



# **Dimension 2010**

## **Communication Beyond the Classroom**

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**Rosalie Cheatham**  
**Nico Wijnberg**  
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### **A Thematic Index of *Dimension, 1980-2009***

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Selected Proceedings of the 2010 Joint Conference of the  
**Southern Conference on Language Teaching,**  
the Foreign Language Association of North Carolina, the North  
Carolina Chapter of AATSP, and the National Network of Early  
Language Learning

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ISBN 1-883640-24-5

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*Dimension* Publisher  
University of South Carolina - Retired  
Columbia, SC 29208

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## **Review and Acceptance Procedures** **SCOLT *Dimension***

The procedures through which articles are reviewed and accepted for publication in the proceedings volume of the Southern Conference on Language Teaching (SCOLT) begin with the submission of a proposal to present a session at the SCOLT Annual Conference. Once the members of the Program Committee have made their selections, the editor invites each presenter to submit a manuscript that might be suitable for publication in *Dimension*, the annual volume of conference proceedings.

Only those persons who present *in person* at the annual Conference are eligible to have written versions of their presentations included in *Dimension*. The names and academic affiliations of the authors and information identifying schools and colleges cited in articles are removed from the manuscripts prior to review by members of the Editorial Board, all of whom are professionals committed to second language education. The initial draft of each manuscript is reviewed by at least two members of the Editorial Board, and one of the following recommendations is made: “accept as is,” “request a second draft with minor revisions,” “request a second draft with major revisions,” or “do not publish.” The editor then requests second drafts of manuscripts that receive favorable ratings on the initial draft. These revised manuscripts are reviewed a second time before a final decision to publish is made.

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## Introduction

The Southern Conference on Language Teaching (SCOLT), held its annual conference April 15-17, 2010, at the Winston-Salem Marriott in Winston-Salem, North Carolina, in collaboration with the Foreign Language Association of North Carolina (FLANC), the North Carolina Chapter of the American Association of Teachers of Spanish and Portuguese (AATSP-NC), and the National Network for Early Language Learning (NNELL). The SCOLT Board of Directors chose as this year's theme, "Communication Beyond the Classroom," because it suggested opportunities for language professionals to develop presentations on the importance of extending language learning experiences beyond the school setting, a goal of the Communities Standard. Those individuals whose presentations were approved were given the opportunity to submit a manuscript for possible inclusion in *Dimension 2010*. The articles selected for the present volume treat topics of interest to language teachers in a variety of ways.

In "Unifying Our Profession Through Standards: Writing the ACTFL/NCATE Report," Judith Shrum and Rebecca Fox provide step-by-step instructions for the preparation of the ACTFL/NCATE Report. The authors also offer examples of ways that the very act of preparing the Report benefits education and language faculty and teacher candidates, as well as language learners in K-12 classrooms. The article concludes with tips and strategies from seasoned ACTFL/NCATE reviewers.

Rosalie Cheatham connects students' proficiency in technology with language activities in "Student-Centered Instruction: Linking Career Goals and Language Acquisition." This article is based upon program revisions in Cheatham's home institution and techniques she and her colleagues use to help students communicate beyond the classroom. Readers also will be interested in Cheatham's use of survey data to spark interest in language study.

The keynote speech at the 2009 conference in Atlanta brought home the importance of languages in today's interconnected world markets. In "Languages and Economic Development," Nico Wijnberg from the Georgia Department of Economic Development describes his personal journey from the Netherlands to the United States. Wijnberg also offers an explanation for the Dutch proficiency in languages and a brief history of the influence of Dutch in the United States.

SCOLT's current Executive Director, Lynne McClendon, teamed with former Director Lee Bradley to document our organization's recent history in "SCOLT through the Ages: 1990 to 2010." This article traces the changes within our profession that resulted from political issues such as the *English Only* debates of the 1990s and the 2001 *No Child Left Behind Act*. McClendon and Bradley also remind readers of recent and ongoing SCOLT initiatives such as the Careers Project, the Assessment Project, the Southern Initiative for Language Leadership (SILL), scholarships for individuals who participate in SCOLT, and regional and national recognition of outstanding language teachers, including the 2005 national teacher of the year, Ken Stewart, a member of the SCOLT Board of Directors.

Another great milestone in SCOLT's development was an offer by the Education Resources Information Center to include *Dimension* in its ERIC Indexes. For educators ERIC is a respected resource for scholarly articles and information on topics of interest in our profession. The inclusion of *Dimension* in the ERIC Indexes is recognition of the high quality of articles written by SCOLT presenters. This recognition would not have been possible without the contributions of the members of *Dimension*'s editorial board and its former editors; and as the current editor, I am humbled to be allowed to continue the great work that they began.

Maurice Cherry, the longest-serving former *Dimension* editor, deserves special recognition for his contributions to the current edition of *Dimension*. He designed and prepared the Index that is included as the final entry in *Dimension 2010*. His visionary efforts and untold hours of work will make it easier for readers and researchers to access the scholarship archived in past issues of *Dimension*. Please join me in thanking Maurice for his foresight and dedication.

As editor of *Dimension 2010*, I hope that readers of the articles in this volume will find the work of these authors to be informative and useful. I encourage you to share your comments with the authors during the conference. On their name badges, all current and former authors are given a *Scarlet Letter A* to indicate that they are authors so that you can recognize them and thank them for their contributions to *Dimension*. Please remember that the articles in *Dimension* are based upon conference presentations. SCOLT is truly an organization dedicated to its participants. I urge readers to consider preparing a proposal for a presentation at a future SCOLT conference, the first step in publishing in *Dimension*

Carol Wilkerson, Editor  
*Dimension 2010*

## Dedication

Upon the occasion of its 45th conference anniversary, SCOLT dedicates this edition of *Dimension* to our founder Dr. Herman F. Bostick, who recounts in the Silver Anniversary Conference edition of *Dimension 1989* the following reflections:

The first Southern Conference on Language Teaching took place on February 4-6, 1965. Twelve hundred foreign language teachers and administrators spent two and one-half days listening to speakers, participating in discussions, and observing demonstrations of new teaching methodologies, technologies, and classroom materials by foreign language specialists and master teachers. The keynote address was given by M. Phillip Leamon, Coordinator for School Foreign Languages, Indiana University. On the evening of the second day of the Conference, the SCOLT banquet was held. In addition to the main address, there were musical and/or dramatic presentations, usually in a foreign language, by local performers. Nelson Brooks, of Yale University, author of the widely used textbook, *Language and Language Learning: Theory and Practice*, gave the principal address: "Language Teaching: Concepts, Problems, Opportunities."

In the fall of 1964, while serving as the Georgia Department of Education's Foreign Language Consultant, Dr. Bostick collaborated with Dr. Louis J. Chatagnier and several other language pioneers to develop what became the Southern Conference on Language Teaching. By the fall of 1967, SCOLT was incorporated, and during its tenth anniversary, SCOLT's progress was recognized in a proclamation from the Mayor of Atlanta, the Honorable Maynard Jackson.

From 1964 to 1970, Dr. Bostick served as SCOLT's first Executive Secretary, and from 1970 to 1974 he served as Executive Director. During this same period of time he also founded the Foreign Language Association of Georgia (FLAG) and served as its first president. Dr. Bostick has been a regular supporter of SCOLT Conferences and a contributor to SCOLT publications. In 1997 SCOLT presented Dr. Bostick with the Founders Award, created to recognize those who contributed significantly over time to the mission of SCOLT.

In addition to serving as department head of the departments of foreign languages at Morehouse College, Texas Southern University, and Howard University, Dr. Bostick has been an active member of several national and regional language organizations and an enthusiastic spokesperson for language education. His desire to encourage new foreign language teachers to participate in rewarding professional development opportunities led him to establish the *Herman F. Bostick SCOLT Originator* award. This award provides monetary compensation to selected first-time attendees at SCOLT conferences.

The Executive Board of the Southern Conference on Language Teaching salutes Dr. Bostick for his leadership and foresight that resulted in an organization that has provided many wonderful opportunities during the past 45 years for exchanges of language methods, activities, ideas, research, and advocacy.



# 1

## Unifying Our Profession Through Standards: Writing the ACTFL/NCATE Report

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### **Abstract**

*Accreditation and accountability recently have been prominent in national conversations about the preparation of teachers. Members of our profession have developed standards to which we will hold ourselves as we prepare foreign language and world language (F/WL) teachers for the 21st century. As a participating Specialized Professional Association (SPA), ACTFL has joined the conversation with the National Council for Accreditation of Teacher Education (NCATE). In this article, we describe the standards that are most applicable to our field and provide suggestions for those who are compiling their ACTFL/NCATE reports seeking national program recognition. We offer comments and suggestions based upon our work presenting ACTFL/NCATE workshops on this topic for the past three years.*

### **Introduction**

Whether you read this article as a beginning or veteran teacher, a supervisor or school principal, a teacher educator or a language student, you have heard about assessment, accreditation, standards, and learning outcomes. As educators, we often feel that assessment, standards, and accreditation are imposed upon us from some outside source, leaving us to wonder if these standards have anything to do with what we as professional educators value and teach our students. At the same time, we want to know whether our students are really learning and whether they can do what we think they can do. Standards can help us identify and agree upon desired outcomes, especially if they are shaped in the context of a national assessment that has been developed and valued by members of our own profession.

The best assessment practices emerge from within the profession. They are an honest response to our desire to understand what and how our students and teachers are learning and teaching. As Graff (2008) points out, the recent emphasis on outcomes assessment within the educational community denies the complacent belief that nothing in our house needs to change. Our standards have been developed over a period of three decades by those who teach and learn languages, with periodic revision and verification by those who are working actively in classrooms. The standards are high but attainable. They simultaneously respond to needs in the field and provide leadership for the profession. Through the American Council on the Teaching of Foreign Languages (ACTFL), the profession has developed standards for students and teachers and has affiliated with a national accreditation organization that recognizes high quality teacher education programs, the National Council for Accreditation of Teacher Education (NCATE). In order to seek national recognition, programs that prepare teachers submit reports of what their graduates know and are able to do. In this way, programs measure themselves against a nationally agreed-upon set of standards. As a result, language education programs have goals to work toward within a clearly articulated professional context. In this article, we will describe the sets of standards in foreign and world language (F/WL) teacher education, with particularly detailed attention to the writing of the report submitted to ACTFL/NCATE by teacher education programs.

### **An Overview of the Relevant Standards**

Our profession has developed several documents that guide us in assessing the performance of our students, teachers, and academic programs. As a backdrop for standards of what students and teachers should know and be able to do, our profession laid the groundwork for what performance looks like at various levels of accomplishment and study. More than 25 years ago, ACTFL developed the *ACTFL Proficiency Guidelines for Speaking, Writing, Reading, and Listening* (1982, 1999, 2001). The *Guidelines* provided descriptions of the linguistic performance of learners in K-16 schools at various levels of proficiency, along with the kinds of errors likely for each level. In addition, ACTFL developed the *ACTFL Performance Guidelines for K-12 Learners* (1998), which show how well students who have studied the language at various grade levels are likely to perform in each of three modes of communication—interpretive, interpersonal, or presentational. For further historical description of the development of standards for language learning and teaching, see Glisan (2006) and Shrum & Glisan (2010).

The profession also described what language education should look like in the context of instruction in schools. Called the Five Cs, the *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project [NSFLEP], 2006) lay out what students should know and be able to do in the languages taught most frequently in schools. These standards were developed by professionals teaching in the field and were piloted throughout the profession in a draft version prior to final adoption. The first ver-

sion appeared in 1996 in a generic format and was followed by another version in 1999. The most recent revision was published in 2006.

The profession has set forth its expectations for teachers in three sets of standards designed to be descriptive of teacher performance across the career continuum. The first set of standards describes the expectations for what teacher candidates need to know and be able to do as they enter the classroom upon completion of a teacher preparation program. These standards are related to accreditation through the National Council for the Accreditation of Teacher Education (NCATE), and the standards have been published as the *ACTFL/NCATE Program Standards for the Preparation for Foreign Language Teachers* (2002).

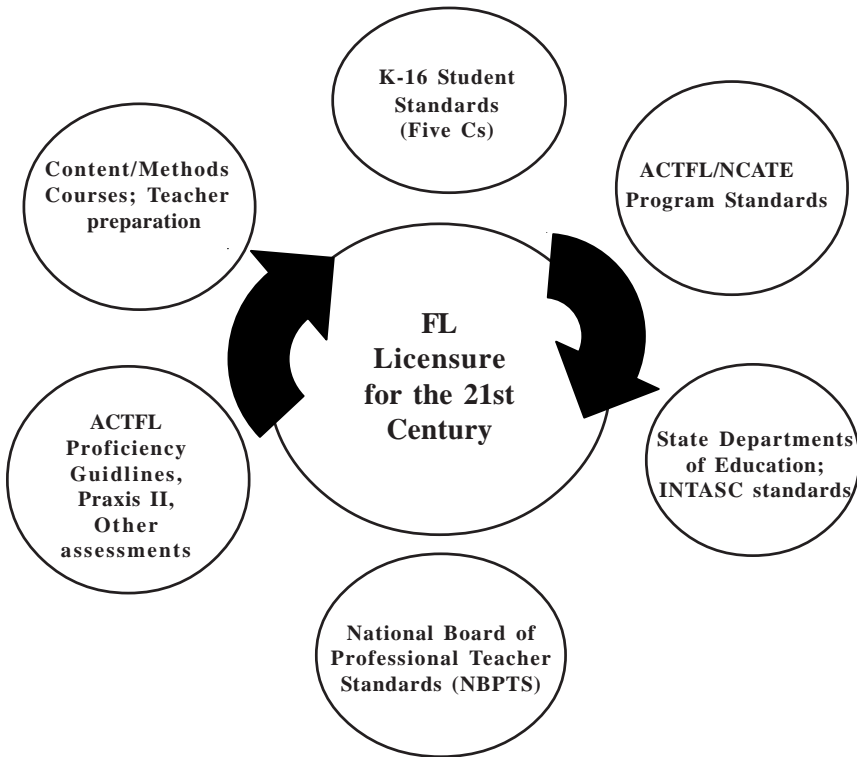
The second set of standards was developed by the Interstate New Teacher Assessment and Support Consortium (INTASC), under the auspices of the Council of Chief State School Officers (CCSSO). The INTASC Standards (2002) are model descriptions and illustrative examples for novice teachers of what good teaching looks like in a classroom. Intended for teachers in their first through third years of teaching, the 10 principles reflect state licensure requirements for 38 states, described generically and in terms of each content specialty.

The third set of standards, developed by the *National Board for Professional Teaching Standards* (NBPTS), sets forth a clear vision for accomplished teaching (2008). The Five Core Propositions supported by discipline-specific standards form the foundation and frame the knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Those individuals who achieve National Board Certification represent the pinnacle of accomplishment among expert teachers. Experienced F/WL teachers who wish to know more about the discipline-specific standards for their field should review the *World Languages Other Than English Standards* available at the NBPTS Web site <http://www.nbpts.org>.

