



*Texas Foreign Language
Association Journal*

*Fall 2007
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2006 - 2007 Executive Board



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Future Conference Dates

Fall 2007

San Antonio
Joint Conference with ACTFL
November 16 - 18
Marriott Rivercenter Hotel and the
Henry B. Gonzales Convention Center

Spring 2008

Corpus Christi
March 27 - 30
Omni Corpus Christi Hotel

Fall 2008

Houston
October 16 - 19
Wyndham Greenspoint

Spring 2009

Waco
March 27 - 28
Waco Hilton and Convention Center

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Dear Colleagues:

Summer offers us a wonderful opportunity to reflect on the past year and make plans for the future. As you plan for the academic year, it is my hope that you will include the ACTFL 2007: 41st Annual Convention and Exposition in your list of events. The conference will be held in San Antonio on November 15 – 18. As we Texans know, San Antonio is the perfect venue to “*Bridge Cultures through Languages*” because of its rich history and large cultural community. TFLA is delighted to co-sponsor this conference which will focus on the role that language learning plays in the future of students and adults.

ACTFL 2007 will offer more than 600 educational sessions in more than 20 languages for pre-K to graduate level. Additional scheduled events include Advanced Placement workshops, sessions on new research and new ways of using research in language education, and Poster and Plenary Sessions. Over 300 exhibitors will showcase their new and existing products. Let’s welcome and thank these exhibitors for their support of our language conferences! Other highlights of the conference feature the Foreign Languages Film Festival, the Faculty Lounge and Cyber Café, the Career Center, and the Keynote Speaker, Tony Plana, who is a former Spanish teacher, actor and creator of the literacy program “Beyond Borders.” There are so many reasons to attend and participate! Please visit www.actfl.org for registration, program, housing and conference information. TFLA extends a big TEXAS welcome to ACTFL and the language educators from around the country!

TFLA Board members and many Texas Volunteers will be available in all areas of the conference center and at the TFLA Booth in the Exhibitors’ Arena to greet and help conference attendees. Plan to visit with us for a stopping-off place and information about the conference. We look forward to hosting ACTFL and value our TFLA members!

The TFLA Awards Luncheon will be held on Saturday in the Convention Center, Rooms 006



A/B/C from 11:30 a.m. – 1:00 p.m., and the cost is \$16 until October 8th and \$32 until November 7th. Please purchase your ticket early because no tickets will be sold at the conference. The luncheon offers members a place to gather together; honor our Administrator of the Year, Teachers of the Year and Honorary Members; and recognize our incoming and outgoing officers.

A very special “thank you” to our Local Arrangements Committee! We want to applaud Chairs Rosanna Pérez (San Antonio Northside ISD) and Raquene García (San Antonio ISD) for their exceptional leadership. We also want to express our appreciation to their sub-committee chairs for their tireless efforts and for serving as gracious hosts. Finally, we want to salute the San Antonio area students who will entertain us with the hospitality and sounds of San Antonio.

We hope that ACTFL 2007 “Deep in the Heart of San Antonio” gives you the opportunity to take home so much more than you ever dreamed — inspiration, new tools and ideas to reach and teach all students about the unlimited opportunities of the *language bridge*!

“In the world, the width and length of the bridges are limited no matter how splendid they are. Only the language bridge is unlimited.” –Xu Jialu

Sincerely,
Billie Hulke
TFLA President-Elect



TFLA Fall 2007 Conference in San Antonio

Frequently Asked Questions by TFLA Members

When and where is the TFLA Fall Conference?

Answer: The TFLA fall conference is being held in conjunction with the ACTFL Annual Convention and World Languages Expo, which will be held at the Marriott Rivercenter and the Henry B. Gonzales Convention Center in San Antonio from November 16th through 18th. Workshops, including a TFLA workshop, are scheduled for Thursday, May 15 at the convention center. Please check the ACTFL website at www.actfl.org for information about the program and schedule.

How can I register?

Answer: To register for the conference, go to the ACTFL website (www.actfl.org). We have also created a link on the TFLA website (www.tfla.info).

Can I submit a paper registration form?

Answer: Yes. You will find a PDF version of the registration form on the ACTFL website under the 2007 Annual Convention and World Languages Expo “Registration” page. You can print this form and mail or fax in your registration. However, registering online is the most efficient way. It saves you time and postage and gets a quicker confirmation response.

What steps should I follow if my school / district registers and pays for me?

Answer: Purchase Orders will be accepted from an institution and must accompany the registration form. Please note that Purchase Orders must be paid in full before the convention or you will be asked to submit a credit card number on site for payment.

When can I register for the conference?

Answer: Registration is now open. Advanced registration discounts are available from July 17th until October 8th. After October 8th, onsite registration rates will apply.

How much does registration cost?

Answer:

- **If you are a TFLA member, you will pay the ACTFL member rate.** TFLA has given ACTFL a list of our members, so the computer will recognize you as a TFLA member when you register at the ACTFL website.
- If you are a member of ACTFL, you will pay the ACTFL member rate.
- If you are a member of both organizations, you will pay the ACTFL member rate.
- If you are not a member of either organization, then you can join TFLA and/or ACTFL and still be able to pay the ACTFL member rate. To join TFLA, first go to the TFLA website. To join ACTFL, go to the ACTFL website at www.actfl.org
- You can assist TFLA by becoming a member of TFLA and a member of ACTFL since TFLA participates with ACTFL in the registrations for the convention. Now is the time to get involved with both your state and national organizations!

How can I make my hotel reservations?

Answer: We encourage you to stay in one of the official convention hotels reserved by ACTFL. These hotels are offering excellent rates and are located close to the convention facilities. Go to the ACTFL website (www.actfl.org) and submit your request under the “Housing Information” page. You can also print out the hotel reservation form and fax it to: 210-207-6702.

Why does the conference cost more than the usual TFLA conferences?

Answer: Since ACTFL is coming to Texas and coordinating the convention, it is setting the registration rates. The ACTFL convention offers more than 600 educational sessions and access to more than 300 exhibitors, as well as a Career Center and opportunities to network with more than 5,000 of your colleagues from around the world. TFLA will receive a portion of the proceeds and receives more of your registration dollars if you are a member of both ACTFL and TFLA, so please consider joining both organizations.

Will TFLA host an awards luncheon?

Answer: Yes. The awards luncheon is scheduled for Saturday, November 17th from 11:30 to 1 pm, and the cost is \$16. You can register for the luncheon when you register for the conference. There will be no on-site luncheon ticket sales.

How do I get my conference name badge and conference program?

Answer: Before the conference in the November, ACTFL will mail your name badge to the address that you include on your registration form. You will need to pick up your conference program at the Pre-registration Onsite Pick-up counter in the convention center.

How do I make changes to my conference registration?

Answer: If you want to add workshops or meal functions after you have submitted your original registration form, you can call 1-866-573-7070 or email actfl@Laser-Registration.com. You can make some changes when you pick up your conference program. It is not a guarantee that you can get into a particular workshop or luncheon since most have a limited number of spaces.

What is the conference cancellation policy?

Answer: According to the ACTFL website, “All requests for refund must be made in writing to the convention registrar, Laser Registration, **no later than Monday, October 15, 2007.** Refund requests received after this date will be reviewed by ACTFL on a case by case basis. All refund requests will be subject to a \$25 processing fee and will be made in the same manner payment was made. Refunds will be processed after the convention; please allow eight weeks for processing. Workshops and ticketed events will not be refunded after the event has occurred. Any substitution requests must be in writing from the original registrant. Such requests are subject to a \$25 processing fee.” For additional information, please reference the “ACTFL 2007 Registration Policies” document on the ACTFL website.

Will there be a central point of contact for TFLA Board and members?

Answer: Yes. TFLA will have a booth on the Expo floor. Members are encouraged to visit the booth if they have questions.

Bridging Cultures Through Languages
ACTFL ★ 2007



*"In the world, the width and length of the bridges are limited no matter how splendid they are. Only the language bridge is unlimited."
—Su Jiwei*

American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo



San Antonio, Texas ★ November 16-18, 2007
Pre-Convention Workshops ★ November 15, 2007

Co-sponsored by: AATG ★ AATI ★ CLASS ★ CLTA ★ NCJLT ★ NNEEL ★ TFLA

Registration and Housing
open online at www.actfl.org!

For complete information
visit the Convention & Expo
area on our website at
www.actfl.org


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www.DiscoverLanguages.org

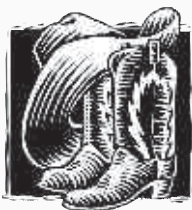
Invitation to Texas Language Educators:

On behalf of the American Council on the Teaching of Foreign Languages (ACTFL), I want to thank the Texas Foreign Language Association (TFLA) for hosting the 2007 ACTFL Annual Convention and World Languages Expo. We are excited about coming to San Antonio, November 16-18, and we look forward to enjoying all that this city and your state have to offer!

We hope to welcome a large contingent of Texas language educators to the conference – and all TFLA members get to attend at the ACTFL member registration rate! This is a great opportunity for you to take advantage of the convenience of having ACTFL come to your home! As you can see from the information on this page, we have a full menu of exciting, informative and entertaining programs in store this year. Please make plans now to join us!

Sincerely,

Bret Lovejoy
Executive Director



American Council on the Teaching of Foreign Languages (ACTFL)
700 S. Washington St., Suite 210, Alexandria, VA 22314
Ph: (703) 894-2900 ★ Fx: (703) 894-2905 ★ Web: www.actfl.org



**November 16 Opening General Session Keynote Speaker:
Actor, Director and Producer Tony Plana
Starring in the successful ABC series Ugly Betty**

Join us for an exciting presentation from this talented, multi-faceted star of stage and screen as he brings our conference theme, "Bridging Cultures Through Languages", to life. In addition to his outstanding work in entertainment, Mr. Plana developed an innovative literacy program, "Beyond Borders", that utilizes the performing arts to impact literacy in academically at-risk and bilingual students. He also will address "Using Theater in Teaching Languages" at ACTFL's first-ever Film Festival that follows the opening session.

Housing and Registration

Housing Reservation Deadline: October 22, 2007

The ACTFL Housing Bureau is now open! Visit www.actfl.org to make your hotel reservations online or to download a form to complete and fax to 210-207-6702. Telephone reservations are not accepted. After October 22, 2007 ACTFL's block of rooms will be released to the general public and rates are subject to change. All rates are per room/per night and do not include a 16.75% occupancy tax.

Hotel	Single	Double	Triple	Quad
Marriott Rivercenter	\$188	\$203	\$227	\$247
Marriott Riverwalk	\$188	\$203	\$227	\$247
Emily Morgan Hotel	\$138	\$148		
Hilton Palacio del Rio	\$182	\$182	\$202	\$222
Hyatt Regency Riverwalk	\$187	\$201	\$226	\$251
La Quinta Inn & Suites				
Convention Center	\$119	\$119		
The Historic Crockett Hotel	\$136	\$136	\$146	\$146



Convention Registration

Registrations may be submitted online at www.actfl.org. You may download the online form to complete and fax to (866) 298-0804 or (514) 228-3032 or send by mail to ACTFL c/o Laser Registration, 1200 G Street, NW, Suite 800, Washington, DC 20005-3967. Registrations cannot be taken over the phone.

	Early Bird-7/16/07		Advance-10/8/07		Onsite-after 10/8/07	
	Member	Non-Member	Member	Non-Member	Member	Non-Member
Registration – Full Convention	\$180	\$255	\$195	\$275	\$290	\$375
One Day Only	\$145	\$220	\$150	\$225	\$235	\$310
Student– Full Convention	\$60	\$85	\$60	\$85	\$70	\$95
New Teacher – Full Convention	\$145	\$220	\$150	\$225	\$235	\$310
Presenter	\$155	\$230	\$195	\$275	\$290	\$375
Retired	\$110	N/A	\$115	N/A	\$130	N/A
Pre-Convention Full-Day Workshops	\$135	\$135	\$135	\$135	\$160	\$160
Pre/Post Convention Half-Day Workshops	\$75	\$75	\$75	\$75	\$100	\$100
AATG Luncheon		\$35		\$35		\$42
Embassy of Spain Luncheon		\$35		\$35		\$42
FLES Swap Shop Breakfast		\$22		\$22		\$29

LANGUAGES OTHER THAN ENGLISH (LOTE) UPDATE

By María J. Fierro-Treviño
Director for Languages other than English
Texas Education Agency
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Texas Examination of Educator Standards (TExES): Spanish, French, German, Latin

The first committee meeting for the development of the Texas Examination of Educator Standards was held at the Austin Airport Hilton on July 11, 12, and 13. Spanish, French, German, and Latin teachers nominated by their LOTE coordinators and administrators represented the field in this first meeting of its kind. Historically, each language group has met separately, but this time, educators were brought together to review the LOTE Teacher Standards as one entity. The basis was for teachers to work together to develop one common test framework for all LOTE teachers rather than four separate test frameworks – one per language. The three-day meeting was very successful and the work accomplished by the LOTE educators has set the gears in motion to develop the new LOTE TExES. Dates for subsequent meetings have not been determined, but when the committees reconvene, teachers will work in their own language groups within one test framework.

American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT): Arabic, Chinese, Japanese, Russian, Vietnamese

During the spring of 2007, the State Board for Educator Certification approved the ACTFL OPI and WPT to be used as the Texas certification examinations for Arabic, Chinese, Japanese, Russian, and Vietnamese. The committees representing these five languages met on July 16 and 17 at the Texas Education Agency to establish a passing standard for the OPI and the WPT for each of the languages. Approximately 30 educators representing PK-12 and postsecondary institutions participated in the process. Educators reviewed the Texas Essential Knowledge and Skills for Languages other than English (TEKS for LOTE) as teachers need to be prepared to implement these standards in the classroom. The ACTFL speaking and writing proficiency guidelines were reviewed as the novice, intermediate, and advanced progress checkpoints are based on these guidelines. In addition, the OPI and WPT are scored using this framework. Educators reviewed the LOTE Teachers Standards concentrating on Standard VII (Speaking) and Standard VIII (Writing). Information from various states was presented outlining the passing standard for modern languages and LCTLs. The passing standard recommendation from the National Council for Accreditation of Teachers (NCATE) was shared with committee members. Due to the five languages represented, general training was conducted in English. Committee members listened to OPIs in English and read WPTs in English to establish an understanding of the levels of proficiency and the differences at the intermediate-high and advanced-low levels. Committee members then listened to OPIs and read WPTs in their target language. Members discussed, analyzed, and evaluated the target language OPIs and WPTs prior to making a recommendation for a passing standard. The following chart shows the committee members' recommendations.

