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Cross-Language Identification of Spanish Consonants in English  Marda Rose

Previous research has shown that first language American English speakers discriminate the Spanish /ɾ/-/l/ and /ɾ/-/d/ contrasts significantly better than the /ɾ/-/l/ contrast, regardless of their proficiency level in Spanish (Rose, in 2010a). This study follows the framework of the Perceptual Assimilation Model (e.g., Best, 1995) to ascertain why first language English speakers discriminate certain second language Spanish contrasts before others. Thirteen native English speakers with little (n=6) or no Spanish experience (n=7) completed a cross-language mapping task. Results indicate that these English speakers experience difficulty discriminating the /ɾ/-/l/ contrast because they categorize the Spanish /ɾ/ and /l/ to similar phonemic categories in English. Results further suggest that both second language Spanish experience and lexical context affect how second language consonants are categorized in a first language.

Is Thinking Aloud Reactive When Writing in the Heritage Language?  Iñigo Yanguas

Critics argue that requiring subjects to verbalize their thoughts while completing certain language tasks increases the participants’ cognitive load and impairs their final performance (e.g., Jourdenais, 2001). Despite the importance of this claim for language instructors, few studies have produced contradicting evidence after an empirical study (e.g., Goo, 2010). This study investigates whether thinking aloud either in English or in Spanish hindered performance during a semi-guided writing task completed by 37 college students whose heritage language is Spanish. This study also explores the validity of implementing think-alouds to investigate heritage language writing, an area which requires more research. Results indicate that thinking aloud while writing in the heritage language benefits fluency and accuracy. These results support studies that found positive reactivity and those concluding that concurrent verbalizations should be employed with caution.

The Fall 2012 issue of Foreign Language Annals (Vol. 45, Issue 3) will contain a rich body of information to help language educators explore the latest research and apply it in their own classrooms. You can find the above articles, as well as additional ones, both online now and in the next issue in September.
The Language Educator

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The Language Educator (ISSN 1558-6219) is published monthly except March, May, June, July, September, and December by the American Council on the Teaching of Foreign Languages, Inc., 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314 • (703) 894-2900 • Fax (703) 894-2905 • www.actfl.org • E-mail: headquarters@actfl.org.

The Language Educator is a publication serving educators of all languages at all levels. Articles and ideas for submission, and all other editorial correspondence, should be sent via e-mail to cutshall@actfl.org. Author guidelines are available online at www.actfl.org. Advertising inquiries should be addressed to Alison Bayley at abayley@actfl.org; (703) 894-2900 x109.

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Our mission is to create superior quality language programs that boldly integrate text, technology, and media. By focusing on our singular passion, we let you focus on yours.

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ACTFL and University of Maryland University College (UMUC) have formed a new education alliance that gives ACTFL members the opportunity to earn a specialized online graduate certificate in Instructional Technology Integration that is designed for individuals teaching languages at the K–12 level.

ACTFL members who wish to enroll in the certificate courses must apply for admission to UMUC and are eligible for a waiver of the application fee. For members who are not Maryland residents, UMUC will also offer a 25% tuition discount on out-of-state rates.

The Certificate Program will consist of four courses in the Master of Education in the Instructional Technology program at UMUC, with each course adapted for language educators. All Certificate Courses will be worth three credits and delivered in an online format:

- Foundations of Technology in Teaching and Learning
- Teaching Information and Media Literacies in the Digital World
- Web-Based Teaching and Learning: Design and Pedagogy
- Using Technology for Instructional Improvement: Research Data and Best Practices

The certificate program may be completed within one academic year. Participants also have the opportunity of continuing their studies, enrolling in UMUC’s online Master of Education in Instructional Technology and applying the credits they earned in the certificate program toward the master’s degree.

For more information about this exciting new opportunity, visit www.umuc.edu/actfl or contact the UMUC Corporate Learning Solutions office at 855-CLS-5300 or cls@umuc.edu.
In April during the Southern Conference on Language Teaching (SCOLT) regional conference, I had the most pleasant experience talking to a group of future language teachers from the Atlanta area. One question that came from the group was: “What is the first thing you would do once you get your first teaching position?” I responded immediately with: “Join my state foreign/world language organization!”

While the questioner may have been expecting a response about a pedagogical practice or about a technique for establishing one’s discipline plan for the year, I feel that connecting to a support system that will be with you throughout your career is the best way to better understand the culture of language teaching in your state.

I have been a member of four state language teachers organizations during my 43 years as a language instructor and I have learned so much from and connected with so many wonderful educators with similar interests.

There are 47 state language teachers associations, including the District of Columbia’s Greater Washington Association of Teachers of Foreign Languages (GWATFL). They range in size from very small to memberships over 1,000. Some host modest state meetings and others offer conferences that attract attendees from beyond that state’s borders and rival the size of regional conferences. Most offer a newsletter for their members, hold some type of annual meeting or conference, have created social media connections to stay in contact with the membership, and are allied with one or two regional organizations and with ACTFL.

To exemplify the types of associations that serve our profession at the state level, we can look at two examples: Wisconsin Association for Language Teachers (WAFLT) and Arkansas Foreign Language Teachers Association (AFLTA).

Lynn Sessler, WAFLT President, states: “We hold our conference in a medium-size town easily accessible from most areas of our state. We offer discounts to our members for all professional development opportunities and scholarships so that the burden of cost is not prohibitive. Recently, we have offered 10 scholarships to attend our annual conference free of charge and others for teachers-in-training so they can experience firsthand the importance of professional development. Our message is more important and powerful than ever in these times. We make ourselves stronger as a profession and as professionals when we are able to work and stand together.”

Pamela Reynolds, AFLTA President, remarks: “AFLTA provides an unmatched support network and solid professional development for teachers in Arkansas, sharing the best of current research and practices in the profession as well as guiding new teachers in instructional excellence and leadership. Involvement in AFLTA has changed the way I teach and profoundly increased the achievement of my students.”

The National Association of District Supervisors of Foreign Languages (NADSFL) is led by President Greta Lundgaard. She describes another level of support within the state, saying, “The World Language Supervisor guides and influences the direction and development of curriculum, instruction, and assessment within language programs. At best, the Supervisor is able to take national, state, and district initiatives, visualize them within the context of world language education, and implement them in ways that result in optimal language learning outcomes as well as in rich language learning environments for students.”

Additionally, the National Council of State Supervisors for Languages (NCSSFL), led by President Gregory Fulkerson, works closely with teachers and state organizations. Dr. Fulkerson articulates the organization’s mission as: “NCSSFL members rely on their respective state language associations and regional language associations to provide language educators with the necessary support at the local level. Additionally, NCSSFL provides leadership in facilitating and promoting policies and practices that support language learning in the United States by working in tandem with sister organizations and partners at the national and international levels. I encourage states without a State Supervisor to consider the importance of this position to the overall health of world languages within the state.”

As you begin another year as a dedicated language teacher, remember the importance of your involvement at the state level by joining your state language association and by seeking the expertise of your district and state supervisors. Collaboration within your state could be your personal contribution to ACTFL’s One United Voice theme!
Thinking in a Second Language Leads to More Rational Decisions

A series of experiments on more than 300 people from the United States and Korea found evidence that thinking in a second language reduced deep-seated, misleading biases that influence how risks and benefits are perceived.

The question posed by researchers: “Would you make the same decisions in a foreign language as you would in your native tongue?” was explored in a study entitled, “The Foreign Language Effect: Thinking in a Foreign Tongue Reduces Decision Biases,” published in the journal Psychological Science on April 18. Psychologists, led by Boaz Keysar of the University of Chicago, presented subjects with a scenario in their native tongue and then in a second language they had learned. Using their second language, people tended to make less emotional decisions.

The researchers developed several tests based on scenarios originally proposed by psychologist Daniel Kahneman, who in 2002 won a Nobel Prize in economics for his work on prospect theory, which describes how people intuitively perceive risk.

The first experiment involved 121 American students who learned Japanese as a second language. Some were presented in English with a hypothetical choice: To fight a disease that would kill 600,000 people, doctors could either develop a medicine that saved 200,000 lives, or a medicine with a 33.3% chance of saving 600,000 lives and a 66.6% chance of saving no lives at all. Nearly 80% of the students chose the safe option. When the problem was framed in terms of losing rather than saving lives, the safe-option number dropped to 47%. When considering the same situation in Japanese, however, the safe-option number hovered around 40%, regardless of how choices were framed.

Two experiments in which the hypothetical situation involved job loss rather than death, administered to 144 native Korean speakers from Korea’s Chung Nam National University and 103 English speakers studying abroad in Paris, found the same pattern of enhanced deliberation.

The researchers next tested how language affected decisions on matters of direct personal import. The same group of Korean students was presented with a series of hypothetical low-loss, high-gain bets. When offered bets in Korean, just 57% took them. When offered in English, that number rose to 67%, again suggesting heightened deliberation in a second language.

To see if the effect held up in real-world betting, Keysar’s team recruited 54 University of Chicago students who spoke Spanish as a second language. Each received $15 in $1 bills, each of which could be kept or bet on a coin toss. If they lost a toss, they would lose the dollar, but winning returned the dollar and another $1.50—a proposition that, over multiple bets, would likely be profitable. When the proceedings were conducted in English, just 54% of students took the bets, a number that rose to 71% when betting in Spanish. The researchers believe a second language provides a useful cognitive distance from automatic processes, promoting analytical thought and reducing unthinking, emotional reaction.

The article can be accessed at pss.sagepub.com/content/23/6/661.

Colorado Offers German PhD in Half the Time

Many inside and outside academia have discussed the length of time required to complete a doctorate in a foreign language. Few believe that the current situation where humanities students may study for 8 or 10 years only to enter an uncertain academic job market is sustainable.

Beginning this fall, the University of Colorado at Boulder is trying something new in German Studies to address that dilemma. Students at CU-Boulder will now be able to earn a PhD in about half the time it might take elsewhere. Two students each year will take part in an accelerated program—with emphasis on mentoring and international study—that will lead to a PhD in four years.

Students will spend two years focused on coursework, one year doing research (perhaps in Germany), and the final year writing their dissertation. Candidates will be encouraged to take on internships during summers to prepare for careers inside and outside of academia. Dissertation writing will adhere to university guidelines on length and rigor. The difference is in a lighter teaching burden and one-on-one mentoring, allowing more focus on classroom work earlier on in the program and more guidance on research and the dissertation.