This article will focus on the first set of standards, the *ACTFL/NCATE Program Standards* (2002), the nexus between what students learn as language learners and what candidates learn to do as language teachers. This set of standards also provides a common set of competencies that can serve as a forum for dialogue among the various stakeholders in our field, including K-12 teachers, college language faculty, teacher education faculty, supervisors, mentors, and employers. The graphic on the following page shows the cyclical relationship between and among these various professionals.

### **Standards and the Classroom Connection: An Example**

The various sets of standards do not function as separate requirements but are intended to complement each other. To illustrate how they contribute to the development of a competent French teacher, we offer the following example of Cindy, a pseudonym for an American student majoring in French at a U.S. university. During her study of French and Francophone civilization, literature, and culture, one of her Francophone literature classes was taught by a professor whose research is focused on the Senegalese female author, Mariama Bâ. Cindy completed

**Figure 1.****The Circle of Foreign/World Language Teacher Preparation & Development**

Source: D. C. McAlpine (personal communication, January 18, 2006); McAlpine & Shrum (2007); revised by Shrum & Fox (2009).

her French major and began her preparation to become a French teacher by enrolling in a teacher education program. She took the ACTFL Oral Proficiency Interview and the Writing Proficiency Test, scoring Advanced Low on both. She now is a *teacher candidate* about to begin her student teaching experience. As she and her cooperating classroom teacher discuss the lesson she might prepare for the French IV class she will teach, it comes to light that this environment provides Cindy the perfect opportunity to use her experience in Francophone literature to engage all of her students in meaningful communication.

Foremost in Cindy's mind as she plans her lessons is her wish to enable her students to communicate. She remembers from her teacher education courses that Goal Area 1 of the Five Cs is about the interpretive, interpersonal, and presentational modes of communication. Cindy knows that Goal Area 2 of the Five Cs is about enabling students to demonstrate understanding of the relationships between products, practices, and perspectives of the target culture. Armed with information in the standards for student learning, she brings together these two Goal Areas for what her students should be able to do by building lessons around the novels she read in her literature class. She designs lesson plans around authen-

tic materials that facilitate students' communication and cultural understanding, asking students to read and interpret a selection from one of Mariama Bâ's novels. Her students then analyze the selection from the perspective of products, practices, and perspectives and then exchange information about their viewpoints on narrating a life story. Cindy was eager to see what her students knew and were able to do when they presented their slide shows about what they had learned. Because Cindy was also highly proficient in speaking French, she was able to conduct her class entirely in the target language, model the use of authentic language to her students as she conversed easily in French, and involved all students in meaningful conversations. Her content knowledge in the area of language proficiency connects directly to ACTFL/NCATE Standard 1.

We have seen how the standards for student learning affected the development of a beginning teacher's lesson plans, but that's only a third of the story. We must not forget the stakeholders in the school where Cindy is student teaching. The cooperating classroom teacher shared with Cindy her experience by providing sample age-appropriate communicative activities and guidance to keep students engaged in their work. As a result of Cindy's lessons, this teacher may modify her lessons to include a selection from a Mariama Bâ novel the next time she teaches this topic. Language learners in this French IV class will anticipate their studies at the university where they will learn more about Mariama Bâ. Cindy's literature professor is intrigued by the ways in which Cindy organized the material she learned in his class to make it accessible to high school students. He collaborates with the teacher education professor to make certain that French majors who want to teach can demonstrate content knowledge about the French language, civilization, and culture, thus addressing ACTFL/NCATE Standards 1 and 2. Along the way in this professional journey, the teacher candidate has taken and passed a variety of nationally recognized examinations to demonstrate her proficiency in French listening, speaking, reading, writing, and culture. The teacher candidate, the classroom teacher, and the literature professor may have also participated in a professional language or literature conference to improve their skills, maintain their levels of professional knowledge, and share their research on their respective fields, thus addressing ACTFL/NCATE Standard 6 on Professionalism.

### **The ACTFL/NCATE Review: Why It Matters**

To support the development of a teacher candidate, a full cycle of content knowledge, pedagogical knowledge, and practical knowledge will have been delivered by several different agencies and in various settings. The ACTFL/NCATE report is a way to demonstrate how those agencies and settings are orchestrated to function smoothly at the crucial point where content and pedagogical knowledge come together in an applied setting where teacher candidates acquire practical knowledge.

Accountability is an omnipresent factor in the 21st century. All types of agencies, including educational institutions, are being asked to demonstrate that they deliver what they promise. For academic institutions, NCATE accreditation is a powerful return on the investment of time and expertise because it can improve

teacher preparation programs, benchmark the program against national expectations, strengthen interactions among academic faculty, and provide faculty development opportunities, among other professionalization benefits (NCATE, 2007). While improving the quality of university-based programs, the process increases collegial conversations and collaboration between departments and units of the university, as well as with school-based stakeholders, by providing “the opportunity to work in the context of evolving professional consensus” (NCATE, 2007, ¶ 2). By meeting common goals and promoting the use of data to demonstrate and examine candidates’ knowledge attained as a result of coursework and teacher preparation, essential conversations can promote shared accountability to provide K-16 learners with the best possible education.

The quality of the teacher preparation program is crucial to students’ academic success (Darling-Hammond & Baratz-Snowden, 2005; Mitchell, Allen, & Ehrenburg, 2006). Teacher preparation programs that seek national recognition open their practices and procedures to peer review. At the same time, by demonstrating how they address the national standards, they participate in shaping these very standards. In the field of foreign/world language (F/WL) teacher education, the ACTFL/NCATE standards and the Five Cs have brought about consensus of what we believe is important, as predicted by Schulz (2000) and as reported by Dhonau, McAlpine, and Shrum (2007), and Wilbur (2007). By participating in an ACTFL/NCATE program review, teacher education faculty members plan their program to be consistent with national goals, and they develop assessments and collect data to inform their decisions and practices. Because the ACTFL/NCATE Standard 1 requires a minimum oral proficiency level of Advanced Low on an official ACTFL Oral Proficiency Interview, employers will know that their new teachers are proficient speakers of the language they teach. Faculty in ACTFL/NCATE approved programs can be assured that their graduates have a competitive edge in the employment market, and school division personnel who hire teachers from accredited institutions can be assured that they are hiring highly qualified teachers whom their learners deserve (Darling-Hammond & Baratz-Snowden, 2005).

### **A Paradigm Shift and Closer Look at the Standards**

There are several tiers of standards that frame our work with K-16 language students. Whether standards for K-16 students, teacher education standards for beginning teachers, or advanced teacher standards for practicing teachers, each set is interconnected to the others in its content requirements. These standards state clearly what students and their teachers should know and be able to do, and they ensure the quality of the teachers who complete nationally recognized teacher education programs by meeting the stated goals and objectives for K-16 learners. Institutional or program standards thus serve to define the expectations and parameters and to delineate the knowledge, skills, and dispositions that program completers should hold. These national standards, adopted in 2002, have

been part of a paradigm shift in the U.S. that has changed from an emphasis on teaching to a focus on learning (Sandrock, 2000; Shrum & Glisan, 2010).

Until the 1990s, teacher education programs seeking NCATE recognition submitted the resumés of their faculty, syllabi of their courses, outlines of their curriculum, and other evidence of the input they provided their teacher candidates. ACTFL was not yet a Specialized Professional Association (SPA) member of NCATE; thus, a brief report describing the faculty members and courses taught was the only requirement. In the late 1980s, SPAs such as those in math and science defined standards for student learning, and the general paradigm for teacher education programs shifted from a focus on input to a focus on output.

This paradigm shift has been a radical departure from the previous input-based system. It requires programs to think in new ways about what candidates know, what they are able to do, and what they are disposed to do. When presenting program evidence for national recognition, programs now must think beyond course syllabi and faculty vita. Programs must provide output, or performance-based evidence, by means of a series of program assessments and documentation of candidate performance on those assessments. In this way, the paradigm shift affected both teacher education programs and the K-16 setting. The requirement to provide evidence or output caused programs around the nation to ask, “How do we *know* that our students and teacher candidates have understood what we have taught them? What do our K-16 students and teacher candidates know, and what can they do?” Evidence-based practice is a driving force in the program recognition process. Performance-based assessment is now providing a vehicle by which programs can measure the degree to which their learners have met the standards. Aligning program coursework with standards and then measuring the results of those efforts has become the cornerstone upon which program recognition and accreditation are now based.

The first tier of performance standards is comprised of sets of content-specific student standards prepared by teams of professionals for each language. These standards state succinctly what students should know and be able to do. The *Standards for Foreign Language Learning for the 21st Century* (National Standards in Foreign Language Education Project [NSFLEP], 2006) define learning outcomes for F/WL learners. Often referred to as the Five Cs, the goal areas for foreign language learning are: (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, and (5) Communities, with supporting standards for each goal area. While the standards do not specify course content or prescribe a recommended sequence of study, they do delineate a framework for teachers from which they can then construct the content for a curriculum at each level of study. The standards are accompanied by benchmarks and performance expectations for grades 4, 8, and 12, and they include sample learning scenarios to show how teachers might implement them.

The second tier, the teacher professional standards, is comprised of sets of pedagogical and content area standards for the teachers. These standards clearly state what teachers should know and be able to do in order to facilitate learning in the K-16 setting. The standards for our F/WL teacher preparation

programs, overseen by ACTFL and NCATE, are often referred to as the *ACTFL/NCATE Standards*. The six principal areas contained in these teacher standards are: (1) Language, linguistics, comparisons; (2) Cultures, literatures, cross-disciplinary concepts; (3) Language acquisition theories and instructional practices; (4) Integration of standards into curriculum and instruction; (5) Assessment of languages and cultures; and (6) Professionalism. Each standard contains a description, justification, analytical rubric, and suggestions for how programs might provide evidence of what their teacher candidates know and are able to do and how their performance addresses the standards. Teacher education programs use these standards as a framework for their programs of study and design their program's learning outcomes around them. To ensure the efficacy of teacher education programs and the quality of the teachers who exit these programs, those teacher education programs seeking national recognition by ACTFL/NCATE must be able to show the degree to which their teacher candidates meet the professional standards and provide evidence of the implementation of K-16 student standards in their classrooms.

### **Organizing Programs in Preparation for the Program Report**

Although this article is primarily for the person who will take lead responsibility for writing the ACTFL/NCATE report, each faculty member is a key resource in a program's ongoing development, the completion of the report, and the ultimate success of the program. The report on F/WL teacher preparation program addresses the ACTFL/NCATE standards, and it is called a Specialized Professional Association (SPA) report. While the institution will prepare a unit report for the entire institution, the SPA report for the specific program is submitted in advance of the unit report. National recognition for the program is contingent upon accreditation for the unit. Thus, a unit may be accredited while a program may not be nationally recognized. Smooth preparation of the ACTFL/NCATE report requires engaging all faculty members in the process of examining their program and using assessment data to meet national and local goals and inform program update.

#### *Essential Conversations*

One key benefit to seeking national recognition is a series of meaningful conversations within and across agencies, and generally one person brings together all the various groups. In today's higher education structure, the F/WL programs and departments are commonly found in different units from colleges and programs of education. Since the ACTFL/NCATE program standards bring together content and pedagogy, these departments need to find pathways for communication that result in a cohesive program that provides candidates with opportunities to master identified learning outcomes. Programs whose candidates are housed in different departments or colleges should hold essential conversa-



tions about the ACTFL/NCATE standards early and often. These conversations should focus on how to bring together the content and pedagogy by addressing ways each department can support candidates' knowledge in the target language, its cultures, and literature with pedagogical knowledge. As programs begin these conversations about the ACTFL /NCATE Standards and the accreditation process, they work to form a seamless progression from a candidate's proficiency and mastery of material to its application with learners in the K-12 setting. These conversations simultaneously facilitate the full learning cycle for candidates and create powerful communication pathways among faculty. Topics of conversation might focus on how coursework and opportunities for language immersion help candidates achieve the Advanced Low level on the ACTFL Oral Proficiency Interview (ACTFL OPI). They should also address formative opportunities for language proficiency assessment so that candidates can take part in their own learning along the way toward reaching targeted goals. It is important for all faculty to understand how language proficiency comes to bear in a communicative-based K-12 classroom so that candidates are able to conduct lessons in the target language and engage students in learning authentic and meaningful activities. Therefore, the essential conversations should be grounded in how content learned in the language program complements the pedagogy and professional knowledge in education to prepare candidates in the best possible way. Understanding the sets of standards themselves, performance-based assessment, rubric alignment with the standards, and language proficiency goals are the essential elements.

Program leaders also must facilitate essential conversations across agencies to make decisions and align program goals and learning with the ACTFL/NCATE Standards. As a program, it is important to keep multiple faculty members involved in the full process, and an action plan might include developing faculty roles and timelines for accomplishing the various aspects of data collection and drafting the report. Keeping records of the process is also a good idea. Documenting the steps taken along the way and keeping a semester-by-semester record indicating who is in charge of which aspect will keep everyone informed and document the steps that have been accomplished as the report is completed.

Engaging faculty members from departments of education and foreign languages to work together in the program recognition process will support the responsibility of writing the report across units of the college or university. As faculty members engage in cross-college discussions about foreign language preparation, they build capacity in their understanding the teacher preparation standards. Operationalizing the process within and across programs is critical. According to McAlpine and Dhonau (2007), there are at least six major considerations that a foreign language department should anticipate and actively plan while preparing the program review and report: (1) engaging all faculty members in the process, (2) establishing a culture of oral proficiency in colleges of education as well as in language departments, (3) educating faculty about the standards, (4) revising curricula to align with the standards, (5) preparing the seven assessments for the ACTFL/NCATE program review, and (6) archiving student performance assessment scores using technology.

Once an institution's program is in place and its faculty members are ready to begin writing their report, there are several steps in the submission process that are very important to know about in advance. A program's process of data collection and improvement should be ongoing and iterative. The report captures these elements, as well as candidate data submitted as evidence of the quality of the program. The remainder of this article will help describe the essential elements of the report and its submissions process.

### Writing the Report: Required and Helpful Documents

The report itself will be posted to the NCATE Web site at <http://www.ncate.org> under the heading "institutions." It is best to write a draft of the report ahead of time as an electronic document and then transfer text and documents to the Web site. It is recommended that all members of the team preparing the report possess a copy of the documents described below. The report must show what students should know and be able to do, and the best guide is *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 2006). The report must also show what teacher candidates should know and be able to do according to the *ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers* (2002). This document is available for download at <http://www.actfl.org/files/public/ncate2002.pdf>. The report must follow a specified template, which is available for download from ACTFL or from NCATE at <http://www.ncate.org/ProgramStandards/actfl/actflWebReport-July1.doc>. The ACTFL/NCATE Program Self-Assessment Table, commonly referred to as Attachment C, is a self-assessment of eight essential components of your program. The table is available for download at <http://www.ncate.org/programreview/programStandards.asp?ch=90>. In addition, frequently asked questions about the ACTFL/NCATE process can be downloaded from <http://www.actfl.org/i4a/pages/Index.cfm?pageid=3385>. *New guidelines for preparing the ACTFL/NCATE report* (Glisan, Headrick, Levy, McAlpine, Olson & Phillips, n.d.) is available for download at <http://www.actfl.org/i4a/pages/Index.cfm?pageid=3387>. Sample successful reports are available at <http://www.nacte.org/programreview/programReport-Samples.asp?ch=37>.