Language	OPI	WPT
Arabic	Advanced-low	Advanced-low
Chinese	Advanced-low	Advanced-low
Japanese	Intermediate-high	Intermediate-high
Russian	Intermediate-high	Intermediate-high
Vietnamese	Advanced-mid	Advanced-low

The recommendations were presented to the State Board for Educator Certification on July 27, 2007, and SBEC approved the committee recommendations. This item will be presented to the State Board of

Education at the September 2007 board meeting. The Texas Education Agency would like to express its sincere gratitude to all committee members for their work on their respective language committees. The LOTE unit and the Division for Educator Standards would like to thank ACTFL for its support in supplying the OPI and WPT training materials. I would like to recognize Dr. Barbara González-Pino, the University of Texas at San Antonio, for her willingness to share her expertise in this area.

Graduation Requirements for Freshmen beginning 2007-2008 School Year

The new graduation requirements for freshmen beginning with the 2007-2008 school year may be found in 19 Texas Administrative Code, Chapter 74, Subchapter F, §74.61. The Minimum High School Program (§74.62) remains the same with 22 credits and no language requirement. The Recommended High School Program (RHSP) (§74.63) has increased to 26 credits due to the 4th year of math and science, although the LOTE requirement remains at two credits. These two credits must be in the same language and can be for any two levels. The Distinguished Achievement Program (DAP) (§74.64) has increased to 26 credits including the 4th year of math and science. The LOTE requirement remains at three credits in the same language for any three levels. The RHSP has three and one-half credits for electives while the DAP has two and one-half credits for electives. Students completing LOTE courses beyond the two (RHSP) or three (DAP) required credits may continue to use these courses for their elective credits.

Conference for Educators and Administrators at all Levels

The *Comité Educativo para Promover A Latinos (CEPAL)* in conjunction with the College Board has been very busy preparing for the upcoming conference **The College Dream: Preparing Texas' Latino Students for the Twenty-First Century**. The conference will take place at the University of Texas at San Antonio on November 2-3, 2007. The purpose of the conference is to provide opportunities to see best practices on the use of programs and services that promote Hispanic student success in high school and prepare them for college. In addition, presenters will illustrate trends, discuss research, and present effective strategies dealing with a variety of issues that promote student success.

In June, five committee members attended the **Prepárate: Educating Latinos for the Future of America** held in Los Angeles. The conference, sponsored by the College Board, highlighted efforts by high schools and colleges on issues related to college readiness, parental involvement, and models of excellence in promoting success for Hispanic students. The Texas conference will follow the same format, but it will be unique in addressing Texas Latino students and their needs in order to be successful.

If you are interested in attending, register online at www.collegeboard.com.meetings. The conference is open to PK-12 educators (teachers, counselors, administrators) and higher education professionals and outreach organizations.

Texas-Spain Initiatives

The 2007-2008 Texas-Spain Visiting Teachers Program is under way. The Orientation Program was held from July 31 to August 3 in Austin. Fifty-five educators from various cities in Spain will be teaching Spanish as a second language at the secondary level, bilingual Spanish at the elementary level, and a handful of teachers will be teaching in other fields including math, science, and technology. The participating districts include Austin ISD, Corsicana ISD, Dallas ISD, Fort Worth ISD, Houston ISD, Lewisville ISD, and Tyler ISD. If your district is interested in the 2008-2009 Texas-Spain Visiting Teachers Program, the information can be found on the Texas-Spain Initiatives website at http://www.tea.state.tx.us/curriculum/texas_spain/index.html. The program is announced every January for the subsequent school year. Other programs sponsored by the Texas-Spain Initiatives, which include student scholarships to study in Spain, can be found on the same webpage.

Advocacy at the National Level



TFLA Advocacy Director Phyllis Thompson, JNCL Director David Edwards and TFLA President Barbara Hanna

Dear Colleagues:

Imagine standing in the hall of a federal government building and seeing a group of soldiers and officials coming down the hall toward you, only later to find out that it was the president of Colombia and his entourage. Wow, how exciting! This was one of the experiences that I had in May when I traveled with Phyllis Thompson and Nathan Bond to attend the JNCL-NCLIS Meeting in Washington, DC. Each year representatives from the state-level organizations meet in Washington to make Congressional visits on Capitol Hill and to hear updates on the most recently proposed foreign language-related bills.

Electricity ran through each and every event as I met with Senator Kay Bailey Hutchison and visited the aides from the offices of Senator John Cornyn, Representative Lloyd Doggett (Austin) and Representative John Culberson (Houston). During the two-day meeting, I listened to representatives from many national organizations and heard from a member of the Peace Corp.

It was also exciting to see Phyllis Thompson in her element as she introduced Nathan and me to so many people, explained the protocol for making congressional visits and pointed out the issues to emphasize when we talked with the aides of our state senators and representatives. TFLA members should feel proud of Phyllis and her work. She is respected and admired by the other advocacy chairs from across the nation. She will be missed as she steps down from her position as TFLA Director of Public Outreach and Advocacy.

David Edwards, the Director of JNCL, has recently sent us information regarding the language policy and bills that will affect us as educators. For example, teacher education in the STEM fields, which includes critical foreign languages, offers grants for those earning their bachelor's degree along with teacher certification and for those pursuing their master's degree in order to improve their content knowledge and pedagogical skills. Also, a grant program has been established for institutions of higher education to create articulated programs of study in critical foreign languages and to help students from elementary through postsecondary to achieve higher levels of language proficiency. Furthermore, FLAP grants will be available next year for school districts offering a new way of teaching languages or a new less commonly taught language.

The sights and the sounds that I enjoyed while walking around Capitol Hill, strolling along the Potomac River and touring the campus of Georgetown University, will remain forever in my memory. I will treasure them all. I appreciate the opportunity that I had as President of TFLA to visit our nation's capital and see firsthand democracy at work.

I look forward to seeing you in November at ACTFL.

Sincerely,
Barbara Hanna, TFLA President

Advocacy Update

By Nathan Bond
Director of Public Outreach and Advocacy
NathanBond@txstate.edu

Our Thanks to Phyllis Thompson

The Texas Foreign Language Association wishes to express its sincerest thanks to Phyllis Thompson for serving as the Director of Public Outreach and Advocacy for more than a decade. In July, Phyllis retired from the advocacy position in order to spend more time with her family, friends, and French students at Houston Baptist University. Phyllis did a great job as the Advocacy Director. She represented our organization well at the state and national level, and our organization is much better as a result of her efforts. Because of the hectic schedule at the upcoming TFLA-ACTFL Conference in San Antonio this fall, the TFLA Board decided to honor Phyllis in her hometown at the Fall 2008 TFLA Conference in Houston.



Incoming TFLA Advocacy Director Nathan Bond; Missy Brickett, aide to Senator Hutchison; TFLA President Barbara Hanna; and Outgoing TFLA Advocacy Director Phyllis Thompson

Advocacy at the State Level

During the last legislative session, State Senator Jane Nelson authored a bill that would require all elementary and middle school students to take physical education courses. At first glance, this bill seems worthy considering the alarming statistics that indicate that American children are overweight. However, the authors of the bill did not realize the unintended consequences of their proposal. When courses are inserted into an already full curriculum, then other courses must be removed. TFLA and other enrichment areas, such as band, choir, art and theater, worried that their courses would be eliminated from the middle school curriculum.

In response to the proposed bill, Phyllis Thompson and I worked closely with Bob Floyd from the Texas Music Educators Association to inform the House and Senate Education Committees of the unintended consequences. In the end, a modified version of the bill, which gives freedom to the local school district, passed both Houses and was sent to Governor Perry for his signature. This final version of the bill is flexible and friendly to foreign languages and other enrichment subjects. Key points of the legislation include:

- Four semesters of physical activity are required in grades 6-8.
- Local school districts can decide in which years their middle school students will meet these requirements.
- Structured recess in elementary school will count toward the 135-minute weekly requirement.
- The new law will begin in the 2008-2009 school year.

Here is a summary of the bill as stated on the Texas Legislature Online: “Senate Bill 530 amends the Education Code to transfer authority for daily physical activity requirements from the State Board of Education to individual school districts and to establish minimum requirements for moderate or vigorous daily physical activity for students at various grade levels. If a district determines that requiring moderate or vigorous daily physical activity is impractical because of scheduling or other factors, the bill allows a district to establish alternative requirements for a student to participate in moderate or vigorous physical activity for a specified minimum amount of time per school week or per two-week block. With certain exceptions, the bill requires each district to assess the physical fitness of students in grades 3 through 12 each year using an instrument adopted by the commissioner of education to assess physical fitness, and to compile the assessment’s results and provide a summary, aggregated by grade level and any other category identified by commissioner rule, to the Texas Education Agency. The summary may not contain the names of individual students or teachers. The bill requires the agency to analyze the results and identify, for each district, any correlation between the results and academic achievement, school attendance, student obesity, disciplinary problems, and school meal programs. The bill also requires the agency to report its analysis of the results obtained during the preceding school year to the School Health Advisory Committee.”

The Texas Foreign Language Association thanks Bob Floyd, the Executive Director for the Texas Music Educators Association, for his leadership and help advocating for a more foreign language friendly bill.

Advocacy at the National Level

Phyllis Thompson, Barbara Hanna and I attended the Joint National Committee for Languages and National Council for Languages and International Study (JNCL-NCLIS) Legislative Day and Delegate Assembly in Washington, DC in May. Each year JNCL hosts this conference, which brings together the representatives from the state-level organizations and from other language-related groups. The purpose of the meeting is to network, see firsthand how government works, advocate on behalf of foreign languages, and establish relationships with our representatives in Congress. After learning about the latest foreign language-related bills, the conference attendees spent one day making congressional visits on Capitol Hill.

David Edwards serves as the executive director of JNCL-NCLIS and works as our profession’s lobbyist in Washington, DC. David seemed very optimistic about the bills that are currently before Congress, and he even went so far as to say, “Foreign languages are winning in this Congress.” It seems that legislators are supporting languages for different reasons. Some support these bills because they believe that foreign languages make people more well-rounded. Others support the bills because they bolster national security or make the United States more competitive internationally. No matter what the reason, language educators should be encouraged that foreign languages are receiving attention at the national level.

The following page summarizes some of the key bills that are currently being considered. This information is taken directly from the JNCL-NCLIS website (www.languagepolicy.org)

Foreign Language Education Partnership Program:

This program is designed to amend the Elementary and Secondary Education Act of 1965 and to establish a partnership program in foreign languages. The Secretary of Education would be given the authority to make incentive payments to eligible partnerships to “develop and maintain model programs that support articulated language learning in kindergarten through grade 12.” The funds may be used for program design and teaching strategies according to best practices and available research,

curriculum and materials development, national assessment development and enhancement, teacher in-service and pre-service program development, and recruitment incentives for new teachers and students. The funds can also be used to provide opportunities for maximum language exposure for students, dual-language immersion programs, scholarships for study abroad opportunities, activities that encourage whole-school and community involvement, effective and innovative use of technology, and certification and alternative certification programs. Incentive payments for this bill would be appropriated in the amount of \$50,000,000 for fiscal year 2008.

Foreign Language Education Expansion Act

This legislation would provide teachers of foreign languages the same loan forgiveness opportunities as teachers of math and science. It would give teachers of foreign languages eligibility for loan forgiveness up to \$17,500 if they teach in Title I elementary and secondary schools for five years. This bill addresses the teacher shortages in foreign languages and is designed to expand the number of teachers entering the field.

Senator Paul Simon Study Abroad Act

This bill, which unanimously passed in the House of Representatives in June 2007, would establish the Senator Paul Simon Study Abroad Foundation under the authorities of the Mutual Educational and Cultural Exchange Act of 1961. The act would require the Foundation to award grants to U.S. students and nongovernmental institutions that provide and promote study abroad opportunities in consortium with institutions of higher education. These grants would be awarded increasingly to students studying in nontraditional locations. The legislation implements the recommendations from the Abraham Lincoln Commission's report on Global Competence and National Needs: One Million Americans Studying Abroad.

America COMPETES Act

The purpose of this bill would be to invest in the innovation and education to improve the competitiveness of the U.S. in the global economy. The America "COMPETES" act is an updated version of last year's National Competitiveness Investment Act introduced by Senators Frist and Reid. This legislation is a bipartisan response to the National Academies' "Rising Above the Gathering Storm" report and the Council on Competitiveness' "Innovate America" report. In addition to expanding programs and funding for math, science, engineering, and technology, the America COMPETES act would develop and implement programs for bachelor's and master's degrees in critical foreign languages with concurrent teaching credentials. It would also expand critical foreign language programs in elementary and secondary schools in order to increase the number of students studying and becoming proficient in these languages.

Foreign Language Coordination Council

This bill was introduced in both the House and Senate early in the first session of the 110th Congress. If passed, it would establish a national foreign language strategy to be executed by a national council. The council would appoint a National Language Director and would consist of the Secretaries of Education, Defense, State, Homeland Security, Labor, and Commerce, among others. The council would be responsible for overseeing, coordinating, and implementing foreign language initiatives, including the National Security Language Initiative.

Make the *Discover Languages* Campaign Work for You!

By Marty Abbott
Director of Education
American Council on the Teaching of Foreign Languages
mabbott@actfl.org



Discover Languages...Discover the World!® is a national campaign for languages sponsored by ACTFL, which builds on the momentum begun during *2005: The Year of Languages*. This is a long-term effort to raise public awareness about the importance of learning languages and understanding cultures in the lives of all Americans.

It's easy to use the Discover Languages website to participate in the campaign. Here's how!

Download the Discover Languages logo to Advocate for Languages in Your Community

Over 500 language educators and members of the public have downloaded the *Discover Languages* logo to use in their communities to publicize the importance of language education for all. Educators are using it on everything from bulletin board displays to course syllabi to e-mail signatures to Back To School Night information for parents. Just go to www.DiscoverLanguages.org and download it to help you in your community!