Colorado administrators and others believe the program—which has been in development for almost half a decade—could be a model elsewhere, both in German and other humanities disciplines. Learn more at www.insidehighered.com/news/2012/05/02/proposed-phd-german-colorado-aims-half-time-degree#ixzz1zmtcpQsv.
Rhode Island Releases Language Roadmap

In response to the need for greater language proficiency, a new blueprint for language learning in the state of Rhode Island was recently announced. The “Rhode Island Roadmap to Language Excellence,” unveiled at the Statehouse in Providence on June 8, was created by business, education, and government leaders who, after meeting over several months, concluded that language and cultural skills were needed for a competitive state workforce that could function globally and locally.

The roadmap recommends a route to language and cultural proficiency that begins in pre-kindergarten and continues through college. The ongoing project is supported by The Language Flagship, an initiative of the Defense Language and National Security Education Office, in collaboration with the University of Rhode Island (URI). Rhode Island is the sixth state in the country to develop a roadmap.

The plan makes the following recommendations:
- a language education supervisor for Rhode Island;
- a Rhode Island Center for Language Teaching, Learning, and Culture;
- articulated pre-K–16 language sequences;
- incentives for language education teachers; and
- incentives for student language proficiency.

“The Rhode Island Roadmap to Language Excellence not only calls for a commitment to new thinking regarding the value of world language and culture skills, but for new resource allocation as well. The implementation of the recommendations requires collaboration from leaders in the educational, business and government sectors throughout the state and parental support. The recommendations require, in some cases, legislative support; in other cases engagement from the private sector to provide funding for programs and scholarships,” says Erin Papa, principal investigator of the Rhode Island Roadmap to Language Excellence Project and coordinator of the URI Chinese Flagship Program.

Find out more details about the Rhode Island Roadmap for Language Excellence at www.uri.edu/news/releases/?id=6297.
New Paper Calls for Languages for Jobs

In a recent Renewing America Policy Innovation Memorandum, “A Languages for Jobs Initiative,” scholars from the Center for Applied Linguistics (CAL) argue that the promotion of language learning should be a national priority. Authors Terrence G. Wiley, Sarah Catherine Moore, and Margaret S. Fee urge the federal government to launch an interagency “Languages for Jobs” initiative with funding levels equal to security language programs.

“As part of the initiative,” they suggest, “the Department of Education would develop foreign language education accountability metrics and primary-level immersion programming that leverages the country’s existing multilingual population.”

The authors make the economic case for improving language skills, saying, “In a competitive global export market, there will be a premium on foreign language skills and international competency. It is an old adage that you can buy in any language, but you must sell in the language of your customer. Business services such as banking, insurance, and architecture are the fastest-growing U.S. export sectors, and selling these services requires employees able to work effectively in non-English-speaking countries. In a survey of large U.S. corporations conducted 10 years ago—when exports were less critical for the U.S. economy—30% responded that personnel with insufficient international skills prevented their companies from fully exploiting business opportunities. Eighty percent believed their sales would increase if they had more internationally competent staff.”

They highlight the current language deficit in the United States, noting: “The U.S. education system is not producing workers with sufficient broad-based foreign language proficiency. Foreign language instruction is often delayed until age 14 and is optional. Unlike nearly every other content area, there are no national assessments in place for measuring foreign language proficiency. A smaller percentage of primary (15%) and middle (58%) schools offer foreign language courses compared to 10 years ago—which is particularly worrying since foreign languages are often best learned at younger ages. The share of high schools offering foreign language courses fortunately remained relatively steady at over 90%. But still, as of 2008, just one in five public school students was studying a foreign language.”

The paper recommends that the new initiative:

- be funded at levels at least on par with what has been spent on the National Security Language Initiative, or roughly $100 million annually, which would support a combined effort across federal departments, including Education, Commerce, Labor, State, and Defense;
- develop and promote the use of common accountability measures for language teaching and programs;
- develop and promote a language immersion program that is integrated into core content learning and begins at the primary level; and
- promote the use of untapped heritage language speakers in language immersion programs.


Learning a Language Leads to a Better Brain

Northwestern University researchers published a study in the Proceedings of the National Academy of Sciences April 30, providing the first biological evidence that bilingual people have longer attention spans and improved memories.

Northwestern bilingualism expert Viorica Marian teamed up with auditory neuroscientist Nina Kraus to investigate how bilingualism affects the brain. In particular, they looked at subcortical auditory regions that are bathed with input from cognitive brain areas. Their research indicated that using two languages fine-tunes a person’s auditory nervous system and helps him or her judge linguistic input in ways that enhance attention and working memory.

Co-authored by Kraus, Marian and researchers Jennifer Krizman, Anthony Shook and Erika Skoe, “Bilingualism and the Brain: Subcortical Encoding of Sound is Enhanced in Bilinguals and Relates to Executive Function Advantages,” underscores the pervasive impact of bilingualism on brain development.

Their study tested nearly 50 teenagers. About half spoke both English and Spanish, and that group was much more effective in picking out the sound of a syllable amid background noise. The study provides biological evidence for system-wide neural plasticity in auditory experts that facilitates a tight coupling of sensory and cognitive functions.

“Through experience-related tuning of attention, the bilingual auditory system becomes highly efficient in automatically processing sound,” Kraus explains. “Bilinguals are natural jugglers,” adds Marian. “The bilingual juggles linguistic input and, it appears, automatically pays greater attention to relevant versus irrelevant sounds. Rather than promoting linguistic confusion, bilingualism promotes improved ‘inhibitory control,’ or the ability to pick out relevant speech sounds and ignore others.”

Learn more online at www.pnas.org/content/109/20/7877.abstract.
Here we present some language-related articles which appeared in newspapers and online, and were recently featured in ACTFL SmartBrief. To subscribe to this free e-newsletter and get the most up-to-date news sent directly to you via e-mail, go to www.actfl.org/smartbrief.

**Engineers Create Glove that Turns Sign Language into Spoken Words**

Students at Cornell University say they came up with the astounding invention in just five weeks with a $75 budget. The inventors are working on patenting the technology that allows sensors in the glove to detect the gestures associated with all 26 letters in American Sign Language. The engineers said they hope it will help the deaf communicate better with hearing people.

“Three Including One Indian Built Power Glove That Translates Sign Language into Spoken Words” in The Economic Times, 6/1/12

**A New Life for One of the World’s Oldest Languages**

A nonprofit group, called Samskrita Bharathi, has been promoting the rediscovery of the ancient Sanskrit language. The organization has been offering free language classes and camps across the country, and the once-fading language is now becoming more widely spoken. The number of students taking online Sanskrit courses that count for class credit also has risen from 17 in 2009–10 to the 75 students expected for the 2012–13 school year.

“Sanskrit Makes a Mini-Comeback, in the U.S.” in The Wall Street Journal–India, 5/20/12

**Florida School Launches Full Day GED Program in Spanish**

Leto High School in Hillsborough County, FL, is trying new strategies to help recent immigrants complete their high school education. Students struggling with their English-speaking ability are offered full-day classes taught in Spanish to prepare them to take the GED, also in Spanish. This is given as an alternative to the regular school day because the students then would have to pass the Florida Comprehensive Assessment Test, offered only in English.

“All Day, All Spanish Program is an Alternative for Some Hillsborough Teens” in the Tampa Bay Times, 5/20/12

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**Scottish Government Wants Children Learning New Languages at Age Four**

Education leaders in Scotland say the new policy to teach foreign language more aggressively is essential to the country’s economy, which estimates losing £590 million per year because of its lack of language skills. Some, however, are criticizing the plan as overly ambitious following recent government cuts. The number of foreign language classroom assistants fell to 59 in recent figures from 284 in 2005.

“Four-Year-Olds to Start Learning Two Foreign Languages” in The Telegraph, 5/18/12

**Philadelphia Expresses Commitment to Bilingual Education**

Philadelphia’s School Reform Commission pledged in May to maintain funding for bilingual programs, even amid a budget squeeze. Board members see such programs as critical given the number of immigrants in the district. The board acknowledged that some schools aren’t holding up their end of the bargain, however. “The principals aren’t taking it seriously and aren’t held accountable,” said Wendell E. Pritchett, a commissioner on the board.

“District Vows to Preserve Resources for Bilingual Education” in The Philadelphia Inquirer, 5/14/12

**Opinions on Raising Children Bilingual Have Shifted**

Writer Catherine de Lange was born to an English father and a French mother. It seemed quite natural to her family to have the children speaking both languages growing up. At the time, however, some experts would have labeled it confusing and harmful to her development. That attitude has changed completely, she writes. Experts now understand the many benefits of a bilingual household. Using two languages makes children’s brains more flexible and creative, among other advantages.

**Better Chinese Releases Discovering Chinese iPad Edition**

Better Chinese, a developer of Chinese-language learning materials and programs, has recently released an iPad edition for their Discovering Chinese program for students. Targeted at middle school and high school students, Discovering Chinese iPad Edition combines a popular, state-adopted curriculum with the advantages of the iPad platform to create a revolutionary language learning environment.

Development of Discovering Chinese-iPad Edition is the result of a partnership between Better Chinese, Stanford University, and the STARTALK program. The goal of the partnership was to create an intensive summer Chinese language course on the iPad for high school students. STARTALK aims to train the next generation of students in six critical languages, including Chinese. Better Chinese was chosen as a partner of the program on the strength of its secondary curriculum, which has already been adopted by eight states and over 400 schools worldwide.

Discovering Chinese-iPad Edition’s environment features comic book-style illustrations, character stroke order practices, animated videos, and fun exercises that can be auto-corrected by the program or submitted to instructors for evaluation. Instead of purchasing a textbook and workbook, this combines both onto an easily portable device.

The first lesson in Discovering Chinese-iPad Edition is available to try for free. More lessons are available for $5.99 each or $49.95 for the first volume of 12 lessons.

More information is available at [www.betterchinese.com](http://www.betterchinese.com).

**Little Pim Spanish iPad App Introduces Spanish to Young Learners**

Developed by Tribal Nova in partnership with the Public Broadcasting Service (PBS) and Little Pim Corporation, producers of the Little Pim foreign language immersion series, the Little Pim Spanish iPad app helps young children develop basic vocabulary about eating and drinking, playing and sharing, and sleeping and waking. The app introduces a total of 60 Spanish words and phrases and is designed for native English speakers.

The Little Pim Spanish app includes three interactive games and each game includes three levels of play, covering basic nouns (level 1), verbs (level 2), and short phrases (level 3). Each game level first demonstrates the vocabulary word or phrase both visually and aurally, then helps the child acquire the vocabulary, and finally validates and reinforces the newly acquired knowledge. Animation and interactivity help provide context in this immersive language learning experience.

Like all the Little Pim series, the app uses what the developer calls an “Entertainment Immersion Method™,” which introduces and reinforces simple words and phrases for everyday activities.

Learn more at [www.littlepim.com](http://www.littlepim.com).