### Contents of the Report

The ACTFL Web Report template provides instructions for each part of the report that must be posted to the NCATE Web site along with designations of character limits and other specifications. A description of the six sections of the report follows.

- **Section I. Context:** This section includes a cover sheet that describes your program and the kind of licensure for which you are preparing teacher candidates. This section has five questions to which the program responds, with character limits on length. The sections are: (1) description of state or institutional policies that may influence the application of ACTFL/NCATE Standards, (2) description of field or clinical experiences,

(3) description of criteria for admission, retention, and exit from the program, (4) description of the relationship of the program to the unit's conceptual framework, and (5) description of the program's assessments as they are uniquely related to the ACTFL/NCATE Standards, and how they are related to the assessments of the unit. It also includes a program of study, a chart of candidate data, a faculty information chart, and ACTFL/NCATE Attachment C Self-Assessment Table.

- **Section II. List of Assessments:** Using the chart included in this template, indicate the name, type, and administration point for each of the six to eight assessments documented in the report.
- **Section III. Relationship of Assessments to Standards:** Using the chart included in this template, indicate which of the assessments listed in Section II provide evidence of meeting specific program standards. While a single assessment may address more than one standard, determine which standards that assessment addresses most directly.
- **Section IV. Evidence for Meeting Standards:** For each assessment, provide a narrative and describe how it addresses the standards, the documentation the teacher candidates received as the assessment itself, and a scoring guide or rubric with performance criteria, data tables, and an interpretation of the scores. Each assessment will be discussed in detail later in this article.
- **Section V. Use of Assessment Results to Improve Candidate and Program Performance:** Describe how faculty members are using the data from assessments to improve candidate performance and the program, as they relate to content knowledge; pedagogical and professional knowledge, skills, and dispositions; and student learning.
- **Section VI. For Revised Reports Only:** List the sections of the report being resubmitted and the changes that have been made in the program to address the standards that were not met in the original submission. Specific instructions for preparing a revised report are available on the NCATE Web site at <http://www.ncate.org/institutions/process.asp?ch=4>.

## Overall Assessment Design

A program's overall assessment design should be created in a way to provide evidence of the degree to which its program candidates meet the six ACTFL/NCATE program standards. The assignment design should include required and optional assessments, supporting explanations, rubrics aligned with the standards, and data about the candidates. The following components will be submitted with the program report: (1) Attachment C: The ACTFL/NCATE Self-Assessment Table, (2) seven required program assessments, with an optional eighth assessment, providing evidence of candidate knowledge, and (3) a discussion on how a program uses candidate results to inform both program and candidate improvement, included in Section V of the Report.

*Attachment C*

First, programs should complete a self-assessment table, known as Attachment C, which is to be submitted with the program report as an attachment. This table is a self-check that asks if a program includes the eight essential components in order to qualify for ACTFL/NCATE accreditation. This document illustrates requirements that are necessary to meet the ACTFL/NCATE Standards in the preparation of F/WL teachers. Other SPAs do not submit an attachment C. Commonly referred to as *The Big Eight*, Attachment C addresses issues of development and ongoing assessment of proficiency; language, linguistics, culture, and literature; qualifications of methods and supervisory faculty; requirement of early field experiences in F/WL classrooms; candidates' use of technology; and structured study abroad or immersions experiences.

*Required and Optional Program Assessments*

As previously indicated, a program must submit seven required assessments and is allowed to submit an optional eighth item. These assessments are linked to and provide evidence of the degree to which a program's candidates meet the six ACTFL/NCATE standards. The first two standards focus on candidate content knowledge; standards three, four, and five focus on pedagogy and the instruction and assessment cycle; and Standard six focuses on professionalism, reflective practice, and professional development goals. When considering the evidence and planning for improvement, program faculty should consider whether their candidates have the necessary knowledge for the subjects they will teach or the jobs they will perform, if they understand teaching and learning, if they can plan their teaching skillfully and fulfill other professional education responsibilities, if they can implement their teaching philosophy with students and colleagues, if they can apply their knowledge in classrooms and schools, and whether they meet state licensure requirements. The assessments required for the report will serve to answer these questions.

Following is a list of the assessments that should appear in Section II of the report and the corresponding standard(s) with which they align. The assessments will be discussed in greater detail later in this article.

1. Content Knowledge (state licensure test - Standards 1 and 2)
2. Content Knowledge (Standards 1 and 2)
3. Pedagogical and Professional Knowledge, Skills, and Dispositions (Focus on Planning - Standards 3, 4, and 5)
4. Pedagogical and Professional Knowledge, Skills, and Dispositions (Focus on Teaching - Standards 3, 4, and 5)
5. Effects on Student Learning (Focus on Assessment - Standard 5)
6. Content Knowledge (Official ACTFL OPI, Standard 1)
7. Additional Assessment (Program choice - May focus on any of the six standards)
8. Additional Assessment (optional)

*Explaining Your Program's Assessments*

As program faculty members plan the seven or eight assessments, they should design a template for their colleagues to use. This ACTFL/NCATE Assessments Template should be used for each assessment and include the following five elements:

- A. The assessment number and the name of the assessment
- B. A brief description of the assessment and an explanation of how it aligns with the ACTFL/NCATE Standards. Programs may include a graphic depiction explaining the alignment of the assessment with the Standards
- C. The assessment itself, which may be an assignment or instruction sheet given to teacher candidates outlining the tasks of the assessment. Programs should address the six content standards in a holistic way. It is not necessary that assessments address each of the supporting standards individually.
- D. The scoring guide or rubric and candidate data table(s) are very important. The rubric or scoring guide should be aligned with the ACTFL/NCATE Standards. Elements within the rubric or scoring guide should indicate the degree to which candidates meet the standards, and they should be F/WL specific. If a program is required to use a more general, unit-based rubric (e.g., one used across programs), an additional section devoted to F/WL should be added for both the assessment and its accompanying rubric or scoring guide. Examples are provided on the NCATE Web site indicated in the Resources section of this article.
- E. A data table indicating candidates' scores for these assessments for each year and each language.

**Description of the Assessments**

Assessments one and two are focused on presenting candidates' content knowledge. Specifically, Assessment 1 should provide data from a state licensure test or examinations of content knowledge of the target language, including proficiency in the language, linguistics, civilization, culture, and literature (Standards 1 and 2). The most frequently required state test is Praxis II, which, in its current version, is not aligned with ACTFL/NCATE Standards. Faced with this circumstance, a program should include candidate data from the Praxis II in the report in order to comply with NCATE's requirement for Assessment 1, and then provide additional data to supplement the evidence from Praxis II. Supplemental evidence may include, for example, scores from the ACTFL Writing Proficiency Test (WPT) or another content test developed by the program that is aligned with the standards.

Although some states require a test that has been developed within their state, at this time, there are very few such tests that have been aligned with the ACTFL/NCATE standards. Sandarg and Schomber (2009) describe the process of

preparing teacher candidates for licensure tests that are designed to assess content knowledge for Standards 1 and 2, along with recommendations for how to help candidates succeed. If there is no state test, the program should designate another assessment, perhaps developed in collaboration with the foreign language department, as Assessment 1. The program may also choose to designate the ACTFL Writing Proficiency Test (WPT) as Assessment 1. If the state's designated test is the OPI, the program should report those results as Assessment 6, with an option to use the WPT or another test of content knowledge for Assessment 1. In addition, if a program has more than 10 completers over 3 years, 80% must pass the licensure test required by the state; but if there are fewer than 10 completers, the program need not meet the 80% requirement.

Assessment 2 also focuses on candidate content knowledge in the languages to be taught, particularly in the areas of cultures, literature, and cross-disciplinary concepts. Comprehensive examinations that address communication, culture, and interdisciplinary content or portfolio evidence of interpretive/interpersonal/presentational tasks are often the assessments that provide evidence of standards one and two. These assessments might also be designed by a program as a cultural or literature capstone project conducted in the target language.

Recently, NCATE has indicated that grades for program coursework may be presented as evidence; however, there are specific guidelines that have been developed to lead programs through the compilation and reporting process should they decide on this option. First, grades might be submitted for Assessment 1 if there is no state test, for Assessment 2, or as an optional assessment for Assessment 7 or 8. The grades can only be for courses required of every F/WL teacher candidate, courses in the major, or a required cluster of courses. The courses' numbers and titles must be listed, and if a title is unclear, the report must include a brief, two-sentence description of the course. The list of courses must include the program or institution's curriculum requirements and match the stated Program of Study. The program must also include the composite GPA of candidates, grade policy, minimum expectations, and definitions of grades. Data should be disaggregated by program (BA/MA), grade level (elementary, middle, or high school), licensure category (language), and program site, if applicable. Syllabi are not sufficient evidence and should not be submitted. Accompanying the description of courses, a rationale for selection and alignment of the courses with the ACTFL/NCATE Standards should be included, along with an analysis of grade data. Reports should include a statement of the alignment of courses transferred into a Master's program, a statement regarding the program's grading policy, and a clearly articulated statement of program expectations. In addition, data tables, grade distributions, and mean course grades must be part of this section. For more detailed information, refer to <http://www.ncate.org/institutions/GuidelinesGrades.asp?ch=90>. In addition, Mitchell, Allen, and Ehrenburg (2006) provide sample assessments and case studies for Standards 1 and 2.

Assessment 3 focuses on candidates' ability to plan instruction. This assessment should provide evidence of ACTFL/NCATE Standards 3, 4, and 5 and demonstrate that candidates have knowledge of language acquisition theories and can use this knowledge to plan effective classroom instruction and to inform in-

structional decisions. Evidence is often provided by lesson or unit plans, individualized educational plans, needs assessments, or intervention plans. The evidence often is gathered in methods classes or during student teaching. If a program utilizes general assessments with other programs, sections specifically addressing the ACTFL/NCATE Standards must be included, and the ACTFL/NCATE Standards also must be clearly aligned in the rubrics.

Assessment 4 is often referred to as the assessment of student teaching. It should demonstrate that candidates' knowledge, skills, and dispositions are applied effectively in teaching practice and that they align with ACTFL/NCATE Standards 3, 4, 5, and 6. Programs should submit the assessment instrument used in student teaching or internship as modified to address ACTFL/NCATE standards. If a program uses a generic student teaching evaluation form, there should be a section specifically aligned with the ACTFL/NCATE standards, and it must use the terminology of the standards and the Five Cs.

Assessment 5 focuses on the candidate effect on student learning, and it is aligned with ACTFL/NCATE Standards 3, 4, and 5. Programs might demonstrate how their candidates affect learning among K-12 students by providing work samples, portfolio tasks, or case studies. Data gathered from student teaching and other field experiences are other possible sources. See Wise, Ehrenburg, and Leibbrand (2008) for additional information about how these effects can be demonstrated.

Assessment 6 is an official ACTFL Oral Proficiency Interview (OPI), which addresses Standard 1. This assessment is critical to a program's recognition decision. The program's report must state that the official OPI is required and that the minimal acceptable level of proficiency has been set at Advanced Low. There must also be an articulated remediation plan for those candidates who do not achieve the level of Advanced Low. ACTFL offers several forms of the OPI, including a face-to-face interview, a telephone interview, and a computerized OPIc interview. More information is available at <http://www.languageTesting.com>. The Simulated Oral Proficiency Interview (SOPI) and the Modified Oral Proficiency Interview (MOPI) are not official forms of the OPI, but they can provide excellent formative assessment opportunities for teacher candidates. Additional information is available from ACTFL.

Assessment 7 is a required component of the report that allows the program to focus on any standard that was not clearly addressed in the previous required assessments. For example, a program could provide additional content evidence to supplement the Praxis II scores, as mentioned earlier. It might include a language analysis of a learner in evidence of candidates' knowledge of language acquisition theory, a service learning project, a philosophy of education that includes an articulated professional development plan, or other assessment developed by the program.

Assessment 8 is optional but provides a program the opportunity to present additional supporting evidence of any of the standards that it identifies as needing additional supporting documentation. Projects and program assessments not previously presented in the report for Assessments 1 through 7 could be offered here.

## What Happens to the Report?

Once the report and related documents have been posted to the NCATE Web site, a team of two or three ACTFL-trained reviewers will read and study the report to determine the degree to which the program addresses the ACTFL/NCATE standards. The process includes multiple reviewers and has been designed to be transparent in nature in order to support the positive development of programs engaging in ACTFL/NCATE review. Thus, each reviewer writes an analysis that mirrors the format of the report. Their comments are available for viewing after they are posted to the NCATE Web site. The lead reviewer then compiles a team report that is also available on the Web site. The six members of the audit team then review the report, supporting documents, and the lead reviewer's report, and they compile and post feedback and a final auditor's report indicating the recognition decision for the program. There are three possible recognition decisions, as described below.

1. *Nationally Recognized.* The program meets the standards, no further submissions are needed, and the program will receive full national recognition once the unit has been accredited. The program will be listed on the NCATE Web site as nationally recognized.
2. *Nationally Recognized with Conditions.* The program generally meets standards, but a *Response to Conditions* report must be submitted within 18 months to remove the conditions. Typically, conditions noted are insufficient data, insufficient alignment of standards with scoring guides or assessments, or insufficient pass rate of teacher candidates. The program has two opportunities to resubmit within 18-months. If successful, the program will be listed on the NCATE Web site as *Nationally Recognized with Conditions*. If its resubmissions are successful, the status will be changed to *Nationally Recognized*. If the program is not successful after two resubmissions, the status will be changed to *Not Nationally Recognized*.
3. *Further development required.* This indication means that Standards that are not met are critical to a quality program or that too few standards are met. A program may resubmit twice within 12 to 14 months. If the standards are not met, the recognition decision is changed to *Not Nationally Recognized*.

In Part B, the reviewers and auditors provide feedback about the degree to which the program has addressed each of the six ACTFL/NCATE Standards and suggestions for modifications to align the program more closely with the standards. For example, a typical suggestion might be to modify the generic student teaching evaluation form to include specific wording related to the ACTFL/NCATE Standards.

Part C of the report written by reviewers and auditors is an evaluation of the evidence contained in the program report, and it addresses candidates' knowledge of content; candidates' ability to understand and apply pedagogical and



professional content knowledge, skills, and dispositions; and candidates' effects on K-12 student learning. Reviewers and auditors offer guidance in ways the program can provide stronger evidence of their candidates' content knowledge, such as using the OPI or developing assessments that show candidates' cultural, cross-disciplinary, or literary knowledge. These comments frequently encourage the program to use the specific wording contained in the ACTFL/NCATE Standards, and they remind programs to focus on how teacher candidates' work affects learning among students in K-12 schools, rather than the effects of the program on the teacher candidates.