Post Your Advocacy Ideas and Events on the Bulletin Board

Share your great ideas and your successes with others around the country by posting your activities and events on the electronic bulletin board on the *Discover Languages* website. If you don't have anything to post yet, go there to get some great ideas to use in your own school!

Share Photos of your Discover Languages Event

The *Discover Languages* website features photos from events all over the country. Send in your photo and see it displayed as the "photo of the week" and then archived in the photo gallery. It's motivating for students to see other students rallying for languages across the country!

Help Your Students Discover Language Teaching

Visit the *Discover Languages* website to find materials to share with your students about the rewards of a career teaching languages. It is vitally important that we strengthen our profession with new teachers who will inspire the next generation of language learners!

Plan Discover Languages Events for February

Even though *Discover Languages* events can be planned for any time during the year, February has been designated as *Discover Languages* month by the ACTFL Board of Directors and acknowledged by The White House. This is a great time annually when ACTFL sponsors several

national events to highlight language education in the media and when ACTFL members are encouraged to organize events and activities at the state and local level around this theme during the month of February. For a list of ideas, visit www.DiscoverLanguages.org.

Don't Forget Discover Languages Products

Add excitement to your events by purchasing *Discover Languages* products like buttons, pencils, pens, car/window decals and wristbands. All the proceeds from the sale of the products go back into supporting language advocacy. This is an easy way to contribute to the national campaign! See the entire array of products at www.DiscoverLanguages.org.

Nominate a Colleague for the ACTFL National Language Teacher of the Year Award!

What better way to publicize the importance of language education than to have our own National Language Teacher of the Year. This program has brought recognition to our language profession from state as well as national legislators and policymakers! Visit the awards section of the ACTFL website or contact your state language association for more details.

Stay tuned for more *Discover Languages* information in the months ahead!!

Go to www.DiscoverLanguages.org for more information.

Be sure to check out other benefits of ACTFL membership at www.actfl.org.

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Melanie Garcia: T. Earle Hamilton Scholarship Recipient



Melanie Garcia and Port Neches-Grove High School Counselor Debbie Elliott

The Making of a Foreign Language Teacher: Love the Language, Teaching and People

By Nathan Bond
Director of Public Outreach and Advocacy
NathanBond@txstate.edu

Melanie Garcia, the recipient of this year's T. Earle Hamilton Scholarship, did not decide to become a foreign language teacher overnight. Throughout her life various people and experiences have contributed in small but significant ways into shaping her decision to become a foreign language teacher.

The first person who ignited Melanie's desire to become a teacher was her mother. Melanie recounted, "My parents immigrated from Guadalajara, Mexico and mostly spoke Spanish. When I was a little girl, I watched my mother struggle as she worked with my older brother, Israel, to complete his homework. My mom didn't know much English and couldn't help him since she was learning the language herself." Melanie realized that she could use her knowledge of language to

benefit others. She stated, "I would translate for my mom, for example, when we went shopping together. My mom would speak to me in Spanish, and I would speak back to her in English. I was always trying to help her learn the language." As a child, Melanie even tutored her mom as she prepared for her citizenship test. She continued, "When I was eight years old, I helped my mom study for the test. There were lots of history questions, and I liked history a lot. If there were questions that she didn't understand, I would teach her the history and the language."

In addition to her knowledge of language, Melanie realized that she possessed cultural knowledge. On occasion, she would travel with her family to Mexico to visit her relatives. One favorite childhood memory was traveling to Guadalajara to celebrate her grandfather's 90th birthday. She recalled, "When I walked down the streets, people recognized me. They knew me because they knew my grandparents, aunts, uncles and cousins." During the trip she realized that belonging to two cultures was an asset and that the strong sense of family played an important role in her cultural heritage. Melanie stated, "I don't have to separate the two cultures. I can have both. In fact, it's enriching to have both cultures."

Melanie's teachers in school nurtured her decision to become a teacher by serving as outstanding role models. She remembered, "When I was in the third grade, our teacher would read to us every day after lunch, and when I was in the fourth grade, our teacher would go beyond the curriculum and do really neat things with us. It was at that time that I really got into school and education." These teachers sparked a love of reading and an appreciation for creative and inspired thinking. Her high school language teachers also fostered a love for teaching. Melanie stated, "Ms. Smith made all students really learn the language. She made you speak it. She even told us that everyone was going to mess up and that it was okay." Melanie fondly remembered her two other Spanish teachers, Ms. Ramirez and Ms. Morgan, because they "taught me the culture." From all of these role models, Melanie realized that good teachers create rich, active lessons for children and that mistakes are a natural part of the process.

Finally, Melanie's interactions with children confirmed her decision to teach. She recalled, "Four years ago, I started participating in the bus ministry at my church. As part of this outreach program, we would go into the neighborhoods, pick up the kids, bring them to church, and play games with them." She explained, "It was fun! And it convinced me that I wanted to work with kids. These children sat next to me on the bus and opened up their hearts to me." The tragic stories that some children shared with her had a profound impact on her life. She stated, "I've always had the characteristics of a teacher. There's a burden for me to work with children. Many little kids don't always get what they need." Melanie sees herself as an advocate for others and wants to help people to improve their lives. After reflecting on the experiences of her life, she summarized the message that she will share with others: "It doesn't matter where you came from, you can get an education and be a success in life."

It is not surprising that Melanie wants to channel her love of Spanish, teaching and children into a career. In the fall, she will pursue a major in Early Childhood Education or Bilingual Education, with a minor in Spanish at Texas A&M University. After she completes her undergraduate degree, she hopes to attend graduate school and earn a master's degree in Social Work. When asked about being named the T. Earle Hamilton Scholarship recipient, she said, "It feels exciting, and I am very thankful to TFLA for the award." The Texas Foreign Language Association is proud to recognize Melanie Garcia, a student who exemplifies the values of our organization with her love of other languages and cultures, appreciation for language teaching, and desire to share languages with others.

T. Earle Hamilton Scholarship Recipient

Melanie Garcia

Sylvia Ramirez (Spanish Teacher)
Port Neches-Grove High School in Port Neches-Grove ISD
Major: Early Childhood Education
Minor: Spanish
Texas A&M University

T. Earle Hamilton Scholarship Finalists

Eric Kim

Cheryl Fuentes-Wagner (Spanish Teacher)
George Bush High School in Ft Bend ISD
Major: Biophysics
Minor: Spanish
Princeton University or The University of Texas at Austin

Lindsay Dorman

Joe Roberts (Spanish Teacher)
Forney High School in Forney ISD
Major: Spanish
Minor: Secondary Education / International Relations
Calvin College



Elizabeth Cary

Maritza Sloan (Spanish Teacher)
Plano West Senior High School in Plano ISD
Major: Linguistics
Minor: Spanish
The University of Texas at Austin

Who was T. Earle Hamilton?

T. Earle Hamilton was an associate professor of foreign languages at Texas Tech University. In 1951, he conceived the idea of the Texas Foreign Language Association and worked to establish the organization, “as a way to revive and maintain interest in the study of foreign languages.” When TFLA was officially founded in 1953, T. Earle Hamilton served as Editor of the TFLA Bulletin. The T. Earle Hamilton Scholarship for the most outstanding student in foreign languages was later named in his honor.



TFLA Names Carrie Harrington and Beth Smith as Honorary Members

The Texas Foreign Language Association recently honored Carrie Harrington and Beth Smith as Honorary Members of TFLA. This prestigious award is given to members who have made significant contributions to the organization.

Carrie Harrington

Carrie Harrington is currently the Foreign Language Coordinator for Fort Worth ISD after having taught French for many years in the district. During her career, she served as the President of TFLA from 1996 to 1997 and as the Local Arrangements Chair for the TFLA Conference in Fort Worth in 1999. In addition, she has presented at numerous TFLA conferences and sent many of her district's teachers to them as well.

Carrie's efforts and leadership have been noticed by the teachers in her district. Sandie Camp writes, "We are so very fortunate to have Carrie as our leader. She is a consummate professional at all times, always giving us the leadership needed to keep us headed in the right direction. Carrie is on top of all the latest important teaching techniques and provides us with access to people who can share this information with us to make us better teachers. But more than anything else, she is our friend and our greatest supporter. Carrie makes us feel special, and lets us know that she truly believes

we can and do give our students the very best of ourselves in and out of the classroom. It takes someone extraordinary to do that, and that's Carrie."

Josué Cárdenas states, "Carrie Harrington is an inspiring director who is open to new ideas, involved, approachable, and commendable. She is a master teacher and trainer who is passionate about language and people. She has opened her heart and even her home to teachers and is committed to student success. Under her leadership we have seen many positive changes in the Fort Worth ISD World Language department."

Liz Matthes echoes the sentiment felt by many when she says, "Not only is Carrie a joy to work with but she is also one of the most cordial and warm-hearted people whom I have had the good luck to meet. I think she is deserving of so much praise and attention but is so humble that she may be too shy to accept it when it is given. I am happy to call her a friend and a mentor."

Finally, Angela McCollum writes, "Carrie Harrington embodies **character** which enables her to do what is right even when it seems difficult, **perspective** which enables her to understand what must happen to reach the goals of the foreign language department, **courage** to enable her to take risks toward worthy goals in foreign language, and **favor** which enables her to attract and empower

other foreign language teachers to join her in causes and vision of languages.”

Beth Smith

Beth Smith is currently the German teacher for Plano Senior High School. During her career, she served as the President of TFLA from 1994 to 1995, has served on many TFLA committees and has presented numerous sessions and workshops TFLA conferences.

Beth’s colleagues at her school acknowledge her contributions to the profession. Teresa Frésquez writes, “For the past several years I have had the opportunity to work with Beth, and I have witnessed her involvement in numerous organizations in the teaching profession. Among these organizations are TFLA and ACTFL in which she has held leadership positions. Because of these involvements and her dedication to our professional organizations, I concur that she is very deserving in receiving an Honorary Membership in TFLA.”

Jody Lubbers claims, “I have never known anyone else so full of energy and enthusiasm. Beth gives the Energizer Bunny a run for his money. Her willingness to give of herself for the benefit of her students is boundless.

Greta Lundgaard, the Foreign Language Coordinator for Plano ISD, shares this anecdote. “I was attending a session at the College Board AP Forum in New York City in November of 2005 when two people approached me, staring at my name tag. ‘Excuse me,’ one of them said, ‘but I see from your name tag that you are from Texas.’ I confirmed that I was indeed from Texas. The other said, ‘Oh, well then, you must know Elizabeth Smith’. The amazing thing is not that Beth Smith is well known nationally due to her many years participating in presentations and workshops for German language education, but that these two people felt compelled to share with me, a complete stranger, their connection to and appreciation of what Beth has meant to them in developing and enriching their expertise as secondary German teachers.”

TFLA applauds Carrie and Beth for their contributions to the foreign language profession!

Photos from the TFLA Spring 2007 Conference in Plano



Phyllis Thompson (Houston Baptist University) and Michael O’Gara (Multimedia Learning Systems) discuss his company’s latest language learning products.



Nella Spurlin (Temple ISD) discusses strategies to motivate students to write in German.



Maricela Haro, Rosa Ayala and Juan Reyes (Donna ISD)



Rosanna Pérez and daughter Ileana Pérez make the TFLA conference a family experience.



Hal Sommer (Cambridge University Press) and Fran Maples (formerly Garland ISD) pose in front of the Exhibits Hall.



Richard Lambert (San Antonio CAN Charter High School) is all smiles at the Saturday luncheon.



TFLA President-Elect Billie Hulke (Baylor) and Peggy Boyles (Oklahoma City) discuss Peggy's session on understanding cultural perspectives.

Heather Renshaw (Highland Park ISD) discusses brain research in her session.



Linda Johnson (Parish Episcopal School in Dallas), Janet Dodd (Grand Prairie ISD) listen as Eric Buchanan (Dallas ISD) talks about PASF.





Pam Young (Midland ISD) and Janet Norden (Baylor University) share a laugh during Janet's session.



Elsie Chang and MayDell Jenks (Katy ISD) talk about ways to implement a Chinese International Business Program.



Rosa Stasney, Judy Schaeffer and Heather Piepkirn (all from Hurst-Euless-Bedford ISD)



Joe Raul Morales from the Bethesda Christian School



Sergio Moreno and Rachel Gillman (both Lewisville ISD)

Carol Stacy (Carrollton-Farmers Branch ISD) explains how to use podcasting in the foreign language class.



Enhancing Two Study Abroad Programs in Mexico and Germany: Understanding and Exceeding Students' Expectations

Stefanie Borst and Jorge Zamora
Texas Tech University

Introduction

The value of study abroad for our students is confirmed by their own accounts as well as by research. Returning students tell of rich experiences they will cherish forever, and as a result, more universities are focused on increasing the number of students who study abroad. Research indicates that students who studied abroad:

- developed more intellectual skills through language study and increased their capacity to think systematically and critically
- gained a global perspective of the world and returned home with greater political awareness and knowledge of global interdependence
- vastly increased their knowledge of world geography
- gained greater knowledge of cultural relativism and changed their perceptions and understanding of host cultures and their own culture
- reported increased self-esteem, autonomy, self-confidence, flexibility, maturity, self-reliance, improved social skills, and a greater toleration for ambiguity
- discovered and pursued new career trajectories and directly developed skills relevant to professional goals (Cooper & Knutson, 2005).

The best means to increase interest and participation in study abroad programs is *word of mouth*. In order to have returning students spread the word about their fantastic experiences abroad, we need to ensure that we are meeting and exceeding their expectations. As directors of our departments' Mexico and Germany summer study abroad programs, we wanted to find out what students' expectations and fears were so that we could find ways to be more responsive to them. We also wanted to encourage collaboration and information exchange between colleagues from different languages.

In 2004, we surveyed the students at Texas Tech University (TTU) who participated in our five-week summer programs in Mexico and Germany. We conducted these surveys before they left and after they returned in order to uncover expectations and apprehensions related to study abroad. The post-survey revealed that many fears were unfounded and that most students had a positive experience. Students also described what else they wished they had seen and done. Our main goal was that every student would return and say: "That was awesome! The teacher was so responsive

Stefanie Borst (Ph.D. from the University of Texas at Austin) is Assistant Professor of German and Applied Linguistics at Texas Tech University in Lubbock, Texas.