**TELL ME MORE® Campus Offers Business-Specific Language Learning**

TELL ME MORE®, offered by Auralog, has multiple offerings targeted toward specific education levels. TELL ME MORE Campus allows college and university students to connect to language learning technology from anywhere with an Internet connection, including in the language lab, in class, or at home. This edition allows students to study the language using business and career-specific supplemental content. It is equipped with learning paths focusing on careers including sales and marketing, accounting, pharmaceuticals, finance, and more.

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TELL ME MORE Campus is currently available in Dutch, French, German, Italian, and Spanish. Learn more at [us.tellmemore.com/higher_education](http://us.tellmemore.com/higher_education).

**Promethean’s ActivSlate Makes Classroom Interactivity Portable**

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- An instant-on mode to ensure immediate interactivity and reliable, wireless connectivity
- A sleep mode to preserve battery life
- Up to 100 meter range of control

For more information, visit [www.prometheanworld.com](http://www.prometheanworld.com).

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**TELL ME MORE®, offered by Auralog, has multiple offerings targeted toward specific education levels. TELL ME MORE Campus allows college and university students to connect to language learning technology from anywhere with an Internet connection, including in the language lab, in class, or at home. This edition allows students to study the language using business and career-specific supplemental content. It is equipped with learning paths focusing on careers including sales and marketing, accounting, pharmaceuticals, finance, and more.**
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WHERE INTELLIGENCE GOES TO WORK®

U.S. citizenship is required. NSA is an Equal Opportunity Employer. All applicants for employment are considered without regard to race, color, religion, sex, national origin, age, marital status, disability, sexual orientation, or status as a parent.
The Institute of International Education (IIE) Center for Academic Mobility Research is releasing two new papers published to help international education practitioners assist U.S. students cultivate global competencies by expanding opportunities to study and work abroad.

“Expanding U.S. Study Abroad to Brazil” is the fourth report in a series of user-friendly guides for U.S. institutions interested in expanding their study abroad offerings. Other reports in this series have focused on expanding U.S. study abroad to India, Turkey, and Indonesia.

IIE, with the support of the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA), launched this initiative to expand the capacity of key nontraditional destination countries to host a larger number of U.S. study abroad students. The project has been carried out in partnership with EducationUSA, the Forum on Education Abroad, the American Association of Community Colleges, and the U.S.-India Educational Foundation (USIEF).

The new report begins with an overview of the Brazilian higher education sector, with a particular focus on U.S.-Brazil higher education exchanges and partnerships, and the current state of U.S. study abroad to Brazil. The second portion of the report focuses on existing study abroad programs available to U.S. students, and challenges and recommendations for expanding study abroad to Brazil.

The other paper, “Learn by Doing: Expanding International Internships/Work Abroad Opportunities for U.S. STEM Students,” is the outcome of a special workshop held in April in Washington, DC to explore internship and work abroad programs in the STEM [Science, Technology, Engineering and Mathematics] fields, specifically creating, maintaining, funding and assessing these programs.

A coalition of education abroad professionals from the NAFSA: Association for International Educators’ Work, Internship, and Volunteer Abroad (WIVA) Subcommittee, and the University of California, San Diego joined IIE in convening the event, which was attended by more than 60 participants from across the United States and Canada.

This report helps define work abroad, reviews existing program models, and addresses how to effectively communicate the benefits of work abroad programs to faculty, administration and employers. The paper also discusses funding and assessment tools for work abroad programs.

Find these and other resources online at www.iie.org under “Research and Publications.”

Students looking for a heightened sense of adventure as part of their study abroad experience might want to check out this list on the Travel Channel website (www.travelchannel.com/interests/budget/articles/study-abroad-with-a-twist). The article offers several suggested destinations that author Andre Legaspi claims will “test the mettle of even the most daring 20-something.”

Among his study-abroad-with-a-twist suggestions are the Galapagos Islands; Semester at Sea; Cuba; Nunavut, Canada (close to the Arctic Circle); and Vietnam. The article mentions colleges that offer programs in these locations including the University of Alabama, the University of Mississippi, Harvard University, the University of Buffalo, Syracuse University, and the University of Arizona.
strengthen ties between the citizens of the United States and China in the areas of education, culture, sports, science and technology, and women's issues.

At the closing plenary of the CPE, Secretary Clinton announced new private sector pledges in support of the 100,000 Strong Initiative, which seeks to increase the number and diversify the composition of Americans studying in China. To date, the Initiative has received pledges of over $15 million and the Chinese government has offered 20,000 scholarships for Americans studying in China in support of the Initiative. The latest announcements include:

- **Creation of the 100,000 Strong Foundation:** Secretary Clinton announced that the Ford Foundation will independently provide $1 million in seed funding for a private non-profit that will promote and perpetuate the goals of the 100,000 Strong Initiative. The new organization will launch a national public relations campaign to encourage Americans to study abroad in China as well as solicit new resources to create opportunities for students from underserved communities to study in China.

- **Funding Stream from New Web Platform:** GlamourPin, a web-based commerce platform for Chinese consumers, will independently support the growth of the 100,000 Strong Foundation by providing a royalty of 1% of all sales to enhance educational exchange between American and Chinese youth.

- **Over $1 Million in New Corporate Funding for China Exchange Programs:** American corporations continue to support the 100,000 Strong Initiative through grants to schools and study abroad programs. New corporate donors include Bank of China ($315,000), Microsoft ($100,000), and Motorola Mobility Foundation ($400,000). These funds will go to support increased study abroad opportunities for underserved high school students through Americans Promoting Study Abroad (APSA), the Chicago Public School System, OneWorldNow!, and the DC Center for Global Education and Leadership. Wanxiang America has independently supported the Initiative. Deloitte and Hilton Worldwide have also committed $100,000 each to support study abroad in China.

- **Launch of Scholarship Campaign for HBCU Students:** Clinton has issued a call to action to presidents of public and private historically black colleges and universities (HBCUs) to double the number of their students who study abroad in China. Under the 100,000 Strong Initiative, the Thurgood Marshall College Fund is working to create a scholarship for students at public and private HBCUs that would provide financial aid for their study abroad in China. Currently, African-Americans are underrepresented in study abroad programs globally and in China.

- **Scholarships for Seattle Youth to Travel to Chongqing:** The Chongqing Municipal Education Commission will provide 40 scholarships under the “Seattle Strong” campaign, a local affiliation with the 100,000 Strong Initiative, OneWorldNow! (OWN!) and the City of Seattle. The scholarships will help underserved Seattle Public School youth engage in an intensive Mandarin language immersion program in Seattle followed by three weeks of study in Chongqing.

- **Expanding Ties to Jiangsu Province:** The 100,000 Strong Initiative and the Jiangsu Provincial People's Government are committed to increasing two-way educational exchange between American high school students and their counterparts from Jiangsu Province. This effort, like the Seattle-Chongqing partnership, is designed to support people-to-people ties at the city level.

- **New Partnership Between Institute of International Education and Hanban:** The Institute of International Education and Hanban agreed to work together on a new scholarship to provide more opportunities for Americans to study in China. They will support 60–70 American students who are pursuing MA or PhD degrees in the United States to spend two or three semesters in a host university in China for advanced language training, coursework, and research related to the study of modern and contemporary China.

The United States and China are cooperating closely to achieve the goals of the 100,000 Strong Initiative: to increase dramatically the number, and diversify the composition, of American students studying in China as a means to enhance people-to-people ties between the two nations.
HAVE REGULAR MEETINGS BEFORE YOUR TRIP

Once your travel group is established, organize regular meetings leading up to your trip. Nicole Naditz, French teacher at Bella Vista High School (CA) meets with her travelers once a month.

“At each meeting, we go over important information, such as upcoming deadlines, best ways to carry and get money overseas, cell phone use, packing tips, cultural norms, daily itinerary (and the importance of promptness), etc.,” she says. “Additionally, a student presents information about one of the places we will visit during our trip, and for large groups, we start each meeting with a different, fun ice-breaker or get-to-know-you activity. These meetings help bond the group together in a respectful, interactive, cooperative way while you convey essential, practical information about the culture for the entire class.”

**Language and culture**. And just as important, you will establish your role as group leader.”

Schaeffer suggests the following topics (presented with PowerPoints, short-answer written activities, interactive and paired oral activities in a productive and fun atmosphere): geography and important facts about the country; vocabulary for meeting people; identification of major attractions you will see; home vocabulary; historical facts about the country; asking for and giving directions; important features of the country (national parks, architecture, etc.); money, banking and shopping; food and native dishes; and food vocabulary and ordering in a restaurant.

“These activities can of course be done in your regular classes with all your students,” notes Schaeffer, “That way, there can be a wealth of benefits in both language and culture for the entire class.”

**JOIN US AT THE CONVENTION SESSION TO LEARN MORE ABOUT**

The Language Educator

Are you curious how each issue of The Language Educator gets put together? Would you like to submit an article or photo, provide information we can use, or learn about other ways to get involved? Since our first issue was published in January 2006, TLE has been providing valuable resources to the language education profession as well as an avenue for you to share what is happening in your classroom or program.

This year at the ACTFL Annual Convention in Philadelphia, PA, we are again offering a session focused on our magazine entitled The Language Educator Magazine from ACTFL: Your Voice in Print, featuring TLE Editor Sandy Cutshall and Creative Director Pauline Goulah.

Learn how to target your submission to see your words and images in print! Find out what an article should say about excellent language practices in language learning and get tips for good magazine writing. Get advice about taking great photographs that we can use in the publication—maybe even on the cover!

**Friday, November 16, 2012 – 2:30-3:30 p.m. at the Pennsylvania Convention Center, Room 109B.**

**Presenters:** Sandy Cutshall, Editor, and Pauline Goulah, Creative Director, The Language Educator

**TLE SPOTLIGHT ON . . .**

Michael Shaughnessy

Associate Professor of German and Chair of the Department of Modern Languages at Washington & Jefferson College in Washington, PA, Dr. Michael Shaughnessy has a special interest in German language, literature, and culture, but he also has a professional interest in educational technology. He has published numerous articles, a CD-ROM for introductory German, and the book, German Pittsburgh, in addition to serving as the chief editor of the German section of the REALIA project. Shaughnessy is an active member of the American Association of Teachers of German (AATG) and a lifelong member of the Society for German American Studies.

Shaughnessy’s latest project involves creating the Culturally Authentic Pictorial Lexicon (CAPL), which provides free access to high-quality authentic images worldwide. His efforts earned him recognition in 2011 with the ACTFL Cengage Learning Faculty Development Program Award for Excellence in Foreign Language Instruction Using Technology with IALTT. Using technology to provide students with authentic examples of language use is only part of his mission to help empower students with language. “My students learn with the knowledge that what they are learning is immediately useful to them when they travel to the German-speaking world,” he says.
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HOW THE CAMPAIGN WORKS
Refer a friend, student, or colleague for ACTFL membership that joins during the campaign period and be entered in a drawing to win a new iPad. New members** referred during this period will be entered in a separate drawing for another iPad.