Part D provides comments on how the program has used its assessment results to inform program update and change, Part E summarizes the areas for additional consideration, and Part F provides an area for additional comments.

### **Tips from the ACTFL/NCATE Audit Team**

The audit team meets twice annually to review reports in order to ensure consistency and reliability across program reviewers. Since 2005 this team has reviewed nearly 200 reports and offered 5 workshops per year to help institutions prepare the SPA report. In the fall of 2005, when the first 15 reports were submitted, only 13% were *nationally recognized* or *recognized with conditions* on their initial submission. By the following spring, there were 20 reports and 25% were *nationally recognized* or *recognized with conditions*. By the fall of 2008, 47% of programs were *nationally recognized* or *recognized with conditions* on their initial submission and 100% were *nationally recognized* or *recognized with conditions* on their revised submissions (NCATE, 2009). This trajectory provides clear indication that programs are responding to the standards and making the necessary changes to attain accreditation. Although many changes are structural and foundational, in many instances the manner of presentation helps reviewers understand the program more clearly. Here we offer some helpful tips.

#### *Terminology*

Use *students* to refer to preK-16 students; use *teacher candidates* to refer to those enrolled on teacher preparation programs. Use *completers* to refer to those who finish a program. Use a consistent format and labeling for all assessments, tables, and data reporting. Label uploaded documents that accompany the SPA report with titles that refer to the number and name of the assessment, e.g. "Assessment#2 CultureProject." Use terminology in rubrics that appears in documents listed under *New guidelines for preparing the ACTFL/NCATE report* (Glisan, et al., n.d.), or in the *ACTFL/NCATE Program Review Standards* (ACTFL, 2002) or in the *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 2006).

#### *List of Program Faculty*

Provide only information about those who deal directly with teacher candidates, e.g., the professor of the methods class or the person who supervises

student teaching from the institution. Do not list the faculty members who teach language, literature, and culture courses, or those who teach the general educational foundational courses, or the cooperating teachers in the schools where student teaching takes place.

### *Successful Program Reports*

Look at sample successful program reports available on the NCATE Web site at <http://www.ncate.org/programreview/programReportSamples.asp?ch=37>. Give credit to the authors of the reports if you adapt any of their materials.

### *Align Assessments with Standards*

There are seven required assessments, an eighth optional assessment, and six standards. While a single assessment may address more than one standard, on the list of assessments, you should not check all the boxes for all standards. Check only those standards that the assessment primarily addresses. Be sure that the description shows how the assessment and the standard(s) are aligned. Typically a single assessment will align with 2 or 3 standards. For reference of assessments and standards, please refer to the list of assessments provided earlier in this article.

### *State Report*

Coordinate the program report for ACTFL/NCATE with the reporting the program prepares for the state. Some states have agreements with NCATE that allow for the state report to stand as the evidence of meeting ACTFL/NCATE standards. See the NCATE Web site for more information about states' programs.

### *Teacher Work Sample and Electronic Portfolio*

Consider developing a teacher work sample (TWS) to design tasks that address Standards 3, 4, and 5. For additional assistance in this area, see <http://www.uni.edu/itq> for the manual prepared by the Renaissance Partnership for Improving Teacher Quality Project. Consider using electronic portfolios as a way to collect information, documents, and assessments that address standards. There are examples available from George Mason University at <http://mason.gmu.edu/~rfox>, from Indiana University of Pennsylvania at <http://www.coe.iup.edu/pttut/Portfolios.html>, from Virginia Tech at <http://www.soe.vt.edu/secondlanguage/portfolios.html>, and at a shared wiki site at <http://flvateacheredanddvp.pbworks.com>.

## **Conclusion**

The national standards movement has united our profession in historic ways. Instead of seeing our differences based on the language of our specializa-

tion, teaching level, or program in which we teach, we have many opportunities to collaborate to provide high-quality instruction as we prepare F/WL teachers. By working across disciplines, we help each other ask and address the hard questions about the teaching and learning process. As research emerges, programs are sharing new types of assessments, work samples, and electronic portfolios to assess whether or not candidates are meeting expectations of the standards. As in any profession, holding ourselves to a high standard benefits all stakeholders. Engaging in the ACTFL/NCATE program review process is clearly more than an exercise in compliance; it is an interactive opportunity for genuine engagement in program update and change. While connecting our individual programs to the broader professional context that is anchored by our national standards, we as ACTFL/NCATE programs can be part of a professional dialogue that will move our profession forward in supporting teachers and teacher candidates to meet the goals of preparing students to be competent in an increasingly global and intercultural society.

### Acknowledgments

This article represents the combined contributions of our colleagues and co-presenters of ACTFL/NCATE Institutional workshops, the professionals who prepare reports to communicate the high quality of their beginning teachers and the teams of ACTFL reviewers.

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# 2

## Student-Centered Instruction: Linking Career Goals and Instruction

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### **Abstract**

*In 2002 French faculty at the University of Arkansas at Little Rock began the process of curricular revision to prepare for the challenges of a standards-based French major. After five years of experience and positive evaluations from students, faculty are gratified that the number of graduates in French has increased. However, new challenges have emerged recently. Institutional pressure to graduate a larger number of majors, professional expectations that graduates have acquired a higher level of proficiency than was previously expected, and a significant change in student access to and usage of technology for communication have demanded attention and offered new opportunities. Faculty members have chosen to embrace these challenges by modifying course syllabi to provide for more student-centered learning. This article suggests strategies for a student-centered curriculum that also utilizes technology for communication in the second language (L2) similarly to the ways students communicate in their native language (L1).*

### **Background**

The challenge of increasing competency and communicative fluency in second languages among students at the University of Arkansas at Little Rock (UALR) and among citizens of Arkansas is not unique in the United States. The recent report by the Modern Language Association, *Foreign Languages and Higher Education: New Structures for a Changed World* (2007) recognized what it called a sense of crisis around the nation's language deficit. At the end of the first decade of a new millennium, studies still indicate that the United States is not in a position to compete on the global stage as well as it should because of an inability to communicate in languages other than English (LOE). For more than half a century, Title VI and the Fulbright-Hays Act have promoted international and foreign language expertise, yet a report from the Committee to Review the Title VI and Fulbright-Hays International Education Programs (2007) begins by stating that "a pervasive lack of knowledge about foreign cultures and foreign language threatens the security of the United States as well as its ability to compete in the

global marketplace and produce an informed citizenry.” Another study (Robinson, Rivers, & Brecht, 2006) found that the national capacity in foreign languages and attitudes toward LOE have changed very little in recent decades.

Even so, the decades-old question, “Why study a foreign language?” continues to be posed often by students, parents, and administrators questioning second language requirements in K-12 and in higher education. The perceptions are that English is becoming increasingly the global language of business and government, that Americans rarely need to speak another language, and that individuals who speak another language did not acquire their skills in school. Why, they reason, should we waste our valuable educational time and dollars on courses we do not really need? A study funded by the Ford Foundation (Hayward, 2000) found that foreign language enrollments declined substantially as a percentage of all enrollments in higher education and that the number of four-year colleges and universities requiring a foreign language for admission dropped from nearly 34 percent in 1965 to just over 20 percent in 1995. The report further noted that among four-year institutions with language requirements only 20% required language for business majors. The most recent survey in trends in enrollments in LOE by the MLA (Furman, Goldberg, & Lusin, 2007) indicates that enrollments in LOE are rising but that still only 8.6% of total students attending postsecondary institutions were enrolled in modern language courses, less than half of the percentages reported in the 1960s. Only approximately 1 in 5 of these enrollments is in upper-level courses, indicating a continuing lack of student commitment to persistence in language study leading to fluency.

While there are significant differences in percentages of students enrolled in second languages today, discussion of perceived need and national interest replicates in many ways the findings of previous generations. Members of the President’s Commission on Foreign Language and International Studies (Perkins, 1979) concluded that foreign languages and international studies were being neglected to the detriment of national security and the nation’s economic well-being. Title VI was created in the post-Sputnik era a generation earlier to help the nation respond to the need for greater capacity in LOE.

Still, Robinson, Rivers, & Brecht (2006) reported a survey indicating that while 67% of those who learned a second language in a home environment considered themselves to be competent users of the language, only 10% of those who studied the language in a school setting considered themselves able to speak the language well or very well. This self-assessment perpetuates the frequent comment of former L2 students that they are unable to communicate with native speakers even though they have studied a L2 for several semesters or years.

Without a doubt, foreign language educators have engaged in an energetic response to this need. Researchers and language professionals have attempted for years to improve success rates among students enrolled in L2 courses, and instruction has changed dramatically. The proficiency movement is an outgrowth of the recommendations of the 1979 Perkins report. The recent development of discipline-based standards in all major academic areas is transforming education throughout the country. *The Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 2006)



have provided outstanding guidance for the revision of L2 programs K–16. *The National Educational Technology Standards (NETS\*S) and Performance Indicators for Students* (International Society for Technology In Education, 2007) provide useful guidance in establishing appropriate expectations for students' use of technology to create with language in the new millennium, and *Information Literacy Competency Standards for Higher Education* (Association of College and Research Libraries, 2000) assist in defining content and processes necessary for students to be considered information literate. Much work has been accomplished in understanding how students learn and retain language. Studies in self-reliance (Schunk, 1996, 2003) and (Mills, Pajares, & Herron, 2006) provide some insight into diminishing student anxiety in order to encourage persistence and achievement. Studies on the role of motivation and strategies in language learning (Gardner & Lambert, 1972), (Oxford & Crookall, 1989), (Ramage, 1990), (Oxford & Shearin, 1994), (Cohen, Weaver, & Li, 1996), (Norris & Ortega, 2000), (Masgoret & Gardner, 2003), (Graham, 2004), (Parks, & Raymond, 2004), (Kouritzin, Piquemal, & Renaud, 2009.) are essential for consideration in the modification of classroom instruction and anticipated course outcomes.

Clearly, our best efforts to date have not resulted in the improved capacity in LOE that the various commissions have envisioned. The MLA report (2007) issued a number of challenges to higher education and to second language departments to embrace a “transforming approach to language and culture study in higher education” (p. 8). Subsequently, Pope (2008), in an essay suggesting strategies for consideration in revising and improving L2 majors, has challenged the profession to do a better job in preparing today's students for the needs and demands of this century.

Change in L2 curricula should not be contemplated, however, without recognition of forces external to second-language teaching and learning that impact the educational environment. In three short years, students graduating from high school will have completed all of their formal education in the 21st century. These millennial students or digital natives approach the topic of education and communication in specific from a perspective vastly different from what has been true up until now. Bowman (2008) posits that educators are no longer holding fast to unchanging standards of scholarship, choosing instead to meet today's students in their world. Bauerlein (2008) goes even farther when he discusses a concern that today's students are spending most of their education energy on learning information retrieval systems rather than on learning content. Since language acquisition requires more than information retrieval, meeting millennial students in their communicative environment and providing relevant instruction in order to encourage them to persist for longer sequences of study in the L2 become increasingly important strategies for a successful L2 program.

### **Framing the Issues**

The paradigm shift in the program at UALR (Cheatham, 2008) is a concrete manifestation of Pope's (2008) suggestion that we reevaluate the language

major in terms of faculty expectations and expectations of our students. The change in the structure of the major at UALR is radical and has resulted in an increase in the number of majors and program graduates since the curricular innovations were established in 2002. In response to Pope's question that asks if language professionals can do a better job, the French faculty are making additional modifications that are more pragmatic, provide more relevance for students to the study of French, and offer promise for program quality and enhanced productivity.

Consonant with Pope's suggestion that the profession should stretch its imagination in considering the form and content of a language major, this author proposes that a series of different questions should be considered when structuring courses and curricula, since one way to conceptualize the difference for educators facing digital natives is to ask different questions about the value of the educational experience.

- What motivates a millennial student to acquire knowledge?
- In what environments will this new generation of college graduates have the opportunity to use a second language?
- How can language study connect more closely to real world usage?
- How can the program connect students' career paths and proficiency in the L2?
- How can technology used by a millennial student for L1 communication be utilized most effectively in L2 acquisition?

The approach suggested here reflects steps at the author's university to respond to these questions and to the language deficit crisis (Furman, Goldberg, & Lusin, 2007).

### **Influencing Perception**

The aphorism that perception is reality must be taken seriously by program faculty. If students or administrators perceive that the second language program or courses are not marketable or are not producing adequate numbers of graduates when compared to other academic disciplines or against an arbitrary standard, even the best L2 program with the best qualified faculty will not be valued.

Second language faculty, like colleagues in many other disciplines, generally do not believe that student recruitment and promotion of their discipline are faculty responsibilities. After all, they reason, marketing a language curriculum to prove the importance of increased national capacity to communicate in languages other than English and to increase enrollments somehow feels inappropriate and should be unnecessary since there is a documented need for more citizens fluent in a LOE. Even when some of the best materials developed by the professional language organizations are shared with students, they often resemble the same kinds of promotions for every other curriculum area and, therefore, have limited effect. Simply offering statistics suggesting that French is an important world language or providing a list of the top 10 reasons to study another language does not necessarily result in support outside the profession. It is naïve for L2 educa-

tors to assume that educators in other academic areas view second language competency as a requisite component of baccalaureate degree requirements in the 21st century. Moreover, a substantial increase in extended study abroad programs is unlikely as program and travel costs soar and exchange rates fluctuate. Financial pressures throughout higher education suggest that disciplines requiring a longer sequence of study to achieve mastery, such as second languages, are even more threatened than they would otherwise be.

The concept suggested here is to utilize the standards for connections and communities (NSFLEP, 2006) as points of departure for program promotion in the three courses that comprise the university's L2 requirement. The first step is to seek local data, since it is too easy to dismiss national statistics as irrelevant to the local situation. At UALR, a public university in a land-locked southern state, the common perception is that Spanish is the only language that really matters, given the marked growth in the Hispanic population. However, perception is not reality in this case. France has the largest business presence in the state. France is the largest investor in terms of numbers of French-owned businesses in the state, followed by Japan, Canada, and Germany respectively (Arkansas Economic Development Commission, 2009). Not only are these data surprising, but they also add instant credibility for students to the relevance of studying French in the state, and the data capture the attention of individuals who find facts more compelling than faculty assertions that French is central to the mission of the institution.

To make the point evident to students, a very brief questionnaire has been developed (see Appendix A) for use at the beginning of the elementary and intermediate French courses to assess students' knowledge of the applicability of the French language locally. The value of awakening students to immediate relevance of the language requirement should not be overlooked. Clearly, statistics on foreign investment vary from state to state and may be more predictable in some areas than in others. Nonetheless, the value of helping students realize that there is a significant amount of foreign investment in their state helps begin the conversation about the relevance of L2 study in the 21st century. The intent is to guide perception to be informed by authentic information rather than by hearsay comments

A second survey helps students formulate a possible relationship between the study of French and their career goals. These surveys have only recently been developed, so it is too soon to determine whether there is a correlation between survey results and retention. However, anecdotal responses and comments indicate that students' interest in learning French for real-world usage as opposed to simply checking off a degree requirement is increasing. The intent of this effort is to encourage students to think differently about the language requirement and to stimulate discussion and thought about how proficiency in French relates to a range of careers.