Jorge Zamora (Ph.D. from Texas Tech University) is Assistant Professor of Spanish at Texas Tech University in Lubbock, Texas.

and interested, and I learned so much. The teacher really followed up on what we were interested in.” We all hope that this excitement remains with students throughout their academic careers and beyond. We do indeed find that students returning from our study abroad programs exhibit high levels of self confidence in subsequent upper level language courses as well as in social situations.

At many universities, the Study Abroad Offices conduct surveys of all students returning from study abroad, providing important general information about student satisfaction levels. This information also helps the universities advertise and market study abroad to reach the most students. However, the results of these surveys do not provide specific information that may be critical to a particular target country or group of students. What we advocate in this paper is that the program directors conduct and analyze feedback surveys on-the-spot, at the beginning and middle of the programs, in order to be able to adapt to the needs of the group. A concise survey tool can be conducted and analyzed quite easily and time-efficiently, and can also serve as a springboard for excellent class discussions.

In addition to giving the instructor invaluable feedback that may lead to changes in plans or curriculum, the survey itself heightens students’ awareness that the target culture will be different. The goal is not to eliminate culture shock, which can be a valuable learning experience. The goal is to prepare students better to anticipate and recognize the feelings of discomfort or discord that may arise from being immersed in another culture. In addition, the students will sense and appreciate the extra engagement and interest that the instructor is demonstrating.

In the following sections we will describe our students and their survey responses, and make suggestions for integrating students’ feedback into study abroad programs.

Overview of the Program to Mexico

The Mexico Field Course is one of the longest running study abroad programs in the United States. Originally established in 1935 in Mexico City by Dr. Charles B. Qualia, it was suspended briefly due to causes connected with World War II. In 1966 it was moved to San Luis Potosí, a mid-size Mexican city (Pop. approx. 670,000) 417 km (approx. 259 mi) north of Mexico City.

The Mexico Field Course is a five-week program designed for undergraduates who have completed second-year Spanish. There is a Director and an Associate Director, both of whom are Spanish Division faculty from Texas Tech University. The program also hires a local person who acts as business manager and handles some of the logistics of lodging and travel.

The program can sustain a maximum of 40 students, although the number of participants usually ranges from 25-35. Placed according to their proficiency level, these students take two junior or senior level language and culture courses, taught by the two TTU faculty members who co-direct the program. The courses are taught in a space leased from a language school in San Luis Potosí. Students attend classes Mondays through Saturdays in the mornings and enjoy free time in the afternoons and evenings.

While in the base city of San Luis Potosí, students are housed with Mexican families, two students per family. Each pair of roommates is provided with a cell phone primarily for safety purposes. Students are provided membership at an athletic club with indoor and outdoor facilities. The Mexico Field Course includes two cultural field trips which are tightly integrated into the course curricula. During these trips the group visits several historical and cultural sites in Mexico, and one of the trips includes a recreational stay at a Mexican beach resort.

Overview of the Program to Germany

The Summer Study Abroad Program in German has been running successfully for over 30 years. The summer program began in Austria in the 1970’s, and since 1992 has been located in

Germany. Like the program in Mexico, the program in Germany is a five-week program designed for undergraduates who have completed second-year German. Each year a TTU German faculty member serves as Director, Program Planner and Instructor. The size of the group ranges from 10 to 25 students, with an average of 15 in any given year. Students live individually and in pairs with host families in a small town in Sachsen-Anhalt, which is 100 km west of Berlin.

All students enroll in two upper-division courses, German Language and German Culture. A few advanced students may enroll in an additional independent study course. Students attend class Monday through Friday in the mornings and spend free time in the late afternoons and on the weekends. Courses in this five-week program are taught in two classrooms in a local school. The program also includes several cultural fieldtrips to Berlin, Harz, Hannover, Quedlinburg and Leipzig.

Students' Profiles

The two summer programs were similar with respect to length, level of students and course offerings. In summer 2004, the German group numbered 12 and the Mexico group numbered 27. We administered pre-surveys on the day prior to the study abroad experience and post-surveys immediately upon its conclusion, on the final day of class (surveys can be found at http://www.languages.ttu.edu/german/study_abroad.htm). Students were told that their answers would not affect their grades in any way and their responses would help us improve future summer abroad programs. Both pre- and post-surveys included Likert-scale and open-ended questions. Demographic data is shown in Table 1. About half the students in both groups had previously traveled to a target-language country, and a significant percentage from both groups were language majors (75% and 33%). Differences between the German and Spanish groups can be accounted for in this way: more German students claimed German heritage (75%) and more of them had spent longer than a month abroad (50%).

Table 1: Students' Profiles

	Germany n = 12	Mexico n = 27	Totals
Age	22.2 average	21.1 average	Mexico group average is one year younger
Major	9 German (of which 5 double-major) 1 Business 1 Music 1 Other	9 Spanish (of which 4 double-major) 5 Business 3 Science 10 Other	75% of German group majors in German; 33% of Spanish group majors in Spanish
Family heritage (German/Hispanic)	9 - yes 3 - no	5 —yes 22 - no	75% of German group 20% of Spanish group
Traveled or lived in German-/ Spanish-speaking country	6 - yes 6 - no	13 —yes 14 - no	50% of both groups have traveled in a target culture
Time spent abroad before this program	6 students: more than a month total 6 students: none or less than a month total	2 students: more than a month total 25 students: none or less than a month total	50% of German group and 8% of Spanish group spent more than a month abroad

Students' Expectations

In order to determine whether or not the summer programs had met students' expectations and to what degree, we included questions about expectations, wishes and apprehensions. The pre-surveys were administered on the first day of traveling to Germany and Mexico, and the post-surveys on the last day before departure. Many of the questions were open-ended questions, allowing students a certain degree of flexibility in their responses. Results are summarized in Table 2.

Table 2: Summary of Students' Responses

	Germany n = 12	Mexico n = 27
<i>Pre-survey:</i>		
Apprehensive about anything?	7/12 (58%): yes	20/27 (74%): yes
What I am apprehensive about:	3/12 (25%) communication/ language	13/27 (48%) communication/ language
Looking forward to the most:	7/12 (58%) language skills; 5/12 living with host families	13/27 (48%) improving language skills 12/27 (44%) exposure to culture
Which language skill would you like to improve most?	10/12 (83%): speaking	23/27 (85%): speaking
<i>Post-survey:</i>		
Were your apprehensions founded or unfounded?	Only 1 of the 7 (see above): founded - communication in target language	6 of the 20 (see above): founded - comm. in target language
Did you get to do what you were looking forward to?	10/12 (83%) yes	25/27 (93%) yes
What I now wish I could have done/seen:	6/12 (50%): more time in Berlin	Most comments: seen more of Mexico
Classtime vs. freetime:	8/12 (75%): 2 hours a.m. and 2 hours p.m. M-F	15/27 (56%): 2 hours of class per day M- F
Program in general better/worse than expected?	10/12 (83%): better than or as expected	24/27 (89%): better than or as expected
Which skills you think you improved most?	8/12: (75%) listening 1/12: speaking	10/27: (37%) speaking 7/27: (26%) listening

Results - Mexico

Results of the pre-survey showed that understanding the foreign language was a primary source of concern for the students, with 48% expressing apprehension about being able to communicate. At the end of the five weeks, a large percentage (70%) of students found that their apprehensions were unfounded.

When asked about their primary expectation, the number of students who looked forward to language improvement corresponded to the percentage of those who were concerned over the ability to communicate (each 48%). When asked what skill they most wanted to develop during the courses, speaking was chosen by 85% of the students.

An overwhelming 92% of the Mexico students expressed satisfaction at the program having met their expectations. When asked if there was anything else they wished they had done, 56% of the students responded in the affirmative. Most of these answers expressed a wish to have seen more of the places visited. "I wish I would have seen more of Mexico" was more or less the standard answer.

In the pre-survey, students were asked what they thought would be a good balance between time with the group and time on their own. Twenty-one (77%) of the students in the Mexico program thought that group time and individual free time should be split evenly. Five students thought that most afternoons and weekends should be spent with the group and instructor, taking tours and carrying out activities as a group. Only one student thought it would be better to have all free time. At the end of the five weeks there were some changes in opinion. Two more students (85% total) chose the "half and half" option, while two students circled the "other" option. One student remarked that he would prefer a 75% free time and 25% group time option. The other student remarked that he simply preferred the time distribution as it was (i.e. group time for class and field trips, and the rest free time).

When asked in the pre-survey what they thought were positive and negative aspects of studying in a small town, 23 students (85%) thought that there were no disadvantages to a small town. Four students (15%) thought a small town would be boring. As for specific positive aspects of a small town, 16 students (59%) stated it was "more conducive to learning" and six students (22%) stated that the lack of an English-speaking population was a positive. In the post-survey, 12 students (44%) believed a small town to offer more advantages. However, some of the respondents did not consider San Luis Potosí a "small town," but rather a "mid-size town." Of the twelve students who still favored the small town, seven students - all female - cited "safety" as their main concern. The majority of males preferred a big city.

A majority of students (63%) said that the study abroad experience had exceeded their expectation. Some student comments:

- *My Spanish improved, I made good friends, learned about the culture and had an overall good time.*
- *I really enjoyed getting to know the culture and experience daily life in another culture.*
- *I knew it would be a great experience but it has definitely proved its worth.*
- *Now I feel like I have taken a step forward because I am more knowledgeable about the culture and not just the grammatical aspect of the language.*

Results - Germany

Seven of the twelve German students stated they had apprehensions on the pre-survey, but only three of these were concerns about understanding the language. This is different that the 48% of the Mexico students who were apprehensive about language issues. In the post-survey, three of the seven Germany students stated that one or another of their apprehensions was confirmed. Two of

these were related to difficulties understanding the language and one to class organization. Of the five students who had no apprehensions, four of these had been to Europe on previous trips.

When asked specifically what they were looking forward to, seven mentioned improvement of their language skills, five mentioned living with host families and four mentioned learning about the culture first-hand. Their comments seem to reflect a mature desire to truly learn about another culture.

Students were also asked how they thought we should allot the free time outside class. In the pre-survey, eight of the twelve (75%) thought that it would be best to spend half with the group and half on their own. Four students (33%) thought they would like all of the free time to spend as they chose. At the end of the five weeks there was little change, with seven still stating that the half/half division of free time would be best. In general, the Germany students showed much greater interest in having more time on their own than the Mexico students. Another suggestion which we incorporated into future trips was that each student would receive scheduled time one-on-one with the instructor.

When asked how they viewed a small town versus a big city as the site for study abroad, the students' comments reflected an appreciation of the pros and cons of both. For example, several students mentioned that a small town would have fewer distractions as they were trying to study and learn, and nine students thought that a small town was better for learning the language. Overall, ten of the twelve Germany students thought a small town would be a better venue. However, half of the students also mentioned that a small town offered little to do and that they wanted a balance of both small town and big city experiences.

As with the Mexico group, a majority of students found the trip better than, or as good as, they had expected. When asked if there were things they wished they had seen or done, five mentioned seeing more of Berlin, with more free time in Berlin, and four mentioned that they would have liked to have seen other big cities and other areas of Germany. Some student comments:

- *I wish I would have been given more free time in Berlin so that I could have seen more of the important things in the city.*
- *I got to speak German and live in an authentic German culture - there is nothing better.*
- *No one in the group knew each other very well when we left the airport, but most of us will maintain friendships back home.*
- *A lot of the people on this trip will be taking a class with me (back home) and that makes me want to become more involved.*

Discussion

In general, both programs met most students' expectations. However, a significant percentage of students (56% of the Mexico Program and 75% of the Germany Program) did express wishes about what else they would have liked to see or do in the countries they visited. These desires focused on more travel and ranged from staying at some locations longer to visiting more cultural sites. Based on these findings, a mid-program feedback survey conducted after the first two weeks abroad would be especially important. It is often the case that students do not know what they would like to do or experience until they have been in the target culture for a few weeks. The program director could keep the schedule flexible enough so that certain destinations, tours and activities are decided upon after the midterm feedback.

By and large, the main concern of the students in the study abroad programs was the enhancement of their speaking capabilities. One way to remedy this would be to plan an authentic language orientation during the first few days. During this time students can learn and practice many common phrases, questions and responses they will need when using public transportation, living

with host families and interacting with native speakers in many other situations. Another way to focus on speaking is during the one-on-one meeting(s) with the instructor. These sessions can be conducted in the target language, and students should feel free to bring up and discuss language issues with the instructor. During these meetings, and also during whole-group discussions, students can refer to specific issues they have noted in the daily journals that we ask them to write usually in the target language.

Based on the results from our study, the pre-surveys, the mid-program feedback forms and the post-surveys are constructive and practical ways to maintain quality and enhance a study abroad program. Collecting pre-survey and mid-program feedback can be manageable enough to analyze and compile on-the-spot. The data can guide the directors to adjust the orientations, the curriculum and sight-seeing. The completed surveys can be read and analyzed by the instructor, or they can be compiled by the class anonymously and become the springboard for class discussions and group planning projects.

In conclusion, we want to offer a list of suggestions that are a distillation of procedures that we believe are crucial and can easily be planned into each program. These ideas come from the responses to our student surveys in 2005 and from the experiences we had implementing the surveys. Some suggestions may seem like common sense for seasoned study abroad directors, but we hope that both new and experienced directors may find these ideas useful and applicable (Refer to Footnote 2).

Administrative and Organizational Advice

- Screen your students. Interview them before the trip.
- Show your passion and your personal attachment to the target country. Students want to sense the engagement and interest of the instructor.
- Hold an orientation meeting. Prepare a tentative schedule to distribute. Let students know they will have input into deciding some of the activities.
- During the orientation, conduct the pre-survey on apprehensions and expectations.
- During the orientation, teach survival expressions in the target language that are essential for getting around, asking directions, ordering food, asking for help, etc.
- Make your academic and behavioral expectations clear.
- On the schedule, mark the days that you anticipate free time. Suggest activities to do on those days, such as afternoon sightseeing, day trips or weekend destinations.
- Schedule time into each day for reviewing/grading assignments and for organizing receipts.
- Plan some free time for yourself because it is important to do something you want to do.
- Organize in detail before the trip, and schedule time each day for organizing. Any disorganization will be noticed by students.
- Conduct a post-survey, preferably on the last day. This will yield a much higher response rate than a survey mailed or completed online.
- Compile the data and add to it each year.