Bonus Prize! Be the member that recruits the most new members during the campaign and earn a one-day ACTFL professional development workshop for your school/university/district.

“Whether you are looking for inspiration, validation, resources, networking opportunities, or simply a chance to voice your own concerns and issues, ACTFL is the organization to join. It is the support you need to become a professional educator and share expertise.”
—Desa Dawson, Oklahoma State Department of Education

FOR COMPLETE RULES AND INSTRUCTIONS, VISIT ACTFL.ORG/SHAREACTFL.
EDITOR’S NOTE: This year we held the second TLE Photo Contest and invited submissions of photographs representing “Language Learning in Action.” We received around 100 submissions between January and June 2012 and carefully considered these entries with regards to both overall photo quality as well as expression of the contest theme.

From this pool of submissions, we have chosen a first and second place winner, as well as five photos worthy of honorable mention. The winner of the contest receives $500 and the second place entrant receives $200. We are grateful to everyone who submitted photos and thank you for your participation in this contest to help promote and support the language education community.

Congratulations to…

1st Place Winner

Wendi Loup, Baton Rouge International School, Baton Rouge, LA (photographer: Gloria Ramirez)

Pre-K French and Spanish classes at Baton Rouge International School learned about butterfly metamorphosis. They began in April 2012 and watched five butterflies mature. In May, they celebrated “El Festival de Las Mariposas,” and let the butterflies go.

Note: All proceeds from this winning photo will be donated to the Baton Rouge International School (BRIS) Foundation toward a much-needed campus expansion. BRIS is an IB accredited school immersing children in French, Spanish, Chinese and English in an engaging and rigorous curriculum rich in science, math, technology, and the arts.

2nd Place Winner

Alexander Fager, Niceville High School, Niceville, FL

This photo illustrates language use and international science. Students from Niceville High School in Florida traveled to Istanbul to help students establish a National Geography in Shore Areas (NaGISA) site, part of a collegiate level worldwide biological survey. Here, students used practiced skills and dictionaries to communicate during research, and of course shared a few laughs over mutual interests as well.
Joshua Arthur participated in a tutoring program for children in downtown Cuernavaca. Students volunteer to meet with children whose parents do not have time to help them with their homework. They meet at a cafe across the street from the Cuernavaca Cathedral and help children with reading, writing, and math. The American students have to use the Spanish they are learning in these sessions. It is definitely language learning in action!

In our school, the lower school does not offer Mandarin. My middle school Mandarin students went to the lower school classes to present the Chinese New Year. After the presentation, there was a hands-on activity with the lower school students. This photo was shot while one group of my students was teaching the younger ones how to make a Chinese dragon to celebrate the Year of Dragon. I think this photo was a good catch of “Language Learning in Action.” The middle school students used their knowledge learned in Mandarin class to teach the younger ones. It was a good experience for all the students.

Preschoolers at the Spanish immersion program at the Yak Academy in Colorado Springs are shown learning about careers. Our little chefs made “masa” (dough).

Three students concentrate on “Scarabeo,” Italian Scrabble, in the Yale Italian Department’s annual fall Scrabble contest in three categories: elementary, intermediate, and advanced. First, second, and third place prizes are awarded in each category. Between 45 to 60 students participate each year. Here, Chris puts down his Italian word as the other two students aim to make “sogno” (dream)—one of the “magic words” that will win them an instant prize.

Three of my high school students are pictured here, at the door of Monet’s home in Giverny, France. To me, this photo symbolizes students stepping out of the classroom and across the threshold of the real world to use the language they have learned.
In addition to the seven photos featured on the previous pages, many other entries were received that admirably reflected language learning. Among the notable examples were photos highlighting languages including Arabic, ESL, French, German, Italian, Japanese, Korean, Mandarin Chinese, Spanish, Turkish, and Urdu, and their related cultures. Students—from preschool to postsecondary—were shown interacting with educators and other students as well as a wide variety of individuals including native speakers in other countries during travel and study abroad; family and community members during special school events; and others outside the classroom in local libraries, parks, museums, shopping centers, and many more locations.

Photos demonstrated students in and out of classrooms throughout the United States and also visiting countries as diverse as Costa Rica, Egypt, France, Germany, Japan, Mexico,
Spain, and Turkey. They are shown participating in service learning, cooking traditional meals, dancing, creating arts and crafts; doing scientific research; interacting with native speakers; playing games; using technology; performing in plays and musical events; celebrating holidays; teaching younger students; learning about art, math, and other disciplines in the language; bargaining with shopkeepers in other countries; taking part in cultural and heritage festivals; making comparisons between their own language and culture and what they have studied; connecting with students in other countries via the Internet...and the list goes on and on!

While it is impossible to detail all the excellent entries to the TLE Photo Contest, we commend all the language educators who shared their wonderful photos. Thanks again to everyone who participated!
ACTFL Membership Now Includes One Free SIG

New and renewing ACTFL members will now receive free membership in one Special Interest Group (SIG) as part of their annual membership. Additional SIGs cost only $5 each per year. Simply indicate your free SIG of choice on your membership application or renewal and we’ll do the rest!

ACTFL currently offers the following SIGs: African-American Students; Arabic; Community Colleges; Distance Learning; Film (Cinema); Heritage Languages; Immersion; Korean; Language Learning for Children: Less Commonly Taught Languages; Modern Greek; Portuguese; Research; Small German Programs; Spanish for Native Speakers; Teacher Development; and Teaching & Learning of Culture. More details about the SIGs are available on the ACTFL website at www.actfl.org/membership. ACTFL is also exploring the interest in possibly forming SIGs in Technology and Spanish for the Professions.

Questions? Contact the ACTFL Membership Department at membership@actfl.org.

ACTFL Signs Agreement with European Language Leaders

Representatives of the American language education community, including ACTFL Executive Director Marty Abbott, ACTFL President Dave McAlpine, and ACTFL Professional Programs Director Elvira Swender, recently attended a meeting in Graz, Austria, with leaders of the European Centre for Modern Languages (ECML), a division of the Council of Europe. Other American groups represented included the American Association of Teachers of German, Center for Applied Linguistics, Federal Bureau of Investigation, Language Testing International, JNCL-NCLIS, National Council of State Supervisors for Languages, and Surface, Ward, and Associates. European countries represented included Germany, Spain, Netherlands, UK, Italy, Finland, Austria, Switzerland, Ireland, and France.

The highlight of the meeting was the signing of a memorandum of understanding (MOU) between ACTFL and the ECML, signifying an agreement of mutual cooperation. The document specified the areas in which the ECML and ACTFL would cooperate as including: information exchange, exchange of expertise, attendance at events and professional development, joint activities, and personnel. To this end, ACTFL has already invited ECML Executive Director Waldemar Martyniuk to attend the 2012 ACTFL Convention in Philadelphia in November.

“ACTFL, on behalf of all of our organizational members, is proud to enter into this MOU to forge a stronger partnership with our European counterparts to promote language education in a global context,” stated Abbott.

Learn more about the ECML at www.ecml.at.
ACTFL in Korea

Marty Abbott, ACTFL Executive Director, and Cynthia Martin, ACTFL OPI senior trainer, recently visited Samsung headquarters outside of Seoul, Korea, and met with staff from Samsung and Credu, the firm which markets the OPIc in Korea.

ACTFL Proficiency Guidelines 2012 – Arabic Annotations and Samples

ACTFL and the Language Flagship Program are pleased to announce the online publication of Arabic annotations and samples for speaking, writing, listening, and reading to accompany the ACTFL Proficiency Guidelines 2012. The annotations to the Guidelines for Arabic and the samples that exemplify the descriptions of the levels can be found at actfluproficiencyguidelines2012.org/arabic.

The Arabic annotations and samples are intended to help Arabic teachers, learners, and assessment specialists relate the ACTFL Proficiency Guidelines 2012 to the Arabic context and to the various dimensions involved in assessing the four skills in Arabic. The Arabic annotations and samples were developed in collaboration with the Arabic Flagship Programs and were funded under a Language Flagship Diffusion of Innovation Grant. At the core of The Language Flagship is the commitment to a process that diffuses successful language learning models throughout higher education.

The ACTFL Proficiency Guidelines 2012 describe what individuals can do with language in terms of speaking, writing, listening and reading in real-world situations in a spontaneous and non-rehearsed context. The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. For the past 25 years, the ACTFL Proficiency Guidelines have had an increasingly profound impact on language teaching, learning, and assessment in the United States.

The 2012 Guidelines website with glossed terminology and annotated, multimedia samples of performance at each level in English can be found at: www.actflu.org/profguidelines2012

Mark Your Calendar Now for Future ACTFL Conventions

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<tr>
<th>Date</th>
<th>Location</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>November 22–24, 2013</td>
<td>Orange County Convention Center and Rosen Centre Hotel, Orlando, FL</td>
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<tr>
<td>November 21–23, 2014</td>
<td>Henry B. Gonzalez Convention Center and Grand Hyatt San Antonio Hotel, San Antonio, TX</td>
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Teacher Educators: Request Your ACTFL Student Kits Today

Many teacher educators find that getting their students involved in professional organizations early helps in their development as future teachers. If you are a teacher educator, you can receive information packets about the products and services available from ACTFL along with sample copies of The Language Educator and Foreign Language Annals to distribute to your students at no charge. Enclosed with these packets are membership brochures, applications for your students to join ACTFL, and information about their regional conferences.

We hope that you will encourage your students to become members of their professional organization and take advantage of the resources and benefits you enjoy. Student membership in ACTFL is available for $25 a year and requires a letter verifying student status. Don’t miss out on this wonderful opportunity for your students! To request these packets, please send an e-mail containing your name, address, and number of packets needed to membership@actfl.org or call (703) 894-2900. Please allow four weeks for processing and delivery.

Start Thinking About Discover Languages Month Now

As the new school year gets underway, now is the best time to think about how you can integrate excitement about languages and advocacy into your plans for your class, school, and community. In February 2013, we will celebrate Discover Languages Month and you will not want to wait until the last minute to make plans for this special event!

Instead, why not visit www.DiscoverLanguages.org to find inspiration for events and activities that you could plan for next February—or at any time of the year? You might want to consider hosting a school-wide language celebration or plan another type of contest, activity, or lesson. Or—if you have your own great idea—perhaps you can share it with others so that they may try it in their area.