In another effort to impact perception in lower-level courses, instructors regularly pose questions in class about why students are being asked to learn and study certain vocabulary and language structures, and they also connect course assignments to real-world usage. In other words, if in a real-world situation it

would be normal to retrieve information rather than to know it, then students are encouraged to learn how to retrieve the information they need and to utilize it appropriately. If, on the other hand, it would be more common to simply know the information or answer in a given situation, then the student is encouraged to realize the importance of knowing the second language information or structure. An analogy to the study of math helps students understand the rationale of this approach. For example, most students understand that they need to know arithmetic from memory well enough to know that  $8 \times 12 = 96$ . However, it is not as reasonable to expect them to know  $12 \times 42$  without using either pencil and paper or a calculator to determine the answer. Once they use the calculator, they understand the answer should be correct. Similarly, in French, a student should know forms and pronunciation of regular verbs in basic tenses along with the forms for a selection of very commonly used irregular verbs. On the other hand, it is reasonable to retrieve forms of less common irregular verbs, but the retrieval process must result in a correct answer. This process of teaching students to separate need for knowledge from retrieval strategies enables them to accept that language learning is a process and not purely a frustrating memory challenge. Although the approach may seem heretical to some instructors, it is appreciated by students who are much more likely to gain confidence in their language acquisition ability and to develop real-world strategies for retrieving assistance in communication.

### **Enhancing Student-Centered Instruction**

The strategies to influence perception are supported by a number of significant changes in the elementary and intermediate courses that provide opportunities for students to choose some course content and to perform real-world functions necessary to survive in a country where the target language is spoken (Cheatham, 2008). As instruction moves into the advanced level, the skills courses are divided among the three modes of the communication standards, interpretive, interpersonal, and presentational. Faculty chose to separate the communicative modes into discrete courses at this point in sequencing the major in order to assure that each mode received significant emphasis and to encourage students to recognize that knowledge and ability in one mode is not necessarily the same as in another mode. It is also possible to allow students greater control over the course content than was true in the lower-level courses so that their motivation to communicate is enhanced. Rather than envisioning the product of these courses as though all topics are of equal value and interest to each student, some content in each course is chosen by the student and then assessed according to guidelines for evaluation established by the instructor. Reflective of the *9 Principles of Good Practice for Assessing Student Learning* (American Association for Higher Education, 1996), student interest in course content and opportunities for real-world applications of the language studied are recognized as important. If students do not perceive that their efforts and energies are resulting in increased ability to use the language for purposes that matter to them, they are unlikely to persist in subsequent courses.

Objectives for the interpretive course build on strategies from the elementary and intermediate courses that are extrapolated from Krashen's (1985) input hypothesis, which posits that learners acquire language through comprehensible input by reading or hearing language containing structures a little beyond their current level of ability. Instructors work with students to select authentic materials in students' areas of interest for listening and reading input. Thus, the interpretive syllabus includes an overt attempt to encourage students to acquire language that interests them from sources they use. On the one hand, they bring to the tasks schemata that assist them in interpreting accurately. In addition, they participate in retrieving the information they will interpret. Given that information retrieval is recognized as one of the skills valued by millennial students, the information to be interpreted appears more relevant to the student. Again, utilizing the theme that perception is reality, if the students perceive they have the opportunity to select the message, they understand more readily that the language they are learning is relevant to their interests and career goals.

This approach offers an additional benefit. Inasmuch as students may enter the three required communication-mode courses in any sequence, some students may have completed only nine credit hours of French before enrolling in one of the courses, while others will have earned more credit hours. The content in the courses is not sequential, and anecdotal evidence from several years of experience indicates that students progress at least as well as was true when a required sequence was expected.

In this student-centered environment, the challenge for the instructor is to assure that students' work is assessed equitably, recognizing that students are not working with the same input. While the format suggested here might not be a perfect solution, the students perceive it as fair, and it does give the instructor needed evidence of progress. The equitable assessment is regulated in the expectations established for student performance. For example, all students are required to listen to four 10-minute segments of news broadcasts from French media sources weekly. While it is likely that students invest differing amounts of energy in this assignment, they are asked to listen not more than four times to each selection. Sources are suggested by the instructor from mainstream media such as *France 2* or *Radio France Internationale*. However, students may choose to listen to news from other sources if they request source approval from the instructor. They select what they listen to, they maintain a journal in which they document the source, date, time, and segment(s), and they provide bulleted notes in English of what they understood on at least three of the stories they selected. They are asked to identify the selection they found most difficult and to state why they found it difficult. The instructor, then, randomly chooses one of the selections identified by a student as difficult for in-class listening by the entire class. All students work cooperatively toward comprehension in an attempt to understand as much as possible from the selection, using a team approach similar to the collaboration required for peer editing of written work. Among the advantages of this activity is the fact that students are responsible for selecting topics of interest to them and they are required to share that interest with other students. The real-world value of

this activity is clear to them. Not only is the listening activity itself authentic, but also it is likely that in a real-world listening experience, friends, or colleagues would work cooperatively to infer meaning from a situation if they needed to understand what was occurring. In-class listening activities in another unit utilize *You Tube* instructional segments in French in which students are asked to interpret details on topics of general interest.

In an interpretive reading unit, students demonstrate their information retrieval skills by selecting printed materials in French related to their individual career focus. If it is reasonable that the material would be accessed online in a non-academic setting, then this medium is acceptable for students to use to find authentic information for the class assignment. If, however, it would be more likely that information would be retrieved from a non Web-based source, then that medium should be used. In the first interpretive activity of the unit, students are asked to read for the gist looking up no more than five words deemed to be essential. An assessment rubric is provided (see Appendix B) so that students understand that successful completion of this component does not require complete, detail comprehension, but only comprehension adequate to understand the general content of the selection. The rubric is also designed to reflect L1 interpretive behavior and to encourage development of skimming, scanning, and reading for the gist skills in the L2.

Once students have established the topic of interest and worked with several self-selected documents, the instructor provides a new document on the same topic for students to interpret as the unit assessment. When students select the focus of the unit and understand in advance the evaluative criteria, they are more engaged in learning language since it is pertinent to their own interests, and they also understand the real-world value of interpretive communication skills in the L2.

In the first week of the interpersonal communication course, students select a social networking environment (e.g., blog, wiki, *Facebook*) to be used by all class members for dissemination of interpersonal entries. Course units are structured to require students to perform functions that they would carry out in L1 communication. Communicative tasks that reflect authentic situations are organized according to functions. For example, one function that students can easily relate to is complaining. During the preparation phase of the unit, a variety of situations in which it would be common to express complaints are utilized for role-play. Students are paired randomly, and they have the opportunity to refine the situation they attempt. The medium they choose must demonstrate a real-world environment. For example, a face-to-face medium would be logical for a problem with an item that was not properly cleaned by the dry cleaner or for problems in a restaurant or a hotel. Another authentic situation might be complaining to a friend about another person or situation using e-mail, a blog, or *Facebook*. On the other hand, contacting a landlord about a problem with living accommodations while studying abroad would be a reasonable written activity.

The study of structure is derived from the function studied in the unit. The structure emphasis for the unit on complaining is the subjunctive to express

volition, sentiments, and doubt. In addition, alternative structures and syntax are emphasized. The final unit activity, again assessed using a rubric, takes advantage of the premise that since there are a number of French-owned companies in the area near the university, there are native speakers of the language in the community. Because many students have a job while in school, the situation assumes the student is at work and encounters a native speaker of French who comes to the student's workplace to complain about a problem. The student must identify the problem and assist in obtaining a solution.

The third course in the communications sequence focuses on the presentational mode. Aware that computer literacy varies among students and that some students may not request assistance as readily as others, instructors have added a presentational skill assessment at the beginning of the course to assure that all students begin the class with basic functional competence in presentational software. During the third class meeting, each student presents a brief presentational slide show on a topic of the student's choosing comprised of a minimum of 10 frames including 3 inserted pictures or clip art, some animation, and at least 1 slide with text in French. Inclusion of a sound file is optional. The instructor is available to assist if a student feels particularly challenged by this requirement, but most students are either already competent or obtain assistance in the department's computer lab or another campus lab. The addition of this ungraded assessment at the beginning of the course enables instructors to separate technical challenges from L2 problems. Students who were new to the software seemed to feel disadvantaged, and it was difficult for the instructor to differentiate language problems from technical challenges.

Beyond the usage of presentational software, students create podcasts and vodcasts of their information using *GarageBand* and *Imovie*. As is true in the other communication courses, the application of current technologies to language acquisition provides relevance to real-world communication that was missing in the early implementation of the revised curriculum. If students are not already comfortable using current technologies and applications for communication, by the end of the course they feel they have improved their language skill and gained technical expertise. While it is always important for the instructor to remember that the goal of the course is L2 communication and not just learning technology, it is clear that students engage in the required activities with a more genuine effort than was typical in the traditional advanced skills courses. Technology standards (ISTE, 2007) provide guidance in terms of expectations for student capacity to use the relevant technologies and are referenced on the course syllabus in order to help students understand that what they are being asked to do is respected beyond the local university. Students who need assistance in any using technology or software application are encouraged to use the languages resource center, to work in partnership with other students, to seek assistance in other campus computer labs or to ask the instructor for help.

Continuing this program faculty's commitment to enable students to connect their academic preparation, L2 knowledge, and career goals at the senior level, students are encouraged to enroll in an internship and to complete a senior project as the capstone of their undergraduate major. These senior-level courses along

with other advanced-level courses beyond the communication sequence all require evidence of integrated communication.

While efforts to establish venues for internships with local French-owned companies are only beginning, program faculty anticipate that opportunities for internships will increase as more businesses and students understand the potential value of the experience. However, some logistical challenges to the internship course exist since most students at UALR are employed while attending classes. Program faculty hope that by sharing information with students about the significant presence of French companies in the state and of the value of professional connections offered through internships students will become more interested in participating in an internship experience and find ways to incorporate the experience into their weekly routine.

The senior project is a very successful component of the revised degree program. Conceptualized as a project rather than a senior paper, this course allows flexibility for students in choice of topic and method of delivery (e.g., in person, Web site, remote location). Most importantly, the capstone is designed to encourage each student to produce a work on a topic of interest and related to personal career goals.

Working with a faculty mentor, each student begins by proposing a topic, a work plan, and a vision for the course product. Often, this phase is time-consuming for both the instructor and the student if the student has not been considering the project in previous courses. For this reason, as students are developing topics in the presentational class, the instructor encourages them to begin thinking about topics or projects that they might like to consider should they enroll in the senior project. Once the topic and plan are approved, each student meets at least monthly with the faculty mentor to assess progress and discuss the next steps. Often, a student becomes so engrossed in the topic selected that it is difficult to complete the entire project in one semester. If such is the case, the student is allowed to continue working toward completion in the following semester, when the project is presented.

While the topics and products vary widely, each project must contain research that utilizes French language resources and be presented orally in French by the student to an audience unfamiliar with the topic. Some students have chosen a topic that connects to their plan for graduate studies. For example, one student's research on French photography resulted in a portfolio used in the student's application to study photography in France. Another student majoring in French and in art created a Web site displaying her jewelry creations as part of a portfolio for graduate study in France. Other students have focused their research on job searches. One prepared an application portfolio for work as a golf instructor in a French-speaking club, and another created an original screenplay that depicted cultural differences in an encounter between a French and an American student. An additional group, embracing the connections standard (NSFLEP, 2006), has developed a project using knowledge of French to research a topic in another major. One student, originally from Haiti, prepared a project in French and in English on her native country for usage in elementary school social studies



units, while another, fascinated by the transcendentalist ideas of 19th century American authors, used his research as a lens to consider the Revolution of 1968 in France. These examples cited reflect the breadth and variety of ways students have connected their personal interests and career goals with their acquired skill in French language. It is likely that several of these students would not have persisted in studying French to obtain a major had it not been possible for them to use their acquired French skills to enhance their career goals.

In addition to the five courses described in detail, the major includes a number of courses with more traditional descriptions, including culture and civilization, pronunciation, and writings of the Francophone world. These more traditional courses blend with courses in which students are expected to assume responsibility for the applied use of the language so that the major these students have earned has decidedly more relevance to 21st century language usage than was true before the program reform.

Although these course modifications may not be precisely the madness referenced by Pope (2008), they have been enthusiastically embraced by students. Instead of simply finishing the number of hours required for a degree and graduating, students are engaged in a culminating academic experience that can be a useful career-focused product. After five years of experience and work with a number of students, it would be difficult to consider returning to the previous degree structure that had been modified only slightly in the previous half century.

## Reflections

Within the new structure some adjustments have occurred to encourage students to take more responsibility for course content and connecting the input they use for communicative purposes to topics of real-world interest to them using the communicative technologies they use in real life. Students who begin studying French at UALR willingly accept the challenges of self-direction as described above. Even those students who are not the most proficient in French language may excel in the usage of technology and be very passionate about using French in their careers. Technical competence or individual commitment often compensates limited L2 fluency. The opportunity to regain momentum in language acquisition in an advanced course is an important component in the effort to encourage students to persist in language study for longer sequences. Otherwise, as Graham (2004) notes, the less committed learners may become frustrated or overwhelmed with language-learning anxiety and abandon L2 study after satisfying the language requirement.

However, instructors have recognized that students who did not begin their L2 study in this or a similar program may find such student-centered responsibility for course content and assessment overwhelming. This attitude is supported by Luke (2006), who determined that open-ended, student-centered courses are often disconcerting to students who are unaccustomed to this approach to learning. It is, therefore, important for the instructor to pay close attention to student preparation and success at the beginning of each course in order to encourage

persistence. Instructors are advised to seek out students and offer assistance in an effort to encourage persistence. Pope (2008) rightly observes that students' points of view with respect to degree requirements and those of faculty are very often vastly different, and the logic of the organization of requirements leading to a degree is not easily visible to the student. Explaining the curriculum and course expectations and helping students to acquire learning strategies will enhance not only the students' performance but also their willingness to persist.

## Conclusion

Students' views of themselves as learners have shifted toward information retrievers rather than reservoirs of knowledge in the digital age, so it is valid to suggest that educators must reframe their understanding of their role in the classroom. The instructor in this new environment recognizes a primary role as knowledgeable facilitator. If students understand that success depends on their ability to produce, they are more likely to engage actively in the learning process. Additionally, if instructors relinquish control of some of the course content to student choice, they do not have to be the expert in all fields. Inevitably, there will be topics selected by students about which the instructor knows little, even were the material in English. Rather than viewing this reality as a roadblock to student-centered learning, it is an opportunity to empower the student as learner. After all, it is not necessary for an orchestra leader to play every instrument to know whether or not each musician is playing the right notes in the right key.

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## Appendix A

### Arkansas and the World

Please answer the following questions for the local area.