Instructional Advice

- Return assignments promptly. Create assignments that are easy to grade or that students can grade themselves.
- Require students keep a brief daily journal in the target language.
- If possible, hold a brief group meeting each morning or evening to discuss assignments, go over the day's plans, review what you have done, and have students tell (in target language if they can) interesting things they saw in their free time.

- Administer the mid-survey anonymously so that students can express themselves freely. You can use the mid-survey as a springboard for class activity and discussion. Ask students to help you record the answers on a chart and then discuss the results as a class.
- Give students plenty of free time after they understand public transportation systems and city maps.
- Some students will not know what to do with free time or will be apprehensive. Prepare a list of suggestions with directions how to get there and what to do.
- Find out where there is an Internet café and show students where it is.
- During some free time, suggest that students can go on a tour/lunch/activity with you. Some students will relish the opportunity to go out with you and get to know you better.
- Schedule at least one meeting with each student at some point during the trip. This is time well spent!

Final Thoughts

Implementing these suggestions will be well worth the time and effort. During the 2005 summer program and in following summers we incorporated all of the suggestions stated above in the Germany Program and many into the Mexico Program. We can confirm that the ideas helped us come home with students who are satisfied and excited, ready to get more involved with German or Spanish and spread the word about their rewarding experiences abroad (Refer to Footnote 3).

Faculty directors of study abroad play a key role in student satisfaction and therefore in the success of the programs. All study abroad directors intuitively know the important role they play, and the responses and data from our students confirm it. The surveys we suggest provide direct tools for faculty directors to be more responsive to students' needs and expectations. We have to be flexible enough to listen to and accommodate the anxieties and some of the wishes of our students.

Finally, one of the most rewarding aspects of this project for us personally was collaborating with a colleague from a different language. Not only were we able to share ideas and experiences about improving our study abroad programs, but we have made plans to work together on curriculum development for several of our on-campus courses. We look forward to many future collaborations.

References

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www.languages.ttu.edu/german/study_abroad.htm

Texas Tech University Mexico Field Course website:
www.depts.ttu.edu/classic_modern/travel/mfctrav.htm

University of California Santa Barbara website:
www.ia.ucsb.edu/93106/2005/January24/study.html

Footnotes

1. Cooper & Knutson (2005). From <http://www.ia.ucsb.edu/93106/2005/January24/study.html>.
2. These are not a comprehensive list for planning the travel and the curriculum. These ideas apply directly to the days/weeks that are spent in the target country with the students, and we find them to be absolutely essential and enhancing and can be straightforwardly implemented.
3. More results from study abroad research and guidelines for study abroad directors are available at: <http://www.ia.ucsb.edu/93106/2005/January24/study.html>, and <http://www.carla.umn.edu/maxsa/guides.html> *Maximizing Study Abroad: Strategies for Language and Culture Learning and Use*.

Professional Language Courses: A Survey of Texas Colleges and Universities

Susan Pardue

University of Mary Hardin-Baylor

“Globalization” is the catchword used by Maura Hallam Sweley (2007) to describe the trend in embracing foreign language study in business programs. In her recent article in *The Language Educator*, she emphasizes the reason for increased attention to, and growth in professional languages courses. Sweley observes that “business-focused foreign language courses, which have been quietly offered by foreign language programs for many years, are drawing increased attention from students, foreign language departments, and business schools” (p.14).

Dr. Jim King, Dean of the College of Business at the University of Mary Hardin-Baylor (UMHB) in Belton also foresaw the need for language courses that incorporate more than traditional methods. The UMHB College of Business added a language requirement to its bachelor’s degree plan in Business Administration several years ago. Students must take one year of a spoken foreign language. The intention was to “internationalize” the curriculum according to the university’s mission statement (J. King, personal communication, July 2, 2007). There was an additional need to have more business-oriented terminology integrated into the curriculum. The development of the new course for the College of Business helped to broaden the overall curriculum of the university.

With that goal in mind, the UMHB College of Business helped underwrite my participation in the Faculty Development in Business Workshop on Teaching Spanish for International Business for Professors of Spanish, held in June 2003 at the University of South Carolina at Columbia (USC). This one-week workshop was led by Dr. Bruce Fryer and Dr. James Kuhlman (both from USC), Dr. Michael Doyle (University of North Carolina-Charlotte) and Dr. Graciela Tissera (Clemson University). The program was funded by the Center for International Education Business and Research and the U.S. Department of Education. I was also fortunate enough to be awarded a faculty development grant from the Texas Foreign Language Association for the workshop.

The primary benefit of the workshop was learning how to develop a curriculum. In his presentation, Dr. Michael Doyle listed seven basic types of business language course designs. These include: (1) generic courses which address a wide variety of purposes, (2) regional or prevailing industry-specific courses, (3) functional area-specific, (4) secretarial, (5) examination or teaching to a test, (6) special topics, and (7) hybrid courses. In addition, the workshop gave attention to such issues as course materials, text selection, resources, and outcomes assessment, among others. Overall, the information was very beneficial, although the learning curve was steep for me as an academic who knew little about international business.

As a result of my attendance at the workshop, the UMHB Department of Modern Foreign Languages has been offering Spanish for Business for three years now. According to Dr. Jim King, Dean of the College of Business at UMHB, “Anecdotal evidence shows that the business-focused sections are better preparing business students than are the non-business focused sections. A next step would be to conduct an experimental study to confirm what the anecdotal evidence suggests.

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This cooperative effort is a great interdisciplinary program at UMHB” (J. King, personal communication, July 2, 2007).

The Survey of Texas Colleges and Universities

This venture made me curious about the professional language courses that are offered at other colleges and universities in Texas. There was only one other participant from Texas at the USC workshop, so information sharing about what efforts are taking place at individual institutions has been limited. While the workshop that I attended was specific to business, any and all professional language courses could be included in researching curriculum development efforts.

Therefore, the idea of conducting a state-wide survey to determine the extent, depth and variety of courses was born. Fifty-one four-year colleges and universities in Texas were surveyed in March 2007. These universities ranged in size from the small Schreiner University to the large Texas A&M University. The universities were identified by referencing the website for the Texas Higher Education Coordinating Board. The survey did not factor for size, student population or number of faculty. It did not distinguish between public and private. Also, the on-line survey program did not allow for capturing the names of the institutions who responded. Only credit courses were considered.

Community colleges were excluded because foreign language courses at these schools typically are elementary and intermediate level only. It is possible that professional language courses could be offered, but it would be the exception. The two greatest strengths of the professional foreign language delivery at the community college level are continuing education and contract training. These types of courses, many of which are offered in response to industry needs, are also available at the university through non-credit programs.

To conduct the survey, I used an online survey program called Survey Monkey. The list of questions and the responses are included in the following section. The data from the survey is presented exactly as it was submitted by the respondents. For example, the courses, textbooks and placement tests are presented as respondents reported. In all, twenty-one of the fifty-one institutions completed the survey. Those who responded, however, did not answer all the questions. Because Survey Monkey did not allow for identification of survey respondents, a follow-up email was sent to all surveyed asking them to name their institution for the purpose of sharing information and possible future collaboration.

Survey Findings

1. Do you offer professional Spanish courses, such as Spanish for Business or Spanish for Health Professions?
Yes = 16
No = 5
2. If you answered “no” to question #1, do you plan to offer any such courses in the future?
Yes = 3
No = 2
3. Do you offer professional courses in other languages, such as Chinese and Japanese?
Yes = 4
No response = 17

4. What is the title of the course(s) you offer? (Multiple responses)

The following were mentioned multiple times:

Spanish for Business (4)
Spanish for Teachers (3)
Business Spanish (2)
Spanish for the Professions (2)

The following were mentioned one time:

Spanish in the Workplace
Spanish for the Workplace
Commercial Spanish
Practical Spanish
Scientific Spanish
Professional Spanish
Medical Spanish
Spanish for Medical Personnel
Spanish for the Medical Profession
Healthcare
Spanish for Law Enforcement
Spanish for Criminal Justice
Spanish for Christian Ministry
Spanish for Translation
Spanish for Specific Purposes
Professional Language Courses
Special Topics in Translation
Arabic and Mandarin Chinese
The Culture of Business in China

5. If you offer a professional Spanish course, what level is it? (Several respondents offer the courses at several levels)

Elementary 1st semester = 3
Elementary 2nd semester = 1
Intermediate 1st semester = 0
Intermediate 2nd semester = 6
Advanced = 8
Other: M.A. for Native Speakers = 2

As a follow-up question, respondents were asked if they would share information regarding their programs with other colleges and universities. The following information indicates the levels and the courses that are offered.

Tarleton State University:

- 1st semester – Business, Criminal Justice
- 2nd semester – Teachers

Houston Baptist University:

- 2nd and 3rd year – Medical Spanish
- 3rd year – Business Course

University of Texas at Brownsville:

- Professional courses at the 2000, 3000-4000 level (various areas of translation)
- Minor degree in Spanish Translation
- 15-hour Graduate Certificate Program in Spanish Translation Studies

Stephen F. Austin State University:

- Advanced level courses

Texas A & M University – College Station:

- Advanced level – Business Spanish

Texas A & M University – Kingsville:

- Advanced level courses

University of Mary Hardin-Baylor:

- 1st year and 2nd semester

6. What text do you use? (Text titles are listed as shown in survey responses)

- Personally developed materials = 3
- Varies each semester = 2
- *Basic Spanish* series, Jarvis and Lebrede, Houghton Mifflin = 2
- *Spanish for Business*, Rush and Houston, Prentice Hall = 2
- *Exito Comercial*, Doyle, Fryer and Crere, Heinle Publishers = 2
- *Bilingual Grammar of English –Spanish Syntax*, Hill and Bradford, University Press of America = 1
- *¡Arriba!* Zayas-Bazan, Bacon and Nibert, Pearson-Prentice Hall = 1
- Instructor's Manuals = 1

7. Is the course required for the student's major?

Yes = 7

No = 7

8. Does the course syllabus include an internship, observation or other outside of class activities?

Yes = 7

No = 8

Additional comments include:

- Sometimes the Spanish for Healthcare requires a service learning element, depends on the instructor.
- Lab activities

9. Do you use a placement test? If so, which one?

Yes = 6

- CLEP = 2
- Wisconsin = 1
- Local Test = 2
- No test stated = 1

No = 8

10. What is the total enrollment in these courses this year?

16, 18, 25, 25, 25, 25, 25-30, 30, 45, 50, 50, 50, 80, 240, 1100, Don't know.

Discussion and Conclusion

The variety of formats in which courses are being offered in Texas would seem to reflect these types of course design. Most appear to be adaptations of existing Spanish courses. Such adaptations could range from simply adding specific vocabulary to course content, to instructor developed materials, to utilizing a specialized text.

Higher education institutions in Texas are clearly responding to the need for professional language courses. What is surprising is the variety of levels at which the courses are offered and the materials used in the classroom. Many factors may influence this variety, such as administrative support, resources to support curriculum development, departmental policies, and student interest. At UMHB, we were very fortunate to have complete support, and consideration has been given to the development of such courses in other colleges at our university. For example, faculty in the Social Work Program were approached about the possibility of designing a similar course, but the professors eventually determined that there was no room in the existing degree plan to add another requirement.

For those universities considering offering professional language courses, there are many questions to ask. One obviously is how to start. Identification of the need is important, and this information can be collected through surveys of faculty and students. Knowing how each institution began the process would help to eliminate some of the frustrating initial steps. While the population demographics in Texas lean heavily toward Spanish as the optimal language, less commonly taught languages such as Chinese or Arabic should also be considered. Would local programs, other than the business and health areas identified by this survey, also benefit from development? Further research would be invaluable in helping institutions strengthen their course delivery, collaborate on successful program implementation, and continue the development of courses that will indeed globalize and internationalize degree plans for students.

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Communication, Culture and Technology: Texting in the LOTE Classroom

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In the past few years passing notes in the classroom has developed into something high-tech. Students can often be spotted busily typing gossipy notes with their thumbs. Smart teachers know that the best way to stop any popular behavior is to turn it into an assignment. Why not teach students to write text messages in their second language? Doing so would help them practice at least two of the five foreign language C's and prepare them to use technology to communicate with their friends in the target language. Since communication is the purpose of LOTE instruction, why not use pop culture and technology to advance this objective? The fact that a section listing SMS (Short Messaging System) abbreviations appears in many collegiate level bilingual dictionaries offers further proof that texting must be a skill that academia considers beneficial for college students. The Harper Collins College Dictionary, the Oxford Collegiate Dictionary, as well as the Larousse New College Dictionary, all contain lists of SMS abbreviations in addition to notes on emailing and texting etiquette for people wanting to write text messages in Spanish. French teachers and students can consult the Oxford Pocket French Dictionary or the Collins Unabridged Dictionary. Finally, lovers of German can find a similar list in the Oxford Pocket Dictionary for that language. Teachers who do not have the budget for new dictionaries can also find this information on websites such as www.viajoven.com/diccionariosms for Spanish and www.mobilou.info for French. Below are lists of some of my favorite SMS abbreviations for the most commonly taught languages. The possibilities are endless for writing and reading assignments based on text messaging. Teachers who try to design a class assignment around these abbreviations will soon be lol (laughing out loud) with their students. ☺

Spanish SMS abbreviations:

a2	adiós
aa	años
bstnt	bastante
hl	hola
lu	lunes
mñn	mañana
+	más
hno	hermanos
msj	mensaje
prblm	problema
fsta	fiesta
prpar2	preparado
b	beso
d	de
dd	días
qndo	cuando



salu2	saludos
nka	nunca
nd	nada
st	est
t2	todos
x	por
xa	para
xfvor	por favor

The following brief example assignment addresses reading, writing and using technology all in the target language. Teachers can use any of the lists of SMS abbreviations mentioned above to adjust the level of difficulty to fit the abilities of their students.

Example assignment: You just received the following text message. Read it, decide what the sender is trying to tell you and then respond back to their message. Use as many of the SMS abbreviations above as possible.

salu2 amigos

st msj es xa uds. Gracias x ayudarme con mi prblm. xfvor dime qndo es la fsta. ¿está prepar2 xa mñn? Espero 1 b d ts sus hmnos. T escribo + tarde.

a2 x ahora

French SMS abbreviations:

1mn	juste une minute
100	sans
6né	cinéma
@+	'a plus tard
@2m1	'a demain
L	elle
MR	Mère
C	c'est
jt'M	je t'aime
koi29	quoi de neuf
l8	lui
TOQP	t'es occupé?
bi'1	bien
keske	Qu'est-ce que

French teachers looking for literature may visit www.boingboing.net to find an example passage from a detective novel, which has been written entirely in Franco-SMS slang. The Dtektive (detective) asks, “6 j t'aspRge d'O 2 Kologne histoar 2 partaG le odeurs Ke tu me fe subir?” The site translates this as: “What if I spray you with cologne so you can share the smells you make me suffer?”