We will once again be holding the ACTFL National Student Video Contest for Discover Languages Month in 2013. The purpose is for language students to serve as spokespersons promoting the benefits of language learning and encouraging the study of languages. Consider incorporating the contest into a lesson or unit plan and see your students get excited talking about learning languages!
ACTFL recently presented the language education community with a document which provides an explicit “crosswalk” showing the strong link between the National Standards for Learning Languages and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

The Common Core standards contain four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the National Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages—Cultures, Connections, Comparisons, and Communities—also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready,” states the crosswalk document.

The 17-page PDF file, officially released in April, shows explicitly how each aspect of the Common Core aligns with the National Standards at the Novice, Intermediate, and Advanced levels. It is available for download from the ACTFL website at www.actfl.org [Click on “Alignment of the National Standards for Learning Languages with the Common Core State Standards: View the Document.”]

This product was the result of work by many individuals in the language education community, including the working group that drafted the original document last year made up of Marty Abbott (ACTFL), Jacqueline Bott Van Houten (Kentucky Department of Education), Helga Fasciano (North Carolina Department of Instruction); Greta Lundgaard (Plano, TX), Brandee Mau (Gillette, WY); Paula Patrick (Fairfax County, VA), June Phillips (National Standards Project Director); Debbie Robinson (The Language Flagship); Paul Sandrock (ACTFL), and Martin Smith (West Windsor-Plainsboro, NJ). This group convened last fall to draft a document, which was then presented to the Assembly of Delegates at the 2011 ACTFL Convention in Denver for further input from the field.

According to Associate Director of Professional Development Paul Sandrock, the crosswalk document is a strong statement that foreign language learning supports literacy as defined by Common Core, and can be used by schools and districts to demonstrate collaboration across disciplines. He notes that organizations representing other subjects, even those already included in the Common Core standards such as social studies, are following the lead of the language community in pursuing a clearer explication of the connection between their specific subject and Common Core.

### Aligning the National Standards for Learning Languages with the Common Core Standards

<table>
<thead>
<tr>
<th>Common Core State Standards-ELA</th>
<th>Standards for Learning Languages</th>
</tr>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Interpretive (Reading, Listening, Viewing)</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
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<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td><strong>Interpretive Communication (Standard 1.2)</strong></td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</td>
<td>• Demonstrate comprehension of content from authentic audio and visual resources.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, or ideas develop and interrelate over the course of a text.</td>
<td><strong>Cultures: Practices and Products (Standard 2.1 and 2.2)</strong></td>
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<tr>
<td></td>
<td>• Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).</td>
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<tr>
<th>Novice Students</th>
<th>Intermediate Students</th>
<th>Advanced Students</th>
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<tr>
<td>Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.</td>
<td>Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.</td>
<td>Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.</td>
</tr>
<tr>
<td>Interpret informational texts with text features that support meaning, such as graphs and charts.</td>
<td>When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text.</td>
<td>Interpret the principal elements of technical, informational and narrative literary texts on topics of current and historical importance to the target culture.</td>
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ACTFL is currently seeking heritage speakers of Mandarin Chinese between the ages of 18–29 who learned to speak Mandarin at home (not at school). No matter the level, anyone who learned Mandarin by communicating with friends and family, rather than solely in school, may qualify to participate in an exciting research initiative ACTFL is conducting in conjunction with the University of California, Los Angeles (UCLA). Note: If someone learned Mandarin at home but then studied Mandarin in school, they are eligible to take part in this project.

Qualified heritage speakers who agree to participate in this study will be asked to provide biographical and linguistic data, and a sample of their spoken language proficiency.

This project is designed to gather reliable data that does not exist at this time about the range and variety of spoken language profiles of heritage speakers. The information gained through a discourse analysis of the speech samples will be used to produce a report that describes the variety of oral spoken language profiles of heritage speakers.

Interested parties can complete a qualification survey at www.actfl.org/HLsurvey. This survey will allow ACTFL to determine whether the individual qualifies as a heritage speaker. All individuals who qualify as heritage speakers of Mandarin will be asked to:

1) complete a second 3–5 minute survey
2) take an ACTFL OPIc [oral proficiency interview by computer] within a two-week time period of being registered for the test

Upon completion of both, participants will receive an official ACTFL OPIc proficiency rating and a payment of $25. If you have any questions about this project or the surveys, please contact Natalie Boivin at nboivin@actfl.org. Please use HERITAGE PROJECT as the subject line for all e-mails.
Let’s turn our collective voices into a unified message!

Dr. K. David Harrison, keynote speaker

Are you ready to add your voice to ACTFL’s Annual Convention and World Languages Expo this November? This is your opportunity to join thousands of your colleagues from around the world—including teachers, administrators, methods instructors, and students at all levels—at the world’s largest professional development event for language educators.

This year’s convention, themed MANY LANGUAGES: One United Voice, will be held at the Pennsylvania Convention Center in historic downtown Philadelphia, November 16 to 18. Pre-convention workshops will be available on November 15, as well as post-convention workshops on November 18.

The conference will officially open at 8:30 a.m. on Friday with a keynote address from Dr. K. David Harrison* at the Opening General Session. Dr. Harrison, a professor of linguistics at Swarthmore College, has completed extensive research on language extinction, and his work was highlighted in the documentary, The Linguists (www.linguists.com). He is the co-founder and Director of Research for the Living Tongues Institute for Endangered Languages, a non-profit foundation that strives to advocate for the documentation, preservation, and revitalization of endangered languages, and he is also the author of a number of books on the subject of endangered languages.

Following the keynote address, Dr. Harrison will be signing copies of his latest book at ACTFL Central in the exhibit hall. This will be followed by a special screening of The Linguists (including a discussion period) from 11:00 a.m. to 12:00 p.m.

Attendees will be able to select from more than 600 educational sessions over the course of the convention, as well as attend Roundtable and Electronic Poster sessions that will address the latest research and best practices. The World Languages Expo will showcase more than 250 exhibits of the latest education products, services, and technologies. Participants can attend Exhibitor Workshops on

*Dr. Harrison participated in a Q&A interview with the magazine in August 2008. Readers can find this interview on the ACTFL website under “See It in The Language Educator?” for the current issue: www.actfl.org/seeitinTLE.
the show floor on both Friday and Saturday to get more in-depth information from exhibitors on their products and services.

ACTFL 2012 offers you the opportunity to immerse yourself in a collaborative, educational experience that will empower you to play a vital role in our work to move foreign language learning forward with one voice.

SIGNING UP

Convention attendees may register online at www.actfl.org/convention2012. Fax and mail registration options are also available and a registration form is available at the ACTFL website. To qualify for discounted advance registration prices, you must register and submit payment no later than Wednesday, October 24, 2012. Registration fees are as follows:

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<th>REGISTRATION RATES</th>
<th>Advance (by 10/24/12)</th>
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<td><strong>Full Convention Registration</strong></td>
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Extra fees apply for full-day and half-day workshops.

Individuals who are members of the following co-sponsoring organizations are also eligible to pay the ACTFL member rates:

- American Association of Teachers of German (AATG)
- American Association of Teachers of Italian (AATI)
- American Association of Teachers of Japanese (AATJ)
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Chinese Language Teachers Association (CLTA)
- Pennsylvania State Modern Language Association (PSMLA)

A 10% group discount on the full convention registration is available when 10 or more individuals are registered from the same institution at the same time. Full payment must be submitted by October 24 for the group discount to apply. The discount is not available for onsite registration, pre- and post-convention workshops, or ticketed events.

STAYING OVER

ACTFL has made arrangements for special convention rates, ranging from $172 to $230 a night at several Philadelphia hotels in the vicinity of the Pennsylvania Convention Center. Suggested hotels include:

- Philadelphia Marriott Downtown – approximately one block from the Convention Center
- Philadelphia Downtown Courtyard Marriott – approximately two blocks from the Convention Center
- Loews Philadelphia Hotel – approximately two blocks from the Convention Center
- Sheraton Philadelphia City Center Hotel – approximately four blocks from the Convention Center
- Hilton Garden Inn Philadelphia Center City – adjacent to the Convention Center
- Hampton Inn Philadelphia Center City Convention Center – across the street from the Convention Center

Centrally located in Philadelphia’s downtown area, these hotels are close to some of the historic city’s must-see attractions. All boast amenities such as swimming pools, fitness centers, onsite dining, and high-speed Internet—although some may charge an extra fee for in-room Internet access.

To take advantage of the special ACTFL rates, you must book your reservation by October 23, 2012. After that date, ACTFL room blocks will be released and hotels may charge higher rates. Some of the hotels offer a single or double occupancy rate and all rates are subject to 15.2% occupancy tax (subject to change).

Room requests can be made online, by fax, or by mail. Phone reservations are not available for this year’s convention. For best availability and immediate confirmation, we strongly recommend that you make your reservation request online. Requests received via fax or mail may take longer to process. All hotel requests are processed on an availability basis. Book your hotel in one of the following ways:

- VISIT the convention’s Housing Information page at www.actfl.org/convention2012.
- FAX the completed Hotel Reservation Form (available online) to: ACTFL/PCVB, 888-772-1888 (Domestic) or 301-694-5124 (International).
- MAIL the completed Hotel Reservation Form to: ACTFL/PCVB/Experient Housing Bureau, P.O. Box 4088, Frederick, MD 21705-4088.

Full details on housing options and policies are available online. We recommend you review these fully before booking a room.
PERSONALIZING YOUR SCHEDULE

Here is a sampling of a few don’t-miss sessions that will be offered to attendees at the 2012 ACTFL Convention:

• Assessing Language Performance: Technology for Student Evaluation and Teacher Learning
  Should teachers teach toward the test? Depends on how well the test captures standards-based performance goals. ACTFL’s new online assessment engages students in activities to demonstrate progress in using language. Online learning modules and tools help teachers improve classroom instruction and assessment, plus collaboratively discuss, design, and share.

• Developing Common Core Literacy Through World Languages
  ACTFL’s crosswalk of the Common Core Standards with the National Standards for Language Learning outlines a common vision of literacy for learning a first or second language. What are the implications for language classrooms? Explore classroom examples describing assessment and instruction to develop literacy at novice, intermediate, and advanced levels.

• Relevant Learning: Communication, Culture, and 21st Century Skill Development
  Designing projects that connect language students to people around the world makes language learning relevant and engaging. Embed high quality projects with the 21st century skills of collaboration, critical thinking, and responsible use of technology, while developing communication skills. Evaluate characteristics of effective projects that empower learning.

• ACTFL Latin Reading Assessment and Professional Development
  Working closely with the American Classical League, ACTFL has developed the first of its kind computer-adaptive, standards-based assessment of Latin Interpretive Reading. It treats Latin as a living, dynamic language. Accompanying the assessment is an online professional development component.