1. What foreign country has the largest ownership of companies in the state of Arkansas?
2. Is there a French-owned company in central Arkansas?  
Yes \_\_\_\_ No \_\_\_\_
3. Rank these countries in order by number of foreign-owned operations in Arkansas (1 being largest number)
  - \_\_\_\_\_ Belgium
  - \_\_\_\_\_ Canada
  - \_\_\_\_\_ Denmark
  - \_\_\_\_\_ France
  - \_\_\_\_\_ Germany
  - \_\_\_\_\_ Japan
4. Do foreign companies employ more or fewer than 30,000 workers in Arkansas?
5. What industry is this state's number one export area?

**Appendix B**

**Sample rubric for evaluation of Interpretive activity – 25 points**

Using weighted point values for 4 elements of interpretive communication, the instructor uses this rubric to evaluate student understanding of written material

<b>Interpretive (comprehension)</b>	<b>25-23 points</b>	<b>22-18 points</b>	<b>17 or fewer points</b>
	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Does not meet expectations</b>
<b>Understands main idea 10 points</b>	<b>Explains main idea in own words</b>	<b>Underlines key sentences referring to main idea</b>	<b>Is unable to find main idea</b>
<b>Comprehends key vocabulary 5 points</b>	<b>Infers meaning of more than 5 non-cognate key terms</b>	<b>Explains, from context, the general meaning of selected terms and cognates</b>	<b>Is able to define or translate fewer than 5 of the key vocabulary words</b>
<b>Infers author’s attitude 5 points</b>	<b>Underlines words/phrases indicating author’s attitude</b>	<b>Words/phrases selected do not all indicate attitude</b>	<b>Unable to find words or phrases indicating author’s attitude</b>
<b>Infers cultural perspective 5 points</b>	<b>Identifies words/phrases related to cultural perspective</b>	<b>Words/phrases selected do not all reflect cultural perspective</b>	<b>Unable to identify words/phrases related to cultural perspective</b>

**Sample rubric for evaluation of Presentational activity – 50 points**

Using weighted point values of 5 elements, the instructor uses this rubric to evaluate student preparation and presentation

Presentational	55-51 points	50 points	49-40 points	39-fewer points
	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations
<b>Comprehensibility 10 points</b>	Documents are clearly comprehensible to all	Document(s) are generally comprehensible to teacher and those unaccustomed to dealing with language learners	Not uniformly comprehensible to teacher or those unaccustomed to dealing with language learners	Difficult to comprehend consistently
<b>Language Control 12 points</b>	Accuracy in spelling and sentence structure evident throughout presentation	Uses structures required to make meaning understandable to readers with reasonable accuracy in spelling and sentence structure	Some lack of accuracy in spelling and sentence structure	Significant errors in spelling and sentence structure
<b>Vocabulary Use 10 points</b>	Uses appropriate and idiomatic expressions to communicate content	Uses appropriate vocabulary required to make meaning understandable to readers	Lacks consistent use of new/appropriate vocabulary although some evidence is present	Little evidence of effort to incorporate new vocabulary
<b>Communication 8 points</b>	Circumlocution and restatement are used regularly	Script employs strategies appropriate to topic for assuring understanding	Some evidence of strategies to ensure understanding	Few strategies to assure understanding
<b>Cultural Awareness 10 points</b>	Extraordinary evidence of attempt to imbed contemporary culture	Information presented is culturally accurate and appropriate to the topic	Information presented is mostly culturally accurate and appropriate to the topic	Significant lack of cultural awareness or accuracy

# 3

## Languages and Economic Development: 2009 Keynote Address

**Nico Wijnberg**

*Georgia Department of Economic Development*

When I was first asked to speak today, I really wasn't sure where I'd start. I could start by saying how important it is to be able to express yourself in a different language, or perhaps that languages open doors and widen your horizon to an extent you never thought was possible. Then I realized I would be talking to people who really don't need to be convinced of the importance of languages, so I decided to start my talk with a little about my personal background. When I mention that I am originally from The Netherlands most people say, "You're from Europe, so it's no wonder you speak different languages." Well, I'd like to elaborate a little on how the Dutch came to place such great emphasis on languages and how language teaching works in The Netherlands.

In the second part of my speech, I want to talk more in detail about my present employer, The Georgia Department of Economic Development, and how Georgia places itself in a world that gets smaller and more international every day. I will also talk about my job and how speaking foreign languages helps me in my day-to-day work in economic development.

Let's first talk about The Netherlands. This small nation of 16 million inhabitants in the heart of Western Europe became one of the world's major powers, with a huge colonial empire on all continents. So, how did this small, wet delta stand its ground despite being in the crossroads of other major maritime and continental powers? The answer is: by being practical. Without going into too much detail about the history of The Netherlands, or we would still be here tomorrow, one can say that the geographical location of The Netherlands exposed the country to the rest of the world, whether it liked it or not. But it also created immense possibilities. From the very earliest times, the Dutch looked elsewhere for ways to optimize prosperity and financial gain.

The Dutch quickly realized that they needed free trade. And they also realized that the most crucial ingredient in a thriving economy is tolerance. Back in the sixteenth century, The Netherlands was a nation of immigrants, a safe haven for people prosecuted for their ethnic or religious beliefs from all over Europe. The Netherlands brought together talented craftsmen, scientists, and artists thereby

creating the momentum for the rise of the Dutch colonial empire. During the sixteenth century, Amsterdam was truly the center of the world, and many different languages were spoken there. Why the rulers of that time let things be is very simple: they didn't care. Religion was then and still remains a very personal matter in The Netherlands, and the society is still very individualistic.

One of the many colonies the Dutch established was called New Netherland, with its capital New Amsterdam, nowadays known as New York. The Dutch exported their tradition of tolerance from Old Amsterdam to New Amsterdam. Quickly the word spread across the globe and the outpost filled with people of all trades and backgrounds. The city that was in name Dutch was in fact a melting pot of all cultures and ethnicities thinkable. The main language was Dutch, but also widely spoken were German, English, Swedish, French, Yiddish, Finnish, and Polish, just to name a few. Tolerance was not in itself a goal; it was merely a means of achieving the real goal, which was free trade. And the same can be said about the languages spoken. The Dutch spoke different languages as a tool to help develop their colonies and better their own status.

Meanwhile, New York City changed hands, became English, and subsequently American. But in a way, not much has changed. It still is that dynamic city, the financial and commercial capital of the world. And it still breathes the international atmosphere that is created by people from all over the world in a place where they can live their lives, regardless of their language, ethnic background, or culture. Nevertheless, the Dutch left a mark on the city with places like Flushing, Brooklyn, and Coney Island that were once called Vlissingen, Breukelen, and Coneyn Eylandt, just to name a few.

New York is just one example of how the Dutch administered a colony. The Netherlands was a major colonial empire, along with England, France, Spain, and Portugal. However, this fact is not reflected by the number of people that nowadays speak Dutch. While there are almost 300 million people in the world today who speak Portuguese, there are roughly only 25 million Dutch speakers, mainly in The Netherlands and Belgium. Why is there such a discrepancy in the numbers? Again, as I said earlier, the Dutch didn't care. They never colonized with the purpose of expanding a culture or a language. They wanted trade, and that goal prompted them to be practical. Language served as a tool and a means. I am not telling you all this information as part of a public relations campaign on the glory of the colonial history of The Netherlands. I simply want to explain the nature of the Dutch vis-à-vis languages, back then and now. The point is that every European country has its own unique cultural and historic background. I do think smaller countries are more inclined to teach other languages, but that reason alone is not enough to explain why and how they teach different languages.



Languages are still considered to be incredibly important in the Dutch educational system today. Just like in the seventeenth century, the Dutch still need to know other languages in order to stand our ground in this world. Dutch and English are obligatory throughout elementary school and high school, which typically ends when a student is about 18 years old. Even in college, many subjects are taught in English. The Netherlands is a country that is traditionally still very much focused on the UK and the USA, and consequently many television programs are broadcast in English. And unlike other European countries, shows are not translated but subtitled. These broadcasts and subtitles greatly help children to understand English. In addition to English, a minimum of two years of German and French are taught, and most students study one or both languages throughout high school. Many schools in The Netherlands now also offer Arabic, Turkish, Russian, and Spanish. All these choices mean that Dutch children have at least some basic knowledge in several languages. In Europe, along with the Swedes, Norwegians, and Danes, the Dutch are ranked highest in terms of the number of languages spoken.

Now let's talk about how all these points relate to economic development and, therefore, back to Georgia. As I said before, I work with the Georgia Department of Economic Development. This group of roughly 250 people works to promote Georgia in different areas. Our headquarters are right here in Atlanta, and we have 10 regional representations elsewhere in the State. In addition, we have 10 international offices in Toronto, Mexico City, Santiago de Chile, Munich, London, Jerusalem, Tokyo, Seoul, and Beijing. Our department covers all aspects of economic development. We have a trade department that helps Georgian companies to export their products; we have a tourism department to put Georgia on the map of people throughout the world; we have a film and entertainment department that offers Georgia as a location for films and TV shows; and we also develop all Georgia marketing campaigns and materials. Georgia is a global player. We organize trade missions and we visit trade fairs. We are always looking for leads because we must. There is fierce competition among the states in the southeastern region. In Georgia we need to do what we can to market ourselves in order to remain competitive, including focusing on speaking different languages.

At the Georgia Department of Economic Development, we employ several people who speak different languages, including German, French, Spanish, Italian, Dutch, Greek, Polish, Korean, Japanese, and Mandarin Chinese. The languages that are most important in my job are definitely German and French. While we realize that English is the world's main language for conducting business, there is no doubt that if you want to close the deal, being able to interact in other languages makes a crucial difference in economic development.

I work in the department that seeks to attract foreign direct investments to Georgia. My job as International Business Concierge was created by Governor Perdue. My department helps foreign managers and executives with their transition when they want to move to Georgia. These managers and executives bring jobs here and we want them to feel welcome. We want them to stay here and spread the word back in their home countries that Georgia is the place to be. The State of Georgia hired me because of my ability to speak different languages, the fact that I went through the process of moving to Georgia, and also because of my previous experience in economic development. The funny thing is that economic development is pretty much the same anywhere on the planet: it is all about relationships.

When I worked in The Netherlands, I was the Dutch government country specialist for Russia and Central Asia, especially Kazakhstan. My job was to assist companies in their efforts to enter the Russian and Kazakhstani markets. I needed to stay aware of the ever-changing circumstances in these countries as well as commercial opportunities. Traveling to these countries and visiting active companies was instrumental in doing my job successfully. My employer recognized that I needed to be able to communicate in these places and offered to pay for Russian lessons. I had a private tutor from Kyrgyzstan to teach me Russian. This rule applied to other languages as well; there were small classes of Spanish, Chinese, Polish, French, and Portuguese. And when in Russia, being able to speak their language really opens doors. My Russian is certainly not fluent, but even speaking basic Russian makes a Russian open up to you right away. You will earn his trust and respect and you will see how warm and welcoming Russians really are. And in Russia, you do business at the dinner table, sharing laughs and enjoying many vodka toasts and *na zdarovyas*.

I have been in my present position for a year now, and it has been an incredible experience. Moving to a different country is never easy, and Georgia is no exception. But there are definitely some issues that people need to overcome. One of the main problems is for people to establish credit. It is a rather complicated procedure, and it really helps to be able to explain it in German, for example. Individuals' comfort levels increase if you can conduct meetings in their mother tongue.

In my job, I use my ability to speak different languages every day, mainly with my international clients. But I have a spider-in-the-web role, interacting with several parties like the 40 bi-national chambers and 60 diplomatic representations, local communities, commercial service providers, and other stakeholders. I try to make connections so that people get the realtor who speaks Japanese, the tax attorney who understands how the Danish tax system works, and an immigration attorney with experience with helping Chinese clients. Another very important

aspect is to explain cross cultural differences . . . not only to foreigners, but also in local communities in Georgia. Languages help make cultural barriers smaller.

So, what other roles do languages play a role in economic development? As I said before, economic development is all about relationships and gaining someone's trust and respect. When you are on a business trip in Austria, an executive may not have intended to invite you for a dinner at his house. However, after hearing you speak German, he may end up doing so, and that is where you close a deal. There are numerous examples where you would have an advantage simply because you can speak in someone's own language. Bear in mind that if you work with international project managers in the US, they may have been sent to the US because they speak English, but the actual CEO or president of the company may not. When you are in a meeting, it is very respectful and simply more practical to your prospects to conduct the meeting in their native language. We also make many presentations to inform prospects or incoming delegations, and we always try to do these in their own national languages. There is no better way to increase individuals' comfort levels or convey their culture than in their own language.

To conclude, I consider speaking one or more languages as something functional. To me, learning a language should never be the goal itself but a means or a tool to achieve something else, whether to understand the deeper meaning of certain literature or work in economic development.



# 4

## SCOLT through the Ages: 1990 to 2010

Lynne McClendon

*Southern Conference on Language Teaching*

Lee Bradley

*Valdosta State University*

The previous history of the Southern Conference on Language Teaching (SCOLT) from its origins through 1989 was undertaken by Herman F. Bostick, SCOLT founder and first co-editor of the conference proceedings; James S. Gates, past SCOLT Secretary-Treasurer; and Robert Terry, past SCOLT Chair and co-editor of *Dimension*. The history was published in the Silver Anniversary edition, *Perspectives and Horizons Dimension: Languages '89*. The SCOLT Board recommended that a two-decade summary of SCOLT's history be included in this current volume as illumination for the Index, which also appears. The authors of this current two-decade history are Lee Bradley, Executive Director from 1988-1999, and Lynne McClendon, Executive Director since 1999.

### History of SCOLT from 1990-2010

#### *1990-2000: Calm before the Storm*

The 1990s ushered in a new optimism with the close of the Cold War era as the USSR officially dissolved on December 25, 1991. While a relatively non-threatening scene appeared beyond our borders, the debates on “English Only” were just beginning to rise inside the U.S. The Clinton Administration opposed this legislation, and by the mid 1990s an alternative legislation known as “English Plus” was set in motion. The unfortunate casualties of the “English Only” movement were many wonderful bilingual language programs.

While the bilingual issue occupied the political agenda, the American Council on the Teaching of Foreign Languages (ACTFL), in collaboration with many allied language organizations, began creating learning standards in tandem with the new standards movement sweeping the educational landscape. The *ACTFL Standards for Foreign Language Learning* debuted in 1996, although they had been in committees and drafts for a few years prior. SCOLT capitalized on the standards in the conference themes, such as “Addressing the

Standards for Foreign Language Learning” in 1997, “Communications, Cultures, Connections, Comparisons, and Communities” in 1998, and “Connections Beyond the Classroom” in 1999. The decade ended with the U.S. Census report for 2000 showing that the foreign-born population in the United States had grown by 57.4%, over 31 million people. The 2000 SCOLT Conference theme “New Millennium, New Directions” perhaps anticipated that a sense of change was imminent for the coming decade.