German SMS abbreviations:

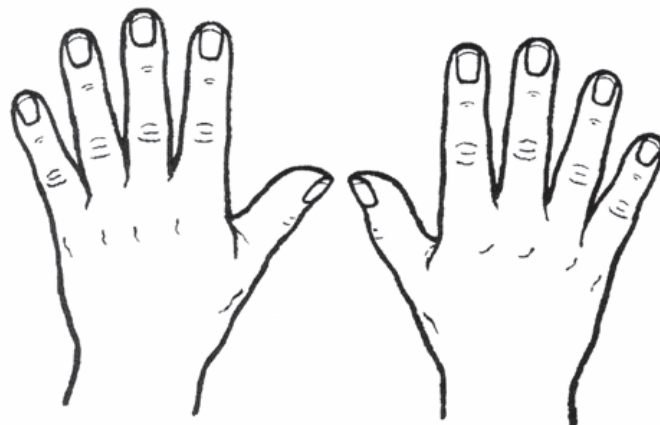
8ung	Achtung
akla?	Alles klar?
aws	auf Wiedersehen
bs	bis spatter
gn8	gute Nacht
hahu	habe Hunger
katze?	kannst du tanzen?
zdom?	zu dir oder zu mir?

For teachers wishing to give students practice with vocabulary words or grammar dealing with feelings, the emoticons, another set of text messaging symbols can also have a use in the LOTE classroom. Teachers of all languages can enlarge these symbols for flashcards. Spanish language teachers can use them to enforce the rules of *ser* and *estar*. Any feeling or action that can be represented with an emoticon would use the verb *estar*.

Many people are accustomed to creating the happy face emoticon using the colon key and the right parenthesis ☺ or the sad face by substituting the left parenthesis ☹. A list of a few other emotions represented in symbols follows:

:-0	gritando	(screaming)
:-<>	asombrado	(surprised)
:-@	enfadado	(angry)

SMS abbreviations and symbols can be used as a change of pace for almost any reading or writing assignment. Teachers can ask students to write short stories or messages to friends based on vocabulary that can be written in SMS. Teachers can ask students to write short summaries of reading passages in SMS to check student reading comprehension. Teachers can have students interpret reading passages that the teacher or someone else has written in SMS. According to www.Spanish-teaching.com the RAE or Real Academia Española supports SMS as a means of communication. This is one way teachers can encourage students to use their second language in a situation other than the usual classroom setting.



Is Anybody Listening?

By M.K. McChristian

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Foreign language (FL) teachers understand the importance of training students to listen to the target language, to comprehend foreign speech, to “hear.” They understand that it takes time and that without measured exposure to the language within a particularly focused and contextualized environment true language acquisition is not possible. Further, teachers understand that the process takes patience on their part and on the students’. The importance of the role of listening-training cannot be overstated and is thought by many to be possibly the most critical skill of language learning at the beginning stages.

The culprit to this process is the rush to get students to *produce* language before they have internalized a system for encoding and/or decoding it or truly understanding to what it is they are responding. Could there be confusion? Do we actually believe that one can use a language in any purposeful manner before one has internalized it?



Lev Semenovich Vygotsky’s (1896-1934) pivotal work combining developmental psychology, education, and psychopathology helps us appreciate the distinctions between “thought” and “speech¹.” Vygotsky believes that “thought” initially resides in the brain in a nonverbal state, and “language” initially exists at a nonintellectual level in the *early stages* of language learning. Are we, in our rush to produce speech, forcing intellectual response from our students’ library of nonverbal images? Can intellectual response arise from a nonintellectual basis? Ask any teacher working with non-native students at the novice level about the intellectuality of student production!

Asking students to orally produce thoughtful target language speech after a limited diet of second language (L2) verbalization is like asking an infant to tell you if the bath water is too hot or too cold. One will stifle any classroom pacing previously established; the other may produce a primal scream should the water, indeed, be too hot or cold. Can language teachers elicit language—with language—before it has attained an intellectual stewing in the brain?

Vygotsky’s theory of the evolution of thought produces an image similar to that of DNA²: the lines of its development are not parallel but repeatedly interact until a moment of metamorphosis, resulting in verbal thought and rational speech. “Thought,” he says, “undergoes many changes as it turns into speech. It does not merely find expression in speech; it finds its reality and form. ... Thought is not merely expressed in words; it comes into existence through them³.”

Obviously the process takes time. This point occurs, he believes, around the age of two, resulting in superficial interpersonal expressions (i.e., the ability to interact consciously, if shallowly, within a

socially dependent environment). This evolutionism seems fairly well addressed in the discipline's descriptors of novice-high and intermediate-low levels of speech. It is at these points, student production, though superficial, moves into the beginning phases of the intellectual, not before. The question to be pondered is, "If it takes approximately two years of a child's life to reach this point of intelligence with her/his first language, how soon might it be reached in the learning of a second?" One might suggest, at the very least, that it is most certainly not immediately.

The rush to have students produce target speech has a twin accomplice: the belief that it is the *students'* responsibility to teach themselves the vocabulary. Is it possible for a student to take a decisively conscious approach to the memorization of words during a nonintellectual stage of learning, when target language "thought" and "speech" are still taking shape within an embryonic cocoon? Is it possible to internalize fragments learned in isolation devoid of socialization for the purpose of generating thought within a social context? Would not some stage of socially organic nonverbalization be needed for a transformation to the rational?

It might be stated that there is nothing more important taking place in the language classroom than listening-training built upon delivery of nonintellectually framed vocabulary acquisition (i.e., vocabulary delivered within a verbal-coated context). In simplistic terms, vocabulary delivered within multi-sensory, social stimuli remains the primary teaching vehicle during the early stages of students' non-verbal, nonintellectual language development. In short, vocabulary building should reside in the hands of the specialists (confined to a social-context) until, at the very least, L2 thought comes into existence.

A learner who is unable to speak purposely stands as clear evidence of insufficient internalization. In lieu of respecting the time needed to assist internalization of the target language (i.e., helping students build an intellectual basis of words, phrases and concepts within the brain), many FL teachers push students into speaking activities that far exceed their developing L2 mental resources. Stated in another way, Vygotsky believes that it is not until the age of two that the developmental lines of "thought" and "speech" converge, producing a new form of behavior, which is rational and verbal, which is the birth of one's ability to think. It is at this point that we see "speech" as not only an expression of one's knowledge but also the stimulus for it.

We see evidence to the contrary when the process is rushed. For example, have you ever planned a simple speaking activity, but students are unable to interact orally with any kind of redeeming grace, so you resort to having them write out their parts before oral delivery? Students then read what they have written, turning an activity meant to produce spontaneous-like exchanges into a writing and reading assignment. Rational first language (L1) thinking becomes superimposed on fragments of L2. Are we confusing this with speech?

When students are unable to speak purposely, without a written script in hand, there are simply not enough rational verbal resources in their brain upon which to draw. How one might assist a non-rational, pre-verbal brain acquire language is called listening/sensory-training. Senses go beyond the verbal; they are independent of logic.

If Stephen Krashen is right, at any one point, every student in our classroom is at a different stage in her/his attempt to process (make sense of) the target language. If John DeMado is right, each learner is self-selecting those parts of language viewed as relevant. If Vygotsky is right, learning presupposes a specific social nature "by which children grow into the intellectual life of those around them⁴." These

theories imply that each student's receptivity to language is distinct yet dependent upon others.

Just as with children learning their first language, students learning a second are processing and playing with language at different rates. Experts of L1 acquisition provide a relatively wide scale of thresholds for a child's developing first language. E.g., Vygotsky's theory suggests that the moment when a child's thought becomes verbal and her/his speech becomes rational is merely the beginning. From this important inauguration, "language goes underground to become the structure of the child's thinking⁵." The process of evolution is both idiosyncratic and anticipated—idiosyncratic yet anticipated. Ultimately, the majority of children learn to speak their L1 at their own unique yet anticipated pace. Would not the same hold true when learning a second?

The brain seems to know what it is doing, for learners have managed to learn their native language long before they walk into a FL classroom. The question becomes, "Are we, as language educators, helping the brain's process, ignoring it, or interfering with it?"

According to Barbara Davis, UT Austin Professor of Communication Sciences & Disorders⁶, the senses play a particularly important role in a baby's acquisition of speech. In multi-sensory terms, babies are hearing, seeing, and smelling the world around them. Speech fragments, be they nonverbal, are absorbed from this multi-sensory context during the earliest stages of development.

The Howard Hughes Medical Institute also reports that humans continually rely on the senses. "Anything we see, hear, feel, smell, or taste requires billions of nerve cells to flash urgent messages along cross-linked pathways and feedback loops in our brains, performing intricate calculations that scientists have only begun to decipher.⁷" These messages appear to be nonverbal. Clearly, as language teachers, it is to our students' advantage to piggyback listening-training of vocabulary off the body's powerful delivery network.



Dr. Davis suggests that the senses are recruited to enable babies to decipher meaning and to *eventually* form words, connecting them to objects *and* actions. However, she and Dr. Peter F. MacNeilage, professor of psychology in the College of Liberal Arts at UT Austin, do not believe that the origins of speech are innate¹. Vygotsky also believes that cognitive development is not instinctive. He states that it is dependent upon others—"an affinity between participants." (Babies are thought to be totally context dependent, not learning any words outside of a social milieu. Would context dependent learning not play a role in FL instruction?)

Pictured Left: Peter F. MacNeilage

In the modern language classroom contextualized, multi-sensory lesson design has shown favorable results with both traditional and non-traditional students as well as students with learning disabilities. Time provided for students to hear the language, to move to it, to see it in their minds eye, to touch it whenever possible, to taste its various forms, and to inhale its essence should be a luxurious if requisite

opportunity in every FL classroom. *Eventually*, as with learning their first language, students will begin to form words, phrases, and concepts, communicating purposeful information in their second. Would not a measured, contextualized, multi-sensory lesson design accompanied by direct instruction of vocabulary best align itself to the language acquisition process?

Designing lessons that avail themselves of these principles demands FL teachers who are consciously competent. It demands post-secondary programs that assist teacher-candidates in not only investigating relevant theories addressing all aspects of learning but also implementing such to lesson design. Teachers who believe that it is their responsibility to actively teach words, phrases, and concepts take responsibility for engaging students in a plethora of receptive, multi-sensory, socially authentic activities. They also hold students accountable for continually demonstrating accurate comprehension.

Listening-training becomes a marriage of the Interpersonal/Interpretive Mode of Communication with sense-stimulation. As manifested in the classroom, listening-training is teacher-designed lessons that engage/trigger billions of nerve cells throughout the body. If the process is respected and trusted, it will be a FL teacher's strongest ally. The investment of time is placed on the front end of instruction: the design.

At the present, there are arguments for and against comparisons between how one processes her/his first language with how one learns a second. To date, there has never been a definitive statement as to how humans come to possess language in the first place—they just do. Humans seem destined to communicate with one another. If we accept little else, we might as well agree that the brain is predisposed toward language.

In the beginning, FL teachers must take a “leap of faith,” trusting that their students' brains will operate as they have already demonstrated: to acquire language, to process thoughts, and to struggle with interpretation. Trusting students' brains to decipher meaning from patterns demands the ability to establish pedagogical patterning within a sensory rich environment filled with calculated and extensive measures of the target language. It demands a conscious, if studied, approach to lesson-design in order to create a contextualized social environment in which the brain both consciously and unconsciously comes to replace non-verbal, nonintellectual foreign sounds with verbal thoughts and logical speech. Tapping into the brain's unconscious affinity to language learning is what listening-training is all about.

Based on studies of first language acquisition, how might FL teachers conceptualize pedagogical patterning (drenched within a social context) that elicits the brain's predisposition toward making sense of the nonsense? That is, what type of listening-training activities would most likely avail themselves of the brain's tendency to decipher social patterns?

Perhaps reviewing milestones of L1 acquisition might inform our understanding. The table below arises from different sources: Drs. Davis and MacNeilage and PBSparents. (More information may be obtained by visiting <<http://www.utexas.edu/features/archive/2005/babble.html>> and/or <http://www.pbs.org/parents/talkingwithkids/agebyage_1.html>.)

The first two columns in the table are meant to capture some of the milestones reached by children in their journey toward logical speech. Notice the variance in time as to when particular patterns occur. In the column on the right, there are a number of questions posed for consideration. (Only a limited

number of questions are offered, more to stimulate thought than to represent all possible suggested inquiry.)

Perhaps we are at the dawn of understanding true language instruction/facilitation. Perhaps we are finally in a position to appreciate that FL teachers are language engagers and stimulators, not linguists with ambitions to master L2's manifestations. Perhaps our efforts at aligning instructional practices (in order to harvest language) will engage the brain's natural tendency to acquire it. In the beginning stages of L2, we may be left to merely orchestrate listening-training and await L2 emergence/surfacing.

At a minimum, the table on the next page can help us appreciate that the native language facility we all enjoy has been long in coming and has involved complex, unconscious conceptualizations derived from societal patterns fashioned during an indiscernible, organic process of which we have little direct control. Accepting that there are aspects of the brain that we can and cannot control would have FL teachers focus on what we can do. This is a far more fertile calling than passing out vocabulary lists or forcing memorization of verb endings in the hope of producing speech. In the end, is anyone really listening in the FL classroom?

See Ricardo Schütz' "Vygotsky & Language Acquisition," for more detail

² See Ricardo Schütz' "Vygotsky & Language Acquisition," for more detail

³ Ibid. The original source was: **Vygotsky, L.** *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, MA: Harvard University Press, 1978.

⁴ See Ricardo Schütz' "Vygotsky & Language Acquisition," for more detail

⁵ Contact Dr. Davis at the College of communications babs@mail.utexas.edu, 512.471.1929. See also Feature Story, "Much more than babble," < <http://www.utexas.edu/features/archive/2005/babble.html>>.