• Bridging Frameworks: Establishing CEFR ratings for ACTFL Oral Assessments
  This session presents the results of a standard-setting study completed in September 2011 to establish correspondences between the ACTFL Oral Proficiency Guidelines and the Common European Framework of Reference (CEFR) by creating links between CEFR speaking proficiency levels and speaker performances elicited by official ACTFL OPI and OPIc.

Find out about more sessions on the ACTFL website; click on the 2012 Online Convention Program to plan and set up your own personalized schedule.

EXPLORING THE CITY OF BROTHERLY LOVE

Founded in 1682 by William Penn and the location of the signing of the Declaration of Independence and the U.S. Constitution, Philadelphia is one of the United States’ most historically significant cities. Known as “the city of Brotherly Love,” Philadelphia offers a wealth of attractions, many easily accessible from the Pennsylvania Convention Center. Be sure to plan some time during ACTFL 2012 to experience what this great city has to offer!

The Betsy Ross House
Well-known as the woman who sewed America’s first flag, Betsy Ross’s house has been restored as it might have been during the 18th century. The Betsy Ross House (www.betsyrosshouse.org) offers tours as well as interactive historical programs and reenactments.

The Franklin Institute
The Franklin Institute (www2.fi.edu) was founded in 1834 to honor Benjamin Franklin and advance the usefulness of his inventions. Today it is one of the country’s best science museums and offers a wide range of hands-on exhibits, live demonstrations, and programs dedicated to inspiring a passion for science and technology.

Independence National Historic Park
No visit to Philadelphia would be complete without a visit to Independence National Historic Park (www.nps.gov/inde), the location of the iconic Liberty Bell, Independence Hall, the National Constitution Museum, and a host of other historic sites.

Independence Seaport Museum
Located at Philadelphia’s Penn’s Landing waterfront, the Independence Seaport Museum (www.phillyseaport.org) provides a glimpse into Philadelphia’s maritime history.

Philadelphia Museum of Art
One of the largest museums in the United States, the Philadelphia Museum of Art (www.philamuseum.org) is home to 227,000 objects, ranging from ancient Asian art to modern and contemporary art, arms and armor, costumes and textiles, as well as prints, drawings, and photographs that are displayed in rotation. Information about special exhibitions can be found at www.philamuseum.org/exhibitions/upcoming.html.

Reading Terminal Market
Philadelphia’s Reading Terminal Market (www.readingterminalmarket.org) is a historic farmers market open year-round in the Center City area of Philadelphia. It features a wide selection of food offerings, Amish specialties, flowers, and crafts from around the world.

Additional Resources
2012 ACTFL Annual Convention and World Languages Expo:
www.actfl.org/convention2012

Independence Visitor Center: www.independencevisitorcenter.com

Official Philadelphia Visitor Site: www.visitphilly.com

Pennsylvania Convention Center: www.paconvention.com
Don’t Miss These Exciting Plenary Sessions at the Convention

FRIDAY, NOVEMBER 16, 2012
3:45 P.M.-4:45 P.M.

Language Education in the U.S.—Current Status and Future Vision
Panelists from major organizations both within and outside the language profession will discuss the current status of language education in the United States and ideas for implementing a vision of language learning for all students in the future. This interactive session will allow time for audience input as we collaboratively envision the future of our field.

SATURDAY, NOVEMBER 17, 2012
8:00 A.M.-9:00 A.M.

Introducing Phase II of ACTFL’s Research Priorities Initiative
This year’s Research Plenary will focus on Phase II of ACTFL’s Research Priorities initiative, which will promote research in the five priority areas that emanated from Phase I. Plenary participants will lay the groundwork for Phase II by reviewing the research priority areas and research questions that emerged from the literature reviews, and by exploring the possibilities for research projects that might be conducted for each priority area. The plenary will be followed by a series of sessions, each of which will provide a forum for attendees to discuss their views of the kinds of research projects that might be proposed for Phase II.

Attention: Job Seekers
Are you ready to get your dream job? On Saturday, November 17, Certified Career Coach Rita Friedman will lead three 45-minute workshops to help guide ACTFL Convention attendees through the job search process. Each mini-workshop will focus on a key component of a successful job search and will include a topic overview, practical advice, and a Q&A. Participants will discuss the challenges and opportunities unique to teaching languages, the employment landscape within the profession, alternate career options for language teachers, credentialing, and professional development planning. Come to one or all three workshops for useful insights and networking opportunities!

9:30 a.m. – The Resume
Focuses on resume writing for language teachers and professionals, and will address different resume strategies, styles, formatting, what to include/exclude, and how to cover gaps in employment. We’ll review actual resume samples and discuss their strengths and weaknesses.

1:00 p.m. – The Search
Examines how to conduct an effective job search including the best places to look, how to read a job posting, how to write a cover letter, as well as networking, using social media tools, and tapping into “hidden” employment markets.

4:30 p.m. – The Interview
Centers around interviewing—getting past the phone screen, answering difficult questions, different types of interviews (situational, behavioral, group, panel, stress), and salary negotiation.

Between workshops, Rita will be available throughout the day to answer questions one-on-one, provide mini-critiques of resumes, help job seekers prepare for interviews, and recommend additional resources and tools. Bring your resume and your questions!
I teach courses in Spanish about business and social entrepreneurship. I emphasize transcultural competence to ensure that these courses are not simply Spanish translations of the same courses they could take in the College of Business. Examples from the web make the concepts come to life for students. At Ashoka.org, we study social entrepreneurs from Spanish-speaking countries. We analyze how a nonprofit can do social media marketing through RadioAmbulante.org’s examples. We look for the most desired job skills in the job ads on es.idealista.org and www.hacesfalta.org.mx, match them up to our skills, and then write cover letters. At mujeresdeempresa.com we sift through the business tips. All of these sites allow students to think about business from a different cultural perspective and in very engaging ways.

Ann Abbott, Spanish, University of Illinois, Urbana-Champaign, Urbana, IL

“Gentrification” became the connection concept between German II and AP Human Geography. I finished a unit on Berlin, in which I had students explore a variety of materials in both German and English. Students learned how Berlin is still rebuilding and developing after the fall of the Berlin Wall. My intent was to expose them to multiculturalism in Germany and increase their awareness of how diverse German is today. After the AP Human Geography exam, all of my freshman boys filed into the room to shake my hand, as half of the exam focused on “Gentrification,” “walls,” and “Muslim immigration” to European countries! We have a private partnership with a school outside of Berlin and the German students will be presenting on similar topics during their visit in the fall in German and other classes throughout the school. I am so excited to continue making more connections across the disciplines in my school.

Linda Zins-Adams, German, Highlands High School, Fort Thomas, KY

When learning numbers, I ask the math teacher what skills need to be reviewed. When learning words like north, south, river, mountain, I ask the social studies teacher what country they are working on. Body parts might be associated with a current science lesson. I find out what they are learning about in other classes and teach them how to discuss it in Spanish.

Charlotte Meyer, Spanish, Preston Schools, Preston, IA
In some of our upper-level language classes, we have required service-learning hours. Students generally complete six hours with our local public school ESOL coordinator. They tutor primarily Spanish-speaking children in grades 1 to 12 in a variety of school subjects. Some students have assisted with Spanish Club at a local elementary school. In addition, some seniors do internships with either the ESOL program or Head Start. For each credit hour, interns complete 45 hours of work. In addition to tutoring, the interns may also work on translation projects that help the programs communicate with parents. The students intern as volunteers; they are not paid for their services.

Cathleen Cuppert, Spanish
Coker College, Hartsville, SC

The GLOBE Program brings together students in K–12 classrooms studying science, technology, engineering, math, geography, language arts, and art and photography, to work together with their peers in countries around the world. Students from over 110 participating countries make their own scientific instruments, gather and analyze environmental data, discuss findings, write research reports and communicate their discoveries on an international level. GLOBE provides students an integrated view of the various subjects they study, supporting curricular interconnections to Earth system science topics in atmosphere, hydrology, land cover/biology, soil and phenology/seasonal studies. GLOBE is used in language programs around the world to ensure academic language skills develop in a natural setting, and in the United States, English language learners communicate with peers in their home countries. GLOBE materials are translated into over 10 different languages and the GLOBE Teachers Guide, Elementary GLOBE series, and other GLOBE materials are free for download at www.globe.gov.

Teresa Kennedy
University of Texas at Tyler, The GLOBE Program, Tyler, TX

At my high school we teach French, Latin, German, and Spanish. We have found many ways to connect with other disciplines. Our Latin teacher teaches the Greek and Roman mythology behind the constellations in a joint lesson with the astronomy teacher in our high school planetarium. Our German teacher takes students to the art museums in Boston to study German Expressionist paintings. Spanish teachers take field trips to the art museums in New York together with the art teachers, as well as inviting chorus students to attend plays with us in New York. One of our French teachers taught a unit on Impressionism and her students’ pastel drawings were part of the Art Department’s annual Expo. All of us integrate history, social issues past and present, music, art, and politics into our lessons on a regular basis. Also, we lack common planning time with other departments, or we could do so much more!

Laurie Barry, Spanish
East Lyme High School, East Lyme, CT

At least once a week I show a work of art for the students to describe. They use their language skills and learn about an artist and his/her art that way. I tend to show several works of the same artist before moving on to another movement or artist. We make comparisons and discuss culture. Many times my students learn a vocabulary word in English while learning it in the foreign language. For example, when France celebrated the Joan of Arc 600th anniversary we watched a short video on TF 1 French TV channel and talked about the history of France and the War of 100 years that the ninth graders were studying. And we can do this for scientists, mathematicians . . .

To learn colors I also use works of art. Projects also offer an opportunity to work cross curriculum. There are many ways to connect with other disciplines and it does not have to be a unit; I do snippets here and there making it interesting and varied for the students.

Florence Thurston, French and Spanish
St. Andrew’s School, Savannah, GA

I see my kindergarten and first grade students for only 15 minutes a day so I have to really make it count. I reinforce the overall theme they are doing in the class that month by forming my curriculum around their focus. In the spring, kindergarten students studied the rainforest and I was able to conduct class completely in the target language every day by providing pictures, reading books, identifying the Amazon on the map, and singing songs about rainforest animals to keep their attention. It worked because they were already familiar with the content from their classroom instruction. By the end of the unit, they were the experts teaching me the information!

Alexandra Shourds, Spanish
Powhatan School, Boyce, VA

Based on my experience in teaching Russian and EFL to beginner/low intermediate students with different areas of expertise, I think it is crucial to implement aspects of non-linguistic academic fields into a thematic unit/lesson content in order to motivate learners. I have elaborated general principles, which allow incorporating law, literature, business, economics, etc. into the classroom task-based activities. During the first lesson, I conduct a short survey determining my students’ academic and professional goals. Second, I identify people with common interests and design several group activities that have one topic (e.g., Tourism) but differ in the text choice, interactional tasks, writing prompts. For example, a group of learners interested in literature works with a literary abstract describing travel experience and creates a writing piece that imitates the style of this abstract; and another group of business majors reads the text about organizing a business symposium abroad and works at designing the schedule of outdoor tourist activities for businessmen.