As an organization, SCOLT began to recognize outstanding instructors with the “Outstanding Teaching Awards,” and members who had made significant contributions to SCOLT over the years were given the SCOLT Founders Award. Four SCOLT Founders were recognized during this decade: Elizabeth Epting, the first SCOLT Secretary-Treasurer (the designation later changed to Executive Director); Joanna Breedlove Crane, past SCOLT Chair and longtime participant; Herman F. Bostick, SCOLT founder, and Lee Bradley, the fourth Executive Director for SCOLT since its founding. In 1995 SCOLT awarded its first language study scholarship offered through the French Cultural Services of the French Embassy. By the end of this decade, the scholarship program grew to three awards: one in French given by the French Embassy, one in German given by the Goethe Institute and American Association of Teachers of German (AATG), and one in Spanish given by the Spanish Embassy.

The early 1990s also gave rise to the expansion of the SCOLT Web site, which Lee Bradley, Executive Director initiated with assistance from colleague Grady Lacy at Valdosta State University. During Lee’s tenure, SCOLT was the beneficiary of extensive administrative support provided by Valdosta State. The organization began to utilize the Web site as a means to reach more of its constituents in the region. The current Web site with its unique URL evolved from these earlier efforts.

### *2001-2010: The Storm and the Aftermath*

The multilingual world expressed deep sadness for the events of September 11, 2001. As the U.S. government began assessing ways to prevent such events in the future, the nation almost immediately discovered that there were not sufficiently trained speakers of languages (other than English) to call upon for assistance, especially for the less commonly taught languages. While the Homeland Security Act of 2002 highlighted our lack of speakers of other languages, the nation looked inward at its educational system to ensure a citizenry equipped to meet the challenges of the 21st century.

The **No Child Left Behind Act (NCLB) of 2001** enacted January 8, 2002, required all public schools to administer a state-wide standardized test annually to all students to determine if schools were preparing students for success. The unfortunate consequences of this enactment tended to shift funding for instruction for core subjects (state testing) and for remedial special education, while many other programs languished or were dissolved. As the importance of assess-

ment as an instructional tool began developing in the 90s, the increased emphasis on assessment and evaluation was explored to a greater extent in the next decade. Eight articles in *Dimension* volumes during this period reflect this emphasis on assessment and evaluation; and in 2004, SCOLT selected as its theme “Assessment Practices in Foreign Language Education.”

During this period of time, SCOLT experienced exponential growth as a professional organization. The number of scholarships increased to eight with donations from the University of Québec at Chicoutimi, the French Cultural Services of the French Embassy, Cemanahuac Educational Community, the Embassy of Spain, the Goethe Institute and AATG, Estudio Sampere, Centro MundoLengua, and, in 2010 the Academia Latinoamericana, the Linguistics department of Equatorial University. SCOLT’s awards recognition program also increased to include “Friends of World Languages.” The longstanding award for “Outstanding Teacher of the Year K-12 and Post-Secondary” was renamed “Teacher of Excellence K-12 and Post-Secondary,” and a new award was developed to allow SCOLT to participate in regional and national competitions for the “World Languages Teacher of the Year.” This new award grew out of the work of *New Visions in Action: Foreign Language Education*, spearheaded by Duarte Silva, Chair of the Task Force for Teacher Recruitment and Retention for New Visions. The new “Language Teacher of the Year” award was given by ACTFL to recognize K-12 language teachers from each region, who then competed at the national level. One regional recipient was chosen and announced at the annual ACTFL conference. The kickoff for this new award began in 2005, designated by ACTFL as the “Year of Languages.” Ken Stewart, member of the SCOLT Board of Directors and SCOLT’s candidate for the national competition, was selected as the first national language teacher of the year at the 2005 ACTFL conference.

The SCOLT Founders Award was given to acknowledge the long-time support, contributions, and participation of the following members: Frank W. Medley, Jr., former President and *Dimension* Editor; Bruce Fryer, former *Dimension* Editor; Paula Heusinkveld, former *Dimension* Co-Editor; Robert Terry, former President and *Dimension* Editor; Billie O. Edmonds, former President; Helen Zimmer-Loew, frequent presenter; David Alley, former President and *Dimension* Editor; Carolyn L. Hansen, former President and *Dimension* publisher; Greg Duncan, frequent presenter; and Sharon Rapp, former President and long-time conference registrar. One of the former recipients of the SCOLT Founders Award, Herman F. Bostick (1997), set up a special scholarship incentive for first-time conference attendees to be awarded at the 2010 conference. Many SCOLT members have contributed to the success of the organization by seeking opportunities to serve the profession.

The SCOLT Board realized that it needed a shepherd to lead advocacy efforts not only for the Board but also for the state organizations; and hence, the position of “Advocacy Director” was created. From 2003 to 2006, SCOLT sponsored Foreign Language Advocacy Summer Camps for members of state language organizations. The camps provided opportunities to share information and discuss ways to help strengthen state organizations and to fine-tune services offered

by SCOLT. Most importantly, states learned various ways of approaching advocacy. Most states appointed advocacy directors or tasked a board member to fill this role if such a position did not exist. Following the success of the camp, the advocacy gathering became a regular part of the pre-conference day at the yearly meeting.

## **New Initiatives and Ongoing Projects**

### *Dimension Index, 1980 to 2009*

In 2002, Maurice Cherry, President and Co-Editor of *Dimension*, proposed that he assemble an index for the *Dimension* journals, beginning with 1980. It was originally thought that this project might be ready for publication for the “Year of Languages” in 2005; however, the task was an enormous undertaking. While SCOLT provided limited funding for assistance at the initial outset of the project, Maurice called upon a Furman Advantage Research fellow interning in his department. The project’s on-going work has been due to the support of Maurice’s department at Furman University with the lion’s share of the work on the Index completed by Maurice, to whom SCOLT is indebted for this valuable contribution.

### *Careers Project*

Prior to starting her term as SCOLT president in 2005, Carol Wilkerson proposed the development of a Web page for Foreign Language Careers Information. All board members contributed to the development of the project. The information is free and available for download on the SCOLT Web site [www.scolt.org](http://www.scolt.org).

### *SCOLT Assessment Project*

Sue Barry, President of SCOLT in 2006, attended an Assessment Summit sponsored through *New Visions in Action*. She encouraged the Board to consider a role for SCOLT in emphasizing assessment. As a result, a grant was issued throughout the SCOLT region for K-12 school districts that would commit to training the entire foreign language staff to develop and use performance-based assessments (PBAs). Four applications were submitted, and the selection committee, headed by past president Peggy Bilbro, chose Richmond County School District in Augusta, Georgia. Greg Duncan, former ACTFL President and long-time SCOLT member, was selected as the project facilitator. The training sessions began in the summer of July 2007, and the field testing of the PBAs and rubrics took place from August 2007 to January 2008. Follow-up training sessions were provided in February and May of 2008. As a result of its work, the Richmond County Foreign Language Department was tapped to make assessment contributions to the newly revised language standards for the Georgia Department of Education Web site. The culmination of this project was a presentation given by the Richmond County Foreign Language Group at the 2009 SCOLT Conference co-hosted with the Foreign Language Association of Georgia (FLAG) and the Southeast Association of Language



Learning Technology (SEALLT). The group was headed by the coordinator, Dr. Penny Johnson, who was instrumental in all phases of the project.

*Southern Initiative for Language Leadership (SILL) Project*

In 2007 Lynn Fulton-Archer, Advocacy Director and SCOLT President in 2009, investigated various leadership activities that SCOLT might undertake. She brought to the Board's attention the work of the Western Initiative for Language Leadership (WILL), sponsored by the Center for Applied Second Language Studies (CASLS), a Language Resource Center funded by the U.S. Department of Education. CASLS collaborated with the Pacific Northwest Conference for Languages for a successful leadership program and later received permission to extend the grant-funded initiative to other regions. Lynn worked with Greg Hopper-Moore, the WILL project leader, to create a brochure to promote SILL in the language organizations in the SCOLT states. Early in 2008, 20 candidates were selected to participate in the first summer induction process held at the Simpsonwood Lodge and Conference Center in Duluth, Georgia. At the close of the week-long session, the participants had begun to develop plans for action research they were to conduct during the 2008-2009 school year. To keep the project alive and active, CASLS provided a special SILL-NET site for each participant as a way of sharing and disseminating information throughout the year. In the summer of 2009, 14 participants were able to return to the same location. One participant was deployed to Iraq and was unable to be with the group. Another participant, who became known as "Beth in a Box" sent her laptop in a FedEx box to the group leader so she could Skype in each day of the program because the imminent birth of her child did not permit travel. The program for this second summer featured a mini-conference in which each participant presented the action research project completed prior to arriving. The participants agreed that the initiative had been successful in helping them to assume leadership roles more effectively, to improve their own classroom management, and to hone their instructional skills. The group members were encouraged to present their action research at SCOLT and ACTFL.

*A Look to the Future:*

The current economic situation will likely cause organizations to examine their operations, and SCOLT is no different. In the future, SCOLT will rely more on the use of technology to improve and facilitate its outreach and information delivery. Already in this first decade of the 21st century, SCOLT has moved to on-line submission of conference proposals and has placed the 2009 spring edition of *SCOLTalk* at the SCOLT Web site, where future editions will be published and archived. The 2010 conference theme, "Communication Beyond the Classroom," embraces technology used in today's classrooms to move students and teachers beyond the classroom walls in meaningful ways. At the 2010 conference, we come together again as SCOLT celebrates its 45th anniversary to "to look at the future of foreign language teaching and of SCOLT" (Fordham, 1990,vii).

## References

Fordham, P. (1990). Preface: SCOLT's Twenty-fifth Anniversary Celebration. In T. B. Fryer & F. W. Medley, Jr. (Eds.), *Perspectives and Horizons, Dimension: Languages '89* (pp. vvi-x). Columbia, SC: Southern Conference on Language Teaching.

### SCOLT History 1980-2010

#### **2010 Winston-Salem, NC Communication Beyond the Classroom**

SCOLT President: Nancy Decker, FL

*Dimension* Editor: Carol Wilkerson:

#### **2009 Atlanta, GA Empowerment through Collaboration**

SCOLT President: Lynn Fulton-Archer, SC

*Dimension* Editor: Carol Wilkerson:

#### **2008 Myrtle Beach, SC Languages for the Nation**

SCOLT President: Norah Jones, VA

*Dimension* Editors: C. Maurice Cherry: Furman University (SC) & Carol Wilkerson: Western Kentucky University

#### **2007 Atlanta, GA Languages: From Practice to Profession**

SCOLT President: Jim Chesnut, GA

*Dimension* Editors: C. Maurice Cherry: Furman University (SC) & Lee Bradley: Valdosta State University (GA)

#### **2006 Orlando, FL Languages for Today's World**

SCOLT President: Carol Wilkerson, TN

*Dimension* Editor: C. Maurice Cherry: Furman University (SC)

#### **2005 Charlotte, NC Many Languages, Many Learners, One World**

SCOLT President: Sue Barry, AL

*Dimension* Editors C. Maurice Cherry: Furman University (SC) & Lee Bradley: Valdosta State University (SC)

#### **2004 Mobile, AL Assessment Practices in Foreign Language Education**

SCOLT President: Peggy Bilbro, AL

*Dimension* Editors: C. Maurice Cherry: Furman University (SC) & Lee Bradley: Valdosta State University (GA)

**2003 Atlanta, GA Models of Excellence in Second Language Education**

SCOLT President: Sharon Rapp, AR

*Dimension* Editors: C. Maurice Cherry: Furman University (SC) & Lee Bradley: Valdosta State University (GA)

**2002 Baton Rouge, LA Cyberspace and Foreign Language: Making the Connection**

SCOLT President: C. Maurice Cherry, SC

*Dimension* Editor: C. Maurice Cherry: Furman University (SC)

**2001 Myrtle Beach, SC 2001: The Odyssey Continues**

SCOLT President: Carolyn L. Hansen, SC

*Dimension* Editor: C. Maurice Cherry: Furman University (SC)

**2000 Birmingham, AL New Millennium, New Directions 2000**

SCOLT President: David Alley, GA

*Dimension* Editor: C. Maurice Cherry: Furman University (SC)

**1999 Virginia Beach, VA Connections Beyond the Foreign Language Classroom**

SCOLT Chair: Susan Blankenship, AL

*Dimension* Editors: David Alley: Georgia Southern University & C. Maurice Cherry: Furman University (SC)

**1998 Savannah, GA Communications, Cultures, Connections, Comparisons, and Communities**

SCOLT Chair: Kathy White, NC

*Dimension* Editors: David Alley: Georgia Southern University & Paula Heusinkveld: Clemson University (SC)

**1997 Myrtle Beach, SC Addressing the Standards for Foreign Language Learning**

SCOLT Chair: Kathy White, NC

*Dimension* Editors: Robert M. Terry: University of Richmond (VA)

**1996 Mobile, AL Global Access Through Language**

SCOLT Chair: Anne Fountain, NC

*Dimension* Editor: Robert M. Terry: University of Richmond (VA)



**1985 Atlanta, GA Perspectives on Proficiency**

SCOLT Chair: Frank W. Medley, Jr., SC

*Dimension* Editors: T. Bruce Fryer & Frank W. Medley, Jr.: University of South Carolina (combined 1984-85 edition)

**1984 Birmingham, AL Expanding Horizons: Business and Industry**

SCOLT Chair: William C. Holdbrooks, AL

*Dimension* Editors: T. Bruce Fryer & Frank W. Medley, Jr.: University of South Carolina (combined 1984-85 edition)

**1983 New Orleans, LA Shrinking World/Expanding Horizons**

SCOLT Chair: William C. Holdbrooks, AL

*Dimension* Editors: T. Bruce Fryer & Frank W. Medley, Jr.: University of South Carolina

**1982 Richmond, VA Foreign Language Teaching: Is the Present Perfect?**

SCOLT Chair: Martha McClure, GA and Howard Altman (KY)

*Dimension* Editors: Martha McClure, Fulton County Board of Education (GA) & Howard Altman, University of Louisville, KY

**1981 Atlanta, GA Foreign Language Teaching: Building on Our Successes**

SCOLT Chair: Jack Davis Brown, MS

*Dimension* Editor: Jack Davis Brown, University of Mississippi

**1980 Charleston, SC Progress: Promise**

SCOLT Chair: Caro Feagin, GA

*Dimension* Editors: Carol Feagin, Georgia Department of Education, & James S. Gates, Managing Editor, Spellman College (GA)



# 5

## A Thematic Index of *Dimension* : 1980-2009

C. Maurice Cherry  
*Furman University*

### Introduction and Acknowledgments

The Board of Directors of the Southern Conference on Language Teaching (SCOLT) recommended in 2003 that we prepare a thematic index of the published issues of *Dimension*, the organization's annual proceedings volume, and I agreed to serve as editor for the project. Our initial goal was to cover the period from 1980 to 2004 and have the index ready for distribution at our annual conference in 2005, the year marking the organization's 40th anniversary. I applied for a grant through the Furman Advantage Summer Scholar Program at my institution and was delighted to learn that one of our language majors, Justine Sittema, would receive funding to allow her to devote the summer of 2003 to assisting me with the project. Both a Spanish major and a participant in Furman's Teacher Education Program, Justine proved to be the ideal candidate for this position. Using as a point of departure a lengthy list of keywords I had suggested, she first acquainted herself with terms that appeared frequently in the indices and tables of contents in several popular methods texts, then examined articles in professional journals, and eventually recommended a large number of additions to my list. At that point Justine read the articles published in all but one of the volumes between 1980 and 2003, took notes on them, and inserted appropriate elements into the master keyword list. By the time she completed her work in the summer of 2003, she had prepared a massive collection of notes that I could use for development of the *Thematic Index*.