⁶ It's All in the Brain: Illusions Reveal the Brain's Assumptions. Maya Pines <http://www.hhmi.org/senses/a110.html>.

⁷ *College News*, "Babies' babble holds secrets to origins of speech, UT Austin researchers discover," < http://jot.communication.utexas.edu/coc/news/archives/2000/davis_research.html>. Contact Dr. MacNeilage at macneilage@psy.utexas.edu, 512.475.7009.

Average Appearance	Event	Questions for the FL Teacher
At 2 weeks	Baby may imitate some facial expressions.	<ul style="list-style-type: none"> • What are we telling students about experiences in our classroom via our facial expressions? • Does our face encourage risk-taking? • Does our face appear open and supportive? • Do we use facial expression to communicate meaning?
At 4 weeks	Parents may be able to differentiate baby's cries (hunger, wetness, pain, loneliness).	<ul style="list-style-type: none"> • How generous are we in reading the needs of our students despite their inability to communicate them sufficiently? • How are we demonstrating our empathy? • Are we "reading" our students' needs?
From 3-6 months	Baby soothe by the melody of language (songs, rhymes, baby-talk by adults/siblings). A sense of rhythmicity is internalized when syllables are about the same length. Tonal variations provide "play" in later stages (laughs, squeals, and combinations of two sounds "ah-goo"). The brain must internalize patterns via its affinity to pattern recognition.	<ul style="list-style-type: none"> • Does the music we play contain clear, repetitive, rhythmic language? • Do we use classroom catch-phrases with plenty of expression to the point where students begin to mimic us or join in? • Do we provide a sense of play with language, its beat, its patterns, and its sounds? • Can we conceptualize an expanded meaning of language "patterns" and free our students from the narrow, formulaic, and artificial patterns strictly associated with grammar? (E.g., structured input) • What are language patterns and how might we engage the senses when highlighting them?
At 4 months	Baby may realize that the noise it makes gets those around it to respond.	<ul style="list-style-type: none"> • How sympathetic are we as listeners to nonsense? • Do we use inference of student intent as positively can we can? • Do we attend to the meaning and not the error? • Do we respond to the intent?
From 6 to 8 months	Baby continues playing with language (coos, chuckles, gurgles, babbles) repeating sounds heard & imitating sounds heard in the environment (<i>dada, mama, gaga</i>).	<ul style="list-style-type: none"> • Do we design activities that simply play with the language? • Do we allow for imitation without perfection? • Do we build in familiarity and routine with the language of the classroom? • Do we have a classroom song? • Do we incorporate gestures with songs and chants building ownership? • Are coos, chuckles, gurgles, and babbles accepted and/or encouraged?
At 12 months	Baby begins to respond to the word "No" and is able upon command to point to objects or pictures. The first words (that caretakers can recognize) indicate those of importance to the baby's daily existence. [According to PBS parents, early or symbolic language is always based on baby's immediate context, occurring during <i>familiar routines</i> . Words, phrases, or concepts expressed out of context cannot be processed. Gestures, tone, and facial expressions combined with input contribute to understanding.]	<ul style="list-style-type: none"> • How large is our repertoire of student response indicators? • Have we identified the words, phrases, and concepts that the students view as useful? • Do we contextualize all of language learning within topics of interest to students? • Do we accept non-verbal responses and rate them on the same level as oral ones? • Are we dressing language up, are we are placing it within a multi-sensory, social environment? • Are we assuring student comprehension by using obvious gestures, tone, and facial expressions as a given? • Have we incorporated routine expressions that catch students' imagination and interest?
From 12-18 months	Words that others might recognize begin to emerge. Parents are encouraged to talk to baby in order to stimulate her/his own vocabulary, despite the limited output.	<ul style="list-style-type: none"> • Are we pushing the envelope or do we recognize the important role "time" plays in the language learning process? • If native speakers spend a year or more immersed in language before they begin production of recognizable output, what might this suggest for second language learners? • What is the ratio of teacher-talk to student? • If teacher-talk is needed in order to stimulate student vocabulary, what must fill our classrooms? • Do we know how to detect student threshold with language? That is, when is overkill reach?
From 18 to 24 months	Baby expresses through <i>action words</i> what s/he sees or wants, devoid of adjectives or other grammatical conventions (Mommy go. Shoes on.) Gestures and tone of voice support intent of output.	<ul style="list-style-type: none"> • How realistic are our expectations of student output within the current level of instruction? • Do our expectations align themselves with state and national performance standards? • How pertinent are the words we choose to teach, specific to students' lives and desires? • Do we avail ourselves of every moment of instruction? • Do we continually create mental images when building vocabulary? • Are we using the language throughout the period and avoiding talking about it?
At 24 months	Baby can follow simple instructions and communicate in simple phrases (at least 15 words or two-word sentences).	<ul style="list-style-type: none"> • Do our curriculum guides indicate continuing growth and <i>realistic expectations</i> that build from year to year? • Are our expectations for student proficiency realistic? • What are our expectations for student achievement based upon?
By 5 years	The majority of children are able to speak and be understood.	<ul style="list-style-type: none"> • Have FL students continuing from year-to-year constantly improving their functionality with the language? • How many students are we losing each year?

Summer Studies in Spain

by Mayra Guisinger
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The City of Santiago de Compostela

This summer I was lucky enough to travel to Spain for five weeks. My time there included the three-week *Cursos Internacionales de Universidad de Santiago de Compostela*. I learned about this continuing education program through the Texas Education Agency website in conjunction with the Spanish Embassy in Washington D.C.

The course was held in the beautiful, ancient Galician city of Santiago de Compostela in Northeast Spain. Housing for participants was inside the old city and within walking distance to the university campus. Daily, I would walk through the old, narrow streets and through the lovely Alameda city park before reaching the campus. Although I had packed for summer, the weather in Santiago turned out to be cool and wet most of the time. My rain jacket and sweater came in handy.

Classes met five days a week for six hours on the university campus, a very modern facility. My classmates were other American teachers. The program had many useful sessions where experienced teachers gave the lessons in Spanish. Some of the topics that were covered included: Grammar, Galician/Spanish Culture, History and Society, Literature, The Press in the Classroom, Portfolios and The Way of Compostela.

On the weekends there were guided tours to the Northern Rias (salt-water estuaries) and Southern Rias along the Galician coast. During the week were many concerts and cultural events throughout the city. Actually the month of July is a very festive time in Santiago with the Feast Day of Santiago the Apostle falling on July 25th. Pilgrims from all over Europe and the Americas make their way along the Camino de Santiago to arrive on the Feast Day, and individuals and groups of all ages populate the city during this time.

Some of the events (most were free to the public) that I attended during my stay were the Soraya concert, a zarzuela performance, Galician folk dancing and the big fire works show on the Feast Day. I also attended the Galician traditional costume parade.

During my free time, I visited other attractions in this city including a variety of museums and the great cathedral of Santiago. The city has many outdoor cafes where you can enjoy “pinchas” (appetizers or tapas) and the beverage of your choice. Galicia is wine country, so this is often the preferred drink.

I returned to my home here in Texas with many wonderful memories of Galicia, having made new friends and gained so much technical and cultural knowledge that will certainly enhance my high school Spanish teaching program.

French Teachers' Forum: A Summer of Professional Development

by Janet Smith
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The LSU Campus

SUMMER FUN

Texas foreign language teachers traveled far and wide during July to find spectacular professional development opportunities. Keep the following outstanding examples in mind for your own schedule next year.

Close to 500 people from almost every continent attended the American Association Teachers of French International Conference in Baton Rouge, July 12-14. It was a tremendous way for eleven Houston-area delegates to mix professional development with a great trip and lots of fun. There was a wide range of sessions, including political events in francophone countries, important French regions in the US, AP instruction for language and literature, screening new movies, immersion experiences, mentoring new teachers and chapters, effects of globalization, demonstration of music, art and technology. Some of the best evening highlights included:

- An excursion to the beautiful Louisiana State University campus and its Rural Life Museum
- Lili Maxime's concert of Cajun and Canadian

music. She also signed copies of her book *Hurricane on the Bayou*.

- The spectacular performance of Canadian dances after the closing dinner by Baton Rouge students.

Houston AATF Chapter President, Wendy Kirkle from Katy ISD attended the conference along with Yen Rabe from Pasadena ISD and Andrea Henderson from Ft. Bend ISD. Spring Branch ISD had one of the bigger out-of-town delegations: Michelle Adams, Carol Davis, Judy Feinstein, Jan Goodloe, Penny Korenek, Ellen Lusher and Janet L. Smith. The group also celebrated the outstanding recognition that the Houston Chapter of AATF recently received—most improved and second most improved chapter during the last two consecutive years, as well as national and state winners for teacher of the year and administrator of the year.

BACK TO TEXAS

At Austin College, the Richardson Institute hosted a free summer teacher immersion program in Sherman from July 22 - 27. Languages included: Spanish, French, German and Latin. Teachers live in the Jordan Family Language House with roommates and agree to use the target language at all times. They eat, work, play together and are mixed with native and non-native speakers. Some of the most interesting classes were dance, art history and cultural awareness. Participants watched several movies, and each group then prepared Power Point presentations with preview questions and after-viewing questions for the film. Everyone received a copy of all the Power Point slide shows that they created to take back for their classes. The technology sessions were taught by Brenda Lozano from Spring Branch ISD. During the evening people were busy watching cable TV, reading magazines, listening to music, playing board games or preparing meals representative of their country— with all activities in the target language. This incredible seminar is offered at no charge and fills quickly. For more information, please check the web site at <http://www.austincollege.edu/NewsDetail.asp?NewsID=1106&ItemID=5326>

The Next Best Thing

By Sally Schneider
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Can't go to France or Italy next summer? Spain is "not in the budget," nor are you able to find time for a quick trip to Germany? Well, dear colleagues, the next best thing is to spend a week at the Austin College Sid Richardson Summer Language Institute in Sherman, Texas! Share with your fellow teachers, have private instruction from a native language teacher "imported" from abroad paired with the excellent teaching staff of Austin College and immerse yourself in your favorite language. The setting I jokingly referred to as "French Camp" before my arrival, is actually the closest one could get to an immersion situation in this part of the country. Jordan Language Hall is the foundation for your virtual tour and what you will gain there is *magnifique* to say the least!

Each language (French, German, Latin, Spanish, and sometimes Japanese) has its own gathering area with up-to-date books, movies, CD's, magazines, and TV programming in the appropriate language(s) available. Once you have your orientation meeting, participants must agree to speak only in the language from that point on. English is not an option (except for Latin). It's amazing how one can easily explain the subjunctive in all its beauty year after year in French while forgetting how to say everyday things such as: "The coffee pot is broken and it's entirely your fault!"; "I can't find a plug for my cell phone because the adapter doesn't fit into this one."; or "There's a ton of hair clogging the drain in our shower. We need a plunger tout de suite!" The joy of vocabulary discovery and feelings of accomplishment of communicating with your 10 to 12 cohorts is immensely gratifying!

Your daily schedule includes a morning discussion of various important contemporary topics such as politics, social issues, religion,



Candy Holland (Rockwall), Jose Vasquez (El Paso), Sally Schneider (Plano) and Ursula Pinner (Austin)

music, ecology, current events, cultural trends, and anything else under the sun you might want to discuss. Then comes lunch (yes, it is dorm food.... alas, nothing is 100% perfect) and afterwards colleagues present some lesson they have prepared in advance to share with the group. After dinner, we usually watch a recent movie our French instructor had brought with her, read the magazine articles we would be discussing the next day, or work on a presentation project we would present the last day at the institute. One special evening we prepared a delicious meal using French recipes that we had brought with us for a veritable feast! I found my companions in this adventure to be sharing, kind, intelligent, supportive, fun, and courageous. I was still thinking and speaking in French for days afterwards and am now looking forward to sharing the things I've learned with my students.

How does one participate? Each spring, information concerning the institute and an application are posted on the Austin College website or at <http://cml.austincollege.edu/Institute>. The staff is currently in the process of reapplying for the grant that has funded this wonderful event since 2002. Check with your district language coordinator in the early spring and/or go to the Austin College website and search for the Sid Richardson Summer Language Institute. Participants are chosen with varying language skill levels from intermediate low to bilingual, so don't be afraid to stretch yourself. *Vive l'institut!*

Plano ISD Chinese Teachers Attend *Teacher 2 Teacher* Workshop

By Greta Lundgaard
Plano ISD

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Summer of 2007 is the fourth summer that the U.S. Department of Education has given teachers across the country an opportunity to meet with their colleagues and learn new strategies that work in the classroom. The Teacher-to-Teacher Initiative was created by and for America's teachers. One way it supports teachers' efforts in the classroom is through professional development workshops. Alex Na, Andrea Harwell, Xinyan Liu and Yang Li, Chinese teachers in Plano ISD, attended the USDOE Teacher 2 Teacher Workshop July 26-27 in San Diego. Topics of sessions included assessment, technology, lesson planning, art and music in curriculum, and building student competency. ACTFL was well represented at the workshop by session presenters Ray Clifford, ACTFL president-elect, and Christine Lanphere, ACTFL Teacher of the Year.



Alex Na, Andrea Harwell, Xinyan Liu and Yang Li

Chinese Teachers in Texas Start Professional Organization

Meng Yeh from Rice University recently announced the formation of the Chinese Language Teachers Association of Texas (CLTA-Texas). Established in December 2006, the group is dedicated to building a professional platform where educators, school district administrators, and community supporters can work together to advance Chinese language education in Texas.

The group will hold its first annual meeting on Saturday, November 3 at the Chinese Community Center in Houston. The conference will run from 1 to 7:30 pm and will include seminars and a keynote address from Madeline Spring from the University of Oregon.

In addition, CLTA-Texas will co-sponsor a panel discussion "Chinese Language Education in Texas: Present and Future" at Rice University on October 25th. The panel will include Meng Yeh (President of CLTA-Texas), María Treviño (Texas Education Agency), Greta Lundgaard (Plano ISD) and Silva Kumari (Rice University). The purpose of the meeting is to initiate conversation among K-12 teachers, community supporters, school district coordinators and representatives from the Texas Education Agency. For more information, please contact Meng Yeh at: myeh@rice.edu

Book Review:
Ruth Reichl's *Remembrance of Things Paris: Sixty Years of Writing from Gourmet*.