Olga Leonteac, Russian
California State University, Chico, CA
What is the least important of the five goal areas of the National Standards for Language Learning? Or put another way—if a teacher were running short on time, which of the Standards could be skipped over without jeopardizing his or her students’ success in acquiring the language skills they need?

Everyone who immediately recognized that as a trick question can give themselves five extra credit points. In fact, there are no good answers to questions like that, since the very concept of raising any of the National Standards above the others (and thereby devaluing the rest) creates a false and potentially detrimental comparison. The 5 Cs were specifically designed to work best when they are integrated, and time and again the best practices in language education have been distinguished by a successful relationship among these different goal areas.

Unfortunately, it is still true that some language educators—if forced to choose—would pick Communication (possibly along with Cultures) as indispensible and see the other Cs as being perhaps less necessary to their students. In fact, those first two goal areas are the ones that seem to be most valued overall in the field, according to the three-year Standards Impact Survey completed in 2011, which found a tendency among educators to simply “embrace Communication and Cultures Standards and take these on as a primary mission.”

What of the other sometimes misunderstood or marginalized Standards? When it comes to Connections, not only do teachers ignore this area at their own (and their students’) peril, but language education experts in fact believe that making connections to other disciplines and information is critical to engaging students—at every level and in every learning environment.

“I see Connections as the reward for learners studying a language,” says Foreign Language Education Professor Ali Moeller of the University of Nebraska-Lincoln. “What it really sparks for students is a motivation to learn because they can suddenly see a purpose for the language in their real lives. It fulfills them when they can learn something new by connecting with other disciplines. If teachers were to say, ‘I’ll wait until my students have more language until we make connections’—it will just never happen. The motivation will not be there and the students will not continue,” she says.

“The Connections Standards were designed as a way for language teachers to help students become lifelong language users,” notes Tom Welch, who was on the original task force that wrote the National Standards in the mid-1990s. “There was a real understanding among us of the need to have language study become language use. It is actually in using the language that one is able to connect to native speakers and to specific information that is not available outside the target language and culture.”

The Connections goal area includes two Standards (3.1 and 3.2; see box on next page). The first focuses on target language support for content from other disciplines. As the Standards document states, “Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day but is central to all aspects of the school curriculum, so, too, can foreign language build upon the knowledge that students acquire in other subject areas.”

The second Standard focuses on information now available to the learner through the target language. “As a consequence of learning another language and gaining access to its unique means of communication and ways of thinking, students acquire new information and perspectives,” reads the document. “As learners of a foreign language,
they broaden the sources of information available to them. They have a 'new window on the world.'

Opening Windows and Opening Worlds

According to Debbie Robinson, consultant and strategist on K–12 initiatives for The Language Flagship, there are some great models for implementing Connections in the field of language education, as well as what she sees as an “evolving view beyond just basic connections to what we usually call the disciplines.”

In addition to—but looking beyond—just math, science, and the arts, Robinson says, “There are emerging content areas that are really critical to success if we want to have our students prepared for the communities in which they will live and work.”

The profession has most recently expanded understanding of these areas through efforts like the 21st Century Skills Map for Languages, which includes themes that are critical for success in the new millennium, she says, such as global awareness. “Educators may take some of the content that we already focus upon in our traditional high school classes but then see it through this new lens—looking at perhaps financial, economic, business and entrepreneurial literacy,” notes Robinson. “We could ask: 'What does that look like not only here but in our target language countries?'”

Other examples of content she suggests are civic literacy and health and wellness awareness. “I think we have a new sense of purpose with the Connections Standards that allows us to look more intentionally and systematically at these emerging content areas,” she says.

Robinson points to the Advanced Placement (AP) Curriculum Framework as one area where this new approach is apparent. The AP, which was updated for 2011–2012 in certain languages (French Language and Culture; German Language and Culture; Italian Language and Culture); for 2012–2013 in others (Latin; Spanish Language and Culture); and will be revised for 2013–2014 in another (Spanish Language and Culture), has evolved to include new contemporary themes, including Global Challenges, Beauty and Aesthetics, Science and Technology, Families and Communities, Personal and Public Identities, and Contemporary Life.

According to the AP French Language and Culture Curriculum Framework, “Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate . . . One way to design instruction with the themes is to identify overarching essential questions to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the French-speaking world.”

Moeller, College Board Advisor for German, notes that the AP offers the entire curriculum online for the different languages, and that there are many excellent examples that can be freely accessed by educators. “Anyone having a hard time seeing how to teach languages aligned with the Standards and these themes can find many lesson plans there,” she says. Her own wiki, Roadmap to Assessment, also includes many additional resources for teachers.

How Connections Can Work

Language immersion is the model that educators most often identify when they think about content-based instruction or interdisciplinary language learning, since immersion programs have been at the forefront of using language as the medium of instruction to teach other core content.

“In immersion, things are turned on their heads because the language is the vehicle and you take your lead always from the subject matter,” says Tara Fortune, Coordinator of the Immersion Research and Professional Development Project at the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota. “When it comes to working with immersion teachers and curriculum, I strongly encourage a transdisciplinary approach, beginning with not just one subject—such as math, science or social studies—but rather thinking about a theme that can have meaningful connections to a number of topics.”

The first elementary Spanish immersion program in Utah began in the 1980s, but there was not significant growth until the state created the Utah Dual Immersion Program in 2008. This program, in which K–6 students spend half the day in English with one teacher and half the day with another teacher in a second language such as Chinese, French, or Spanish (i.e., a 50/50 instructional model) offers students the opportunity to become skilled in the second language and gain increased cultural competency. Both one-way immersion programs and two-way immersion programs are currently found in Utah schools; the goal is to have 100 different programs in five different languages by the 2014–2015 school year.

Sandra Talbot, Project Director of the Utah Chinese Dual Language Immersion Program, says students in her program are now reaching fourth grade. In grades K–3, most of the core content learning is delivered by a Chinese teacher while an English teacher concentrates on developing the building blocks for strong English language skills and literacy. Around Grade 4, concepts start to become increasingly abstract but the immersion model embraces strategies that help to make things more concrete, such as...
using gestures, visuals, hand movements, and so on.

“The connection between the content and the language instruction is essential,” Talbot says, “because these kids are getting their content in Chinese. So the teacher must teach science, math, social studies . . . because that’s the only instruction in those subjects the student will be getting.” Students in Utah continue in the immersion program through elementary school and when they reach middle school, they will take both a language elective and another core content course in their language. In ninth grade, they will take the AP test, says Talbot, and in the high school years they will be taking language courses coordinated with universities across Utah. [There is an excellent video showing the success of dual immersion in Utah and highlighting the teaching of abstract concepts as mentioned above; see the Resources box on p. 38 for the link.]

Like Moeller, Talbot also sees student motivation as a huge factor in content-based learning and she has observed this directly in both immersion and more traditional language classrooms. “If you don’t show students there is a connection between the language and the discipline, then some students will stop studying because they don’t see the need. An immersion student, of course, has a real motivation to get the language because they have to learn math, science, and so on, regardless of whether it’s in Chinese, Spanish, or French,” she says. “The kids are being taught that the language is more than just ‘a language’—that it’s their vehicle to connect them to content and so they learn that language takes on a life of its own and can also open them up to whatever interests they have in the future.”

There are many other excellent examples of immersion programs throughout the country, including Portland Public Schools in Oregon—credited as one of the earliest examples of the 50/50 model, which influenced many of today’s newer programs (including Utah’s). Immersion education has expanded over the years—beginning with just three programs in the United States in 1971—and it still continues to grow significantly. According to the Center for Applied Linguistics (CAL) Directory of Foreign Language Immersion Programs in U.S. Schools, there were 448 foreign language immersion schools in 2011 (up from 263 in 2006), with 337 of those programs at the elementary level. As of May 2012, CAL listed 415 two-way bilingual immersion programs in 31 states, plus Washington, D.C.

Still, however successful it may be in making the Connections Standards come alive, immersion is by no means the only model that demonstrates content-based instruction. In fact, there are a number of other exciting efforts today that can be looked to when educators are considering how to incorporate Connections in their own instruction. Among these are collaborations with teaching STEM (Science-Technology-Engineering-Math) and language, and other efforts connecting Career and Technical Education with language and culture.

Fortune mentions a “massive project” recently developed by CARLA, along with the Boston Museum of Science, to create a Mandarin Chinese immersion curriculum coordinated with STEM. This environmental education project, which looks at issues of sustainability and green ecology, was originally funded with a FLAP grant and is almost finished and ready to be shared with the language education community. [The curriculum should be made available online in late August. Find a link to more information in “See It in The Language Educator?” on the ACTFL website.]

“Projects like this one can take us beyond what may be more typically addressed when we think of Connections, such as social studies, since this is also connected to geography and science, resource management, things like that,” says Fortune. “It’s important to get people to think more broadly outside just connecting languages to the humanities—not to exclude those topics, but to broaden our view to include others.”

Robinson points out another successful collaborative effort among 16 school districts in Franklin County, Ohio, demonstrating a cross-curricular approach with STEM schools and languages. As part of this, Metro Early College High School in Columbus features the only high-school level Chemistry course taught in Chinese in the United States, a program which perfectly complements the school’s STEM-focused curriculum.

In Georgia, there are two notable ways that Connections are being made at the state level: (1) by connecting language with the Career and Technical Education (CTE) field through outreach, and (2) through work done under Memoranda of Understanding (MOUs) with the countries of France and Germany.

“The first idea is that every student in the state of Georgia within the next couple of years will identify what is called a ‘career pathway’ and those pathways will sit under the 17 different CTE clusters we have,” says Jon Valentine, Program Specialist at the Georgia Department of Education. “What we’re doing now is working with CTE to make sure that every possible career that students can go into has a global aspect as well and we encourage both students and teachers to identify that. So then if I were to ask a question of a seventh grade student: ‘Why are you studying French?’ that student would be able to answer specifically how the knowledge of French language will give him a competitive advantage in his chosen career pathway if he continues on it.”