As I began to refine the project, I realized that it would require far more time than I had estimated. Teaching responsibilities and other professional commitments made it increasingly difficult for me to complete the *Index* in a timely matter; and as each year passed, it became evident that I would need to include references from yet another volume in the master list. I have now added entries for the past six volumes (2004-2009) and have organized all of the material into what I hope will be a useful reference source.

In addition to acknowledging my immense debt to Justine, now Justine Sittema Liébana, I offer my gratitude to the committee that funded her work through the Furman Advantage Program. I also wish to thank Linda Ray, departmental

associate in Furman's Department of Modern Languages and Literatures, for her assistance on several occasions. Finally, I express my gratitude to the members of the SCOLT Board of Directors and particularly to our Executive Director, Lynne McClendon, for never having given up on me as the years rolled by.

### **Codes Used in the *Index***

<b>AATF</b>	American Association of Teachers of French
<b>AATG</b>	American Association of Teachers of German
<b>AATSP</b>	American Association of Teachers of Spanish and Portuguese
<b>ACTFL</b>	American Council on the Teaching of Foreign Languages
<b>ALM</b>	Audiolingual Method
<b>AP</b>	Advanced Placement
<b>ASL</b>	American Sign Language
<b>CAI</b>	Computer-Assisted Instruction
<b>CALL</b>	Computer-Assisted Language Learning
<b>CLEP</b>	College Level Examination Program
<b>CMC</b>	Computer-Mediated Communication
<b>ESL</b>	English as a Second Language
<b>FL</b>	foreign language(s)
<b>FLAC</b>	Foreign Languages Across the Curriculum
<b>FLES</b>	Foreign Languages for the Elementary School
<b>FLEX</b>	Foreign Language Exploratory Programs
<b>ILR</b>	Interagency Language Roundtable
<b>INTASC</b>	Interstate New Teacher Assessment and Support Consortium
<b>IPA</b>	(1) International Phonetic Alphabet; (2) Integrated Performance Assessment
<b>ISTE</b>	International Society for Technology in Education
<b>L1</b>	first language(s)
<b>L2</b>	second language(s)
<b>LCTL</b>	Less Commonly Taught Language(s)
<b>NBPTS</b>	National Board for Professional Training Standards
<b>NCATE</b>	National Council for the Accreditation of Teacher Education
<b>NCLB</b>	"No Child Left Behind" legislation
<b>NCSSFL</b>	National Council of State Supervisors for Languages
<b>NEH</b>	National Endowment for the Humanities
<b>NL</b>	(1) native language; (2) narrow listening
<b>OPI</b>	Oral Proficiency Interview
<b>SCOLT</b>	Southern Conference on the Language Teaching
<b>SOPI</b>	Simulated Oral Proficiency Interview
<b>TA</b>	teaching assistant
<b>TEAC</b>	Teacher Education Accreditation Council
<b>TPR</b>	Total Physical Response
<b>TPRS</b>	(1) Total Physical Response Storytelling; (2) Teaching Proficiency Through Reading and Storytelling



<b>TWS</b>	Teacher Work Sample
<b>WLA</b>	Whole Language Approach
<b>WWW</b>	World Wide Web

### How to Use the *Index*

Entries in this *Index* are drawn from the 247 *Dimension* articles written over the past three decades by 249 authors working either independently or with co-authors, and all references appear under one or more of the 207 key words or phrases. Each entry begins on a separate line and is followed by a series of numbers—the first two digits designating the year of publication, ranging from 80 to 09 (for 1980 and 2009 respectively); then a hyphen and a single or double digit indicating the number of the article within the volume (-1 and -18, for instance, representing the first and 18th articles published for a given year). Finally, in many entries, there is a colon followed by specific pages numbers. The absence of page numbers suggests that either the entire article or a significant portion of it deals with the item being referenced. When no page numbers are included, one should assume that the item is mentioned only briefly or that it is but one segment of a broader discussion. Nevertheless, the editor of the *Index* believes that those with access to the particular volume in question will find such brief references useful for their research.

In the entry “Internet, use for teaching French, 01-2,” for example, one would correctly conclude that either the entire second article in the 2001 volume of *Dimension* or a substantial portion of it deals with the use of the Internet for the instruction of French. On the other hand, the entry “graffiti to teach French culture, use of, 88-5:72-74” should be interpreted as follows: A brief discussion of the “use of graffiti to teach French culture” will be found on pages 72 through 74 of the fifth article in the 1988 volume of *Dimension*.

Issues of authorship are important to researchers. Let us suppose that someone wishes to know who wrote either of the articles mentioned above. By consulting the comprehensive list of “Articles Published in *Dimension*: 1980-2009” immediately preceding the thematic index, one quickly discovers that the author of the first article (01-2) is Jean-Louis P. Dassier and that the second one (88-5) is a contribution by Caryl L. Lloyd.

With reference to authorship, another resource has been provided, the list of “Authors and Editors of *Dimension* (1980-2009),” located at the end of the volume. One can look under the name of David C. Alley, for instance, and see that during the period covered by this project, Professor Alley co-edited two volumes of *Dimension* (1998 and 1999), wrote two articles (88-2 and 05-5), and co-authored four more (81-1, 94-6, 99-5, and 08-2). The titles of the six articles he wrote either independently or with colleagues can be easily located in the list of “Articles Published in *Dimension*: 1980-2009.”

A few general comments and disclaimers seem appropriate at this point. First of all, it should be noted that this is a thematic index, and no attempt has been made to provide a qualitative evaluation of contents. Many of the articles included

in the earlier issues covered by the *Index* were brief, often providing useful teaching tips or reflections and observations on issues of the day. Although some articles in those volumes have no endnotes or bibliographical references, many of them offer observations or suggestions that could prove useful to second language educators.

The editor has attempted to retain the names listed for individuals in both the “Articles Published” and “Authors and Editors” lists as they were recorded as each volume was published. Therefore, although marriage or other circumstances may have resulted in an individual’s surname appearing differently in two or more volumes, no effort has been made to regularize its form.

Following this section there appears a list of “Codes Used in the *Index*.” This tool has been provided as a guide to acronyms and other abbreviated forms used both by the editor of this *Index* and by numerous authors as a type of professional shorthand. Some of those using this resource will recognize virtually all of the codes. Nevertheless, many of the abbreviated forms enjoyed currency during a particular period or may be familiar only to those conversant with specific areas, such as technology or teacher preparation. Furthermore, three terms—IPA, NL, and TPRS—have appeared with different meanings in articles published in *Dimension* over the past three decades; and in those cases, both meanings have been provided in the list of codes.

### Articles Published in *Dimension*: 1980-2009

#### 1980

#### *Dimension: Languages '80: Progress: Promise*

Caro H. Feagin, Ed.

- 80-1** Enwall, Beverly. “Progress: Promise.” Pp. 4-11.
- 80-2** Altman, Howard B. “The Role of Innovation in the “Back-to-Basics” Movement.” Pp. 12-23.
- 80-3** Gartman, Max, & Bill Berry. “A Six-Week Exploratory Course in French for Middle Schools.” Pp. 24-27.
- 80-4** Bornscheuer, John H. Manley. “An Active Approach to Reading in Second-Year Language Classes.” Pp. 28-33.
- 80-5** Sims, Edna Niecie. “Towards the Implementation of the Recommendations of the President’s Commission: Advancing Student and Faculty Experience Abroad.” Pp. 34-40.
- 80-6** Jackson, Shirley M. “New Ideas for Developing Children’s Foreign Language Programs.” Pp. 41-47.
- 80-7** Hubbard, Louise. “Culture: A Priority in Foreign Language Teaching.” Pp. 48-50.
- 80-8** Nuhfer-Halten, Bernice. “Observation: Guided Goal-Setting for Teaching Assistants.” Pp. 51-62.
- 80-9** Carton, Dana. “Introducing Foreign Languages in the Adult Education Program.” Pp. 63-76.

- 80-10** Gurney, David W. "Superglue in the Foreign Language Classroom." Pp. 77-86.
- 80-11** Bradley, C. Lee, & June M. Legge. "Visibility in Foreign Languages: Some Proven Methods." Pp. 87-97.

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Jack Davis Brown, Ed.

- 81-1** Alley, David C., Kathleen Smith, & Theodore B. Kalivoda. "Blending Motor Verbs and Culture in FL and ESL Classes." Pp. 1-16.
- 81-2** Richmond, Edmun B. "Literacy and Language Teaching in Sub-Saharan Africa." Pp. 17-26.
- 81-3** Fryer, T. Bruce. "Foreign Language Teacher Education in the 1980's: Rationale for Change." Pp. 27-33.
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- 81-5** Esbenshade, Burnell. "Initiating Interdisciplinary Lessons in the Secondary School Foreign Language Classroom." Pp. 38-40.
- 81-6** Donahue, Frank E. "Lower-Division German and the TA Apprenticeship Program of The University of Texas at Austin." Pp. 41-47.
- 81-7** Bradley, C. Lee. "Audio-Inductive Grammar for Beginning Language Classes." Pp. 48-55.
- 81-8** Gartman, Max D. "Four-Year Colleges: Strategies for Survival and Success." Pp. 56-60.

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***Dimension: Languages '82: Foreign Language Teaching:  
Is The Present Perfect?***

Howard B. Altman and Martha G. McClure, Eds.

- 82-1** Geiling, Alice A. "Interaction Activities: Experiential Learning." Pp. 1-14.
- 82-2** Fernández, Raúl, & Irma F. Boltman. "Cultura en la cocina or No, Johnny, Tacos Are Not Spanish Food!!" Pp. 15-25.
- 82-3** González, Barbara. "The Reusable Communication Format." Pp. 26-41.
- 82-4** Shrum, Judith L. "Polishing Skills: Second-Language Reading for Third-Year Students." Pp. 42-54.
- 82-5** Gartman, Max D. "The I-Web: A Message the Community Can Understand." Pp. 55-68.
- 82-6** Schwartz, Marsha, & Leslie Federkiel. "The Best of Both Worlds: Making and Using a Media Presentation on Careers and Foreign Language." Pp. 69-76.
- 82-7** Kalivoda, Theodore B. "Regaining Academic Integrity in the Foreign Language Class: A Look at Teaching Abuses and Viable Remedies." Pp. 77-90.
- 82-8** Esbenshade, Burnell. "The Learning-Disabled Student and the Foreign Language Teacher." Pp. 91-99.

- 82-9** Bradley, C. Lee. "Humor in the French Classroom as a Vehicle for Conversation." Pp. 100-109.
- 82-10** Jacobson, Rodolfo. "Can Two Languages Be Developed Concurrently?: Recent Developments in Bilingual Methodology." Pp. 110-132.
- 82-11** Brennan, Judith M. "Words of Wisdom: Foreign Language Vocabularies as the Key to Mastery of Standardized Tests." Pp. 133-143.
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- 82-14** Peniche, Eduardo A. "Foreign Language Education and Foreign Trade: A Happy Marriage in Virginia." Pp. 168-175.

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*Dimension: Languages '83: Shrinking World—Expanding Horizons*

T. Bruce Fryer and Frank W. Medley, Jr., Eds.

- 83-1** Edwards, J. David (Keynote Address). "Shrinking Worlds and Expanding Horizons: National Language Policies and the Future." Pp. 1-10.
- 83-2** Armengol, Armando, & Joan H. Manley. "The Oral proficiency Interview and Foreign Language Teaching Today." Pp. 11-16.
- 83-3** Marinelli, Patti. "From Text to Context: Spontaneous Group Role-Playing." Pp. 17-34.
- 83-4** Ford, James F., & Jon B. Hassel. "Focus on Foreign Languages in the Middle School: A Description of an NEH Summer Institute." Pp. 35-42.
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- 83-11** Novak, Sigrid S., Richey A. Novak, & Harcourt Stebbins. "Volunteer Community Language Bank." Pp. 87-92.
- 83-12** Marshall, Gene, Sigrid Novak, & Judy Savoie. "International Cultural Experience Day: A Festival for Foreign Language Students." Pp. 93-99.

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*Dimension: Languages '84-'85: Perspectives on Proficiency:  
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- 84/85-1 Shore, Arnie. "Perspectives on Proficiency: 1985." Pp. 1-8.
- 84/85-2 Garretón, Maria Teresa, & Frank W. Medley, Jr. "Developmental Stages in Functional Language Proficiency." Pp. 9-30.
- 84/85-3 Armstrong, Gregory K. "Cultural Understanding, Oral Proficiency, and Study Abroad: Getting It All Together." Pp. 31-38.
- 84/85-4 Hansen, Carolyn L. "Developing Functional Proficiency in Writing." Pp. 39-50.
- 84/85-5 Mosher, Arthur, & Margit Resch. "The Proficiency-Based German Class: Experiences and Perspectives." Pp. 51-72.
- 84/85-6 LeFleur, Richard A. "The Study of Latin in American Schools: Success and Crisis." Pp. 73-82.
- 84/85-7 Duncan, Gregory W. "Foreign Language and International Studies: Past, Present, and Future." Pp. 83-88.
- 84/85-8 Valdés, Gabriel M. "Curriculum Framework for Foreign Language Education in the State of Florida." Pp. 89-100.
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- 84/85-17 Morris, D. Hampton. "The Computer in the Foreign Language Classroom: "'Mogwai' or 'Gremlin'?" Pp. 169-173.

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*Dimension: Languages '86: Planning for Proficiency*

T. Bruce Fryer and Frank W. Medley, Jr., Eds.

- 86-1 Di Donato, Robert (Keynote Address). "The Foreign Language Teacher: Confronting an Ever-Changing Profession." Pp. 1-10.

- 86-2** Camara-Norman, Filisha, James Davis, & Karen Smyley Wallace. "Restructuring a Traditional Foreign Language Program for Oral Proficiency." Pp. 11-22.
- 86-3** Novak, Sigrid Scholtz. "Brothers Grimm Bicentennial: Blueprint for a Community Celebration." Pp. 23-28.
- 86-4** Valdés, Gabriel M. "Florida: State of the Foreign Language Arts." Pp. 29-40.
- 86-5** Harris, Mary, & Jean Jendrzejewski. "Planning and Teaching for Listening Proficiency." Pp. 41-52.
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- 89-2** Brooks, Nelson (reprinted from *Dimension 1965*). "Language Teaching: Concepts, Problems, Opportunities." Pp. 11-30.
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