Omaha
December 20



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Standards In Focus: Nebraska's Cognition Strand

Standard 5.1 Students self-assess growth in language learning, practice, and understanding.

Standard 5.2 Students set language learning goals and organize priorities.

Replicating success is easier when the pathway to success is clearly understood. Nebraska World Language Standards 5.1 and 5.2 focus on the cognition of second language learning. By learning the cognition and metacognition of language study, students will be better able to engage in and take responsibility for their own learning. O'Malley (1985) clarifies the difference between cognition and metacognition. Cognition refers to the strategies used for specific learning tasks. Metacognition references the executive functions of planning for learning, evaluating progress, correcting mistakes, and forming a new plan responsive to needs.

Directly addressing cognitive and metacognitive strategies can increase student effectiveness in all three modes of communication. Henner Stanchina (1987) demonstrated that effective listeners improve interpretation by maintaining a constant inner dialogue to elaborate and transform what they hear. These listeners also recognize failure in comprehension and activate appropriate knowledge to repair the failure. Anderson (2002) suggests that students "may be taught that an effective writing strategy involves thinking about their audience and their purpose in writing." By practicing cognitive strategies used in the presentational and interpretive mode, students become better prepared to use them during the dynamic interpersonal mode.

Practical examples of cognitive and metacognitive teaching are easy to find. Products like LinguaFolio, LinguaFolio Nebraska, and LinguaFolio Junior, have established a foundation of self-assessment, goal setting, and prioritization. However, Nebraska's challenge is to encourage the function of these activities in the language of study. By creating these models in the target language, at an appropriate level and with scaffolding, we provide greater relevance and context to the language. Consider the following. Routine classroom management tasks, when accomplished in the target language, become acquired language. Students understand the intent of commands without knowing the conjugation structure. At novice levels, cognition and metacognition can be approached through isolated words or short phrases such as "I understand a little, a lot, not at all" or "I think, I read, I write, I speak".

The "Nebraska C", cognition, is merely a defined approach to best practice and research. Taking an active role in planning for language study, establishing processes and connections, and evaluating progress creates a partnership between the student and teacher that promotes more successful language learning.

References

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