By Michael G. Hydak
Austin ISD and Austin Community College
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This is a remarkable book, one that goes far beyond the confines of cuisine, to give the reader glimpses into so many varied aspects of French culture in the last hundred years or so. There are, for example, chapters on famous jewelers, on haute couture, on public auction houses, the Museum of Crime, on suave but impecunious French aristocrats who marry the daughters of American millionaires, on perfume, on the French cinema, on modern Parisian architecture, and so on.

All of these facets provide a far more complete picture of modern Paris than the source of the articles, *Gourmet* magazine, would indicate. The main focus of the book, though, is on food and dining. After all, according to Jonathan Gold, one of the essay writers, "...the three obsessions of a Frenchman's life [are] seduction, cuisine, and easy mastery of bureaucracy (314). Another essayist remarks: "See Paris and die? No, see Paris and eat." (23). Where else but Paris would there be those wine deliveries (until the 1960's), much like those by milkmen in the United States? The wine was delivered in three-wheeled trucks owned by the well-known wine merchant, Nicolas. As André Allard, owner of Allard, one of the first of the deluxe Parisian bistros, declares, "If you have a good dish and a bad wine, all is lost." (140). One way of identifying a real Parisian, according to Naomi Barry, is by the quality of his bistro list (133). Indeed, we learn that one explanation for the word *bistro* itself is that it is the Russian word for "quick, quick." As early as 1815, the Cossacks who had settled in Paris wanted good food-and wanted it quickly. Notwithstanding, the French do appreciate the enormous amount of time necessary to produce a good meal. One of the famous chefs, Fernand Point, used to say that great cooking was "the finest of butter and lots of time." (199).

Food does figure predominantly in the titles of the book's ten major divisions: "Remembering Paris" "City of Light" "Feeding a City" "Purveyors" "The Bistro Scene" "Classic Tables" "The Chefs" "Americans in Paris" "Parisians" and "Paris Today." Each of these sections has from 3 to 7 essays.

In "Classic Tables" for example, such famous restaurants as La Tour d'Argent and Maxim's are detailed at length. Founded in 1582, La Tour d'Argent is reputedly the oldest restaurant in Paris, and can claim Balzac, Alexandre Dumas, George Sand, Alfred de Musset and Napoleon III among its clientele. Its wine cellar has over 150,000 bottles; there is even a small museum on the ground floor. Maxim's is mentioned by name in a song in Franz Lehar's "The Merry Widow." Incredibly, at the start of World War I, Kaiser Wilhelm hurried up his generals on the Western front so they all could meet for a champagne dinner at Maxim's. The interior of the restaurant has been classified as a historical monument by the French government, so it is no wonder that "Maxim's is the quintessence of Paris, a mixture—as-never-before of history and legend, elegance and impertinence, showplace and snob appeal." (178). Fittingly enough, it was one of Maxim's habitués, Boni de Castellane, the erstwhile husband of the very rich but very plain daughter of an American millionaire, Anna Gould, who declared that "Virtue is the mediocre attribute of women who have never had a chance to lose it." (171).

American teachers of French will especially enjoy George Bijur's "Chicken Demi-Deuil" where

he chronicles his attempts to learn French. George's professor of phonetics, the tyrannical Monsieur Thibaut, tells him that "You must read Flaubert aloud holding a pencil tightly clenched between your teeth. If you wish to learn the most beautiful language in the world correctly, this is the only way to make move your lazy American lips." (18). Some seven years later, after the fall and liberation of France, George returns to Paris to see his old professor who pulls out his file on George and puts him through his paces:

For nearly an hour I paraded and auditioned all the Gallic noises in my repertoire. To an eavesdropper on the other side of the partition, it would have seemed as if some radio actor were rehearsing barnyard sound effects as I squealed, moaned, whined, barked, and clucked my way through the vowels, semivowels, and nasal vowels as laid down by *Larousse*. To squeeze out that half-explosive, half-mincing sound of *pu*, my reluctant lips would pucker to the shape of an ancient loud-speaker. For developing correct pronunciation of nasalized vowels as in *faim* and *pain*, there would be the tantalizing task of exhaling through nose and mouth at the same time, all the while bleating "ba-a-a-" like Bopeep's sheep... (19-20).

His professor replies sadly "I am desolated at the deterioration in your diphthongs." (20). Nonetheless, upon returning to the United States, George tries to keep his French up: "I spent the evening inflicting my irregular French verbs (and are they irregular!) upon a defenseless chef on East 56th Street." (22).

Diane Johnson, the author of *Le Divorce*, *Le Mariage*, and *L'Affaire*, the last of which was reviewed in this journal, also tells an amusing anecdote about Americans learning French. Her French teacher in the United States shortly after World War II explained to her pupils that "we had no need to learn the *tu* form as it was unlikely that little Illinois children would ever meet anyone French, let alone go to a French home for dinner." (304). There are hilarious accounts of Americans working in Parisian restaurants, like Patric Kuh's "When I Was Green" or Michael Lewis' droll "An Insincere Cassoulet" where even the recipes are funny. Texans will note Jonathan Gold's comment that at one restaurant there was "a healthy subset of the sort of rich Texans (cowboy boots, big belt buckles, expensively dressed wives) that have been a cliché since at least the time when Mark Twain was an innocent abroad." (322). Vegetarians will find justification in their food choices when they read that in one restaurant the chef notes that there was "a metal tub filled with pigeon blood, made from liquefied hearts and livers. The deep color would be good for the final sauce. 'The pigeons were strangled,' he said, playfully testing the limits of a visitor's curiosity. 'It means that their organs stay filled with blood.'" (337).

Françoise Sagan, the French writer who recently passed away, declared that "The French are the spoiled children of history, and the Americans are its resourceful orphans." (327). It was also she who observed that in Paris "the past was ever present; you could not escape it." (327). Ultimately, then, the real star of *Remembrance of Things Paris* is not the food, but Paris itself. Ruth Reichl, the editor of the book, states that "you don't have to be at the table to understand that this is a passionate city, a place where the past and present coexist and the future is filled with possibilities." (245). Or, as Irene Corbally Kuhn, a foreign correspondent for newspapers in the 1920s, put it, "Paris [is] a place of unique beauty, [and] it remains, after two thousand years, more immutable than any other capital city in the world." (10). This book commemorates that past for many of us who have lived there and loved there and fully justifies its Proustian name: *Remembrance of Things Paris*.

REICHL, RUTH, ed. *Remembrance of Things Paris: Sixty Years of Writing from Gourmet*. New York: The Modern Library, 2005. ISBN 0-8129-7193-0. Pp. 344. \$14.95.

Best Practice in the Foreign Language Classroom

Integrating Art

(A continuation of the activities published in the May edition of the TFLA Journal)

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Art is a powerful tool for reaching and teaching all students! These communicative activities focus on strategies that promote proficiency in the four language skills, including history and culture, and they can be implemented into all levels and language classes. I suggest using postcards and the beautiful art transparencies that go with textbooks.

¿Soy artista?

Materials: Give each student a picture or postcard of art. Students will also need a piece of notebook paper.

Procedure:

1. Tell students they must NOT show their art work to anyone in the class!
2. Students study the picture.
3. Then they turn it face down on their desks.
4. Student A begins to describe his/her art picture to Student B.
5. Student B draws (stick figures, etc.) as Student A describes the picture. Student B may ask questions to be sure that ALL details are included in the drawing.
6. The process is repeated so that Student B has the opportunity to describe his/her painting.
7. When students complete the descriptions, they reveal their paintings. ¿Soy artista? Did I communicate?

Tarejetas postales en el Internet

Materials: <http://www.donquijote.org/postcards> / postcards

Procedure: Students use postcards from the Internet to integrate technology and to practice the informal writing task for the AP Spanish Language Exam.

Pintura a poema

Materials: An art transparency of a person. I enjoy using the autorretratos of Frida Kahlo, the royal and court subjects of Diego Velazquez, and El viejo guitarrista by Pablo Picasso.

Procedure:

1. Students may work in pairs and use “el libro mágico,” the dictionary.
2. They study and discuss the transparency in the target language.
3. Finally, they use the following formula to write a poem to the subject.

Primer verso (1 st line)	Sustantivo	(Noun)
Segundo verso (2 nd line)	Sustantivo y adjetivo	(Noun and an adjective)
Tercer verso (3 rd line)	Tres participios (gerundios)	(Three present participles)
Cuarto verso (4 th line)	Tres adjetivos	(Three adjectives)
Quinto verso (5 th line)	Una exclamación para expresar la emoción del poema	(An exclamation that describes the emotion of the poem)

4. My students use an overhead transparency and an erasable marker to write their poems and draw illustrations to share with the class. Their poems and illustrations are true masterpieces. This is an excellent informal writing and creative task for all students in all levels.



TFLA Seeks an Executive Director

The Texas Foreign Language Association seeks a dynamic, energetic and proactive individual to serve as the Executive Director of the organization. Appointed to a two-year term and evaluated annually, this person will work collaboratively with the Executive Board to fulfill TFLA’s mission and assist in carrying out the day-to-day operations of the organization. Experience in conference planning, budgeting, fundraising, publishing and advocacy is required. This is a paid, part-time position.

This individual should possess a clear understanding of LOTE instruction and a passion and vision for advancing the learning and teaching of languages in Texas. As a leader of TFLA, this person should have good interpersonal skills, and must speak and write well. Furthermore, the applicant must demonstrate excellent organizational skills and a high proficiency in technology.

Knowledge of databases and webpage design is preferable. Some travel is involved. A flexible schedule and a willingness to work occasional nights and weekends are required in order to complete projects as they arise.

All interested applicants should email a *curriculum vitae* and a cover letter to TFLA President Barbara Hanna at espanolbh@hotmail.com before January 1, 2008.

Teaching Positions for Spanish Teachers

The Department of Foreign Languages and Literatures at the University of North Texas has several openings for part-time teaching positions in Spanish beginning August 27, 2007. These faculty members will teach two to four courses at the elementary and intermediate levels. Interested teachers should email Dr. Marie-Christine Koop at: koop@unt.edu (<http://www.forl.unt.edu>)

Calendar of Due Dates



T. Earle Hamilton Scholarship for Secondary Students	March 1
Professional Development Scholarships	March 1
Administrator of the Year	May 1
TFLA Journal – Summer Edition	May 1
TFLA Journal – Fall Edition	August 1
Teacher of the Year	November 1
TFLA Journal – Spring Edition	December 1

Contact the Immediate Past President if you would like to:

- Volunteer to serve on a committee, such as the Awards and Scholarship Committee
- Nominate a colleague to serve as a TFLA Officer
- Nominate an individual who has been exceptionally supportive of the profession for the Friend of the Profession Award

Contact the President-Elect if you would like to:

- Volunteer to help with the conferences, such as the Local Arrangements, Entertainment, Door Prizes, Hospitality, Registration, etc.

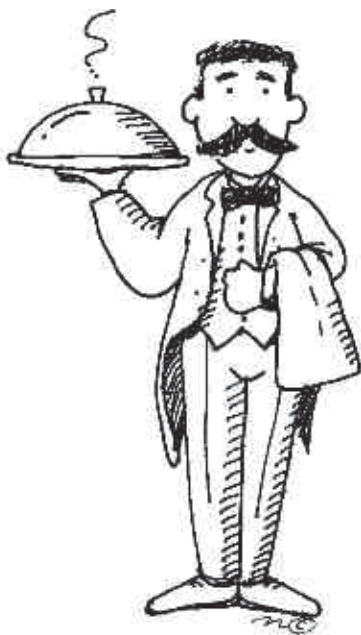
Join TFLA for Lunch

at the ACTFL Conference

Saturday, November 17th

11:30 am to 1:00 pm

Cost is \$16



At the luncheon, we will honor our Administrator of the Year, introduce our incoming TFLA officers, thank our outgoing TFLA officers, listen to some entertainment and enjoy each other's company!

This is the only scheduled time when all TFLA members will be together as a group!

The price is \$16 until October 8th and \$32 until November 7th. Get your luncheon ticket early because no tickets will be sold at the convention. You can purchase tickets when you register for the ACTFL conference online.

TFLA TEACHER OF THE YEAR AWARD

Each year TFLA recognizes Teacher of the Year for the various languages, a college / university Teacher of the Year, and an outstanding Beginning Teacher of the Year (one with three or fewer years of experience). The Teachers of the Year will be presented at the Spring Conference.

Factors considered in selecting the Teachers of the Year are: evidence of outstanding teaching, involvement in TFLA, campus and language activities, professional contributions, curriculum development and/or publishing, awards and teaching experience. Teachers selected for this award are expected to make a presentation within one year of receiving the award.

If you wish to nominate one of your TFLA colleagues for this honor, please fill out the form below and submit it to the address below. Also, your letter of recommendation must accompany the nomination.

Nomination Form for Teacher of the Year

Language _____ Level(s) _____

Name of Nominee: _____ Institution: _____

Address: _____

FAX: _____ E-mail: _____

Nominator: _____ Institution: _____

Address: _____

Phone: _____ E-mail: _____

FAX: _____ Date: _____

Signature: _____

Return this form with your letter of recommendation attached to:

Barbara Hanna
2102 Meadowview Circle
Garland, TX 75043

Please notify Barbara via email that you're submitting an application.
espanolbh@hotmail.com

Deadline: November 1

*If possible, please renew
your membership
online at www.tfla.info*

*To update your membership
information, phone TFLA at
713-468-4959*

Membership Information for TFLA

To renew or to become a member of TFLA, complete this form, and send \$ 15 for a one-year membership or \$ 25 for two years. (\$15 for joint husband/wife membership; free for retired teacher). The membership runs from September 1 to August 31. Please share this information with a non-member colleague!

Send to: TFLA 1320 Modiste Drive Houston, TX 77055

[Circle one]

Mr/Ms/ _____

Mrs/Dr. _____ First name _____ Initial _____ Last Name _____ ID number _____

Address _____

Street & Number

City

Zip

School _____ Position _____ Language _____

Home Phone _____ Work Phone _____

Fax _____ Email _____

Enclosed \$ _____ for school year _____ to _____

Date _____ New Member _____ Renewal _____ Change of Address _____

Referred by _____

Texas Foreign
Language Association
1320 Modiste Drive
Houston, Texas 77055

Nonprofit Organization
U.S. Postage PAID
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Austin, Texas