Valentine also highlights the change in importance of the MOUs in Georgia and how they are helping facilitate Connections. “Our frustration historically was that we’d have these agreements in the past and they were just documents that got signed; nothing was done with them.” Today, he says, the agreements are more meaningful—for example, under an MOU signed with Bavaria (Germany), 10 teachers in Georgia who are certified in teaching both German and mathematics are participating in a teleconference with a Bavarian professor, learning directly about how math is taught in the German educational system. Valentine says those teachers will be able to return to their classrooms with greater knowledge of how to make international and cultural connections for their students. “The idea that we’re trying to facilitate is that language is not an end unto itself; language is something that helps you to augment other areas of study,” says Valentine.
From FLES to Flagship—
Connections at All Levels

Connections can be made to all formal disciplines and school subjects, to emerging global themes and contemporary issues, or to virtually any information available in the target language and culture. They can be identified easily within the immersion context, but may also happen simply when an educator makes a commitment within his or her own classroom to focus on content using the language as a vehicle and not an end in itself.

Connections are also found at all levels of language education—including the earliest. One educator made Connections Standards come to life within a FLES [Foreign Language in the Elementary Schools] program at Grove Patterson Academy Elementary in Toledo, Ohio, by closely coordinating with the classroom teachers at each level, K–8, and designing her curriculum entirely around reinforcing what they were doing in their classes.

“I worked with the other teachers to create additional lessons—they just happened to be in Spanish or German—that dealt with the topics they were already focused on at that grade level,” says Lori Winne, who recently finished her final year before retirement from teaching. For example, when the sixth grade teachers came to her and said the kids were struggling with probability, Winne turned around and created lessons in German that dealt with probability. She would at times do science experiments, work with geography, teach math lessons—whatever was necessary, she says, so that the kids were dealing with the same subject matter, only in a different language. When she did teach vocabulary or work on stories with TPRS, Winne would focus on the verbs that the students would need to describe their science experiment, for example.

She says that the classroom teachers appreciated her approach and it grew into a true collaborative effort. “The teachers came to my class with their students and I was able to interact with them on the spot to clarify the material and get more ideas. Because we worked together, they understood what I was doing and then I was better able to understand what was going on at each grade level.”

Winne, who received her PhD from the University of Toledo in 2007, focused her dissertation work on the relationship between foreign language study in the elementary schools and better state test scores in reading and math. “My research very clearly showed that those students who had elementary foreign language also had higher test scores,” she says. [Those interested in learning more about her unpublished dissertation can find the information about it on the ACTFL website.]

While Winne won’t be continuing to teach in this capacity at Grove Patterson, she hopes that the approach will be continued by the new FLES teacher and says, “I feel quite confident that my colleagues will guide the next person and say, ‘This is the way we want it.’”

It’s clear that Connections can be made by learners at any age, and so on the other end of the learning continuum from FLES is The Language Flagship, a network of programs made up of 26 Flagship programs at 22 institutions of higher education and 10 Overseas Flagship Centers. While each Flagship center is unique, they all share the goal of educating students in the languages and cultures of the world and they all rely heavily on the concept of making Connections in language learning. Flagship, which primarily concentrates on undergraduate and graduate studies, also includes K–12 pilot programs in Michigan, Oregon, and Utah.

“The Language Flagship emphasizes language for specific programs tied to a major,” says Robinson. “It’s absolutely a model to be emulated. Even for students who don’t come in with a very high level of proficiency, they follow this rigorous program and they find themselves taking content courses in their language. So, in essence it is almost like a double major. Although they are actually an Environmental Studies or Journalism major, for example, they happen to be taking their courses in Chinese, or Arabic, or Hindi.” The culminating experience, she says, is for students to go abroad and directly enroll in a university there, taking content courses in the language just as if they were a native speaker.

Connecting Teachers and Engaging Students

One of the reasons teachers gave in the Standards Impact Survey for not focusing much on Connections in their teaching was that they often did not feel they knew enough about another content area to accurately include information beyond the language structures they taught. Moeller believes that the reason some educators struggle with the Connections Standards is because the pedagogy of how to teach it remains murky and educators are not sure how to begin to collaborate with their colleagues. She says that focusing on creating a community in your school or institution will help facilitate those kinds of Connections. “Reach out to a teacher with whom you have a good relationship and ask questions about what they are doing in their classes right now so you can find some common ground to build on,” she says. “It really motivates kids when they realize what they’re doing is worth the investment of time and effort, so work to create those types of assignments that can really broaden their perspectives.”

While one way to develop Connections is this kind of collaboration with colleagues, it is certainly not the only way. Robinson advises teachers to concentrate on being facilitators of knowledge and less on being experts. Instead she says, encourage your students to seek out and gain the “expert” knowledge themselves.

“Try being more deliberate in your planning to examine everything you currently do with Connections in mind,” she advises. “Ask ‘How could I take this to the next level? How can I make this project demonstrate Connections?’” She says the great thing about this approach is that the teacher doesn’t have to have all the answers, but can rely on the students to find out the information by giving them the right assignments.

One example Robinson presents would be familiar to many Level 2 or 3 high school Spanish or French teachers. Creating a travel brochure about the target culture. However, she suggests educators consider “ramping up” this project by incorporating the National Standards and some of the

Continued on p. 37
POP QUIZ: How Well Do YOU Know the “Connections” Goal Area of the National Standards?

1. The National Standards describe Connections as:
   A. Meeting new people and traveling abroad
   B. Finding and sharing resources
   C. Reinforcing and furthering knowledge of other disciplines plus acquiring information and recognizing distinctive viewpoints
   D. Discussing current events

2. Which of the following were used in the original Standards document to describe teaching the goal of Connections?
   A. Connections flow from other areas to the language classroom and also originate in the language classroom to add unique experiences and insights to the rest of the curriculum
   B. Language acquisition focuses on the broader education of students; it benefits their growth in non-language disciplines, encourages the transfer, enrichment, and strengthening of information; it helps students “learn how to learn”
   C. Students must be given interesting and challenging topics and ideas that they can read about, discuss, or analyze using their emerging skills with the new language. Many of these topics can be drawn from the wider school curriculum
   D. All of the above

3. All of the following are examples of how students might demonstrate Connections, except:
   A. Search Internet sites to create a chart of how citizens around the world respond to various environmental issues, such as recycling or conserving water
   B. Write in the names of the main cities on a map of a country where the target language is spoken
   C. Given a map of the geographical features of a country where the target language is spoken, decide where the major cities are likely to be located; then compare this prediction with where most people live
   D. Prepare to be a docent in an art museum, ready to explain the historical, cultural, and artistic influences on a specific work of art

4. The following statements accurately describe the various ways that students “make” Connections, except:
   A. Students make Connections every time they say hello to someone from another country
   B. Students make deeper Connections by comparing, contrasting, hypothesizing, and analyzing
   C. Students often make Connections through their own insights (the “aha” moment) and not always as the result of a teacher-directed activity
   D. Students might not reflect on a Connection made in a language class until they are in another class (e.g., science, health, or language arts)

5. Immersion programs demonstrate Connections in unique ways, as other subject areas are explicitly the content of instruction. In other language programs, educators should be alert to the following caution when implementing the Connections goal:
   A. Giving students options to select their area of interest or content to demonstrate Connections
   B. Talking about cultures and countries other than those where the target language is spoken
   C. Having students apply knowledge gained in other subject areas as they complete projects in the language classroom
   D. Giving more “points” for an assignment or project for students’ prior knowledge from another discipline (e.g., science or art) than for target language use

6. Here is an example of implementing Connections through social studies content in grade four, when students frequently study their home state. All of the following are examples of appropriate strategies for Connections, except:
   A. Students learn the names of various political officials in their community and state in the target language and compare job duties with a similar official in the target culture
   B. Students eat desserts from different countries
   C. Students use their target language to identify the habitats and food sources for animals native to their state
   D. Students find place names in their state related to the target culture

7. Identify the statement you believe is true about implementing Connections:
   A. It is easier in elementary and middle school because at those grade levels the approach throughout the school is naturally interdisciplinary
   B. It is easier to implement in senior high because the content in other subject areas isn’t so advanced or specialized that the language teacher will have difficulty teaching it
   C. It is easier at the postsecondary level because students are motivated to seek out articles, websites, and other resources in the target language to support what they are studying in other subject areas
   D. Connections Standards can be implemented easily at any level of instruction

8. While all of the following are appropriate language teaching strategies, the one best representing Connections is:
   A. Students compare the “My Plate” representation of a balanced diet in the United States with a similar representation of a balanced diet from various countries around the world
B. Students sing a song from the target culture about the environment
C. Students direct one another through a city from the target culture as one partner gives directions and the other partner traces the route
D. Students identify the images of war in a poem from the target culture

9. The best summary of the goal of Connections is:
A. Be sure to include content from three other disciplines in each unit of instruction
B. To bring in the goal of Connections means that the teacher has to find out what classes students have in common so the teacher knows who to involve in co-planning units
C. Broaden the content of language learning by tapping other disciplines and help students gain new perspectives that they will apply in other classes and beyond the school
D. An artistic cover in color should be required for all written projects in the language classroom

10. I should not try to implement Connections in my teaching if:
A. I have no time to plan with a teacher from another subject area
B. I am not an expert in another subject area, such as science, art, social studies, or health
C. I can't figure out how to assess Connections
D. Wait a minute, there are no excuses—I can implement Connections!

Quiz created by ACTFL Associate Director of Professional Development Paul Sandrock

**Integrating Connections**

**Continued from p. 35**

emerging themes and content areas (i.e., 21st century skills) mentioned earlier.

“We can modify this assignment to be that students are working in a group as a travel agency. They have to plan a trip for a visiting delegation from the target culture who would like to create a sister city relationship with your town. The delegation is full of individuals with specific needs: one is a woman with an import business who likes to shop and she also needs access to a local gym, the Parks and Recreation Director likes to have a morning jog and is on a high protein diet, there are heritage students who study art and are looking for great architecture and one is also a vegetarian, and so on. The project is to create an itinerary that will meet all their needs, including visuals and graphics, maps, budgets and schedules, perhaps a multimedia presentation. The group members will prepare a detailed outline and will also need to keep track of their hours so they can also bill the travel agency for their work.”

Robinson points out that the new task could include the 5 Cs—including the different communicative modes, Cultures and Comparisons, and clearly Connections and Communities. Plus, she says, "It embraces those 21st century themes like global awareness, financial and business literacy, health and wellness, as well as technology and multimedia skills.” The teacher can easily assign whatever special requests or needs are appropriate to the delegation to target desired skills and content areas, and can also have students using technology in all aspects of the research and presentation.

As with other areas such as Cultures and Communities, technological advances have significantly helped to facilitate the goal area of Connections. Welch recalls, at the time the Standards were written, "I think we were able to see what was coming, in terms of the 'flattening out of the world' and a greater sense of the interconnectedness that was developing globally already at that time because of technology.”

He says that of all the Standards, Connections leads students beyond the classroom and even beyond the guidance of the teacher. “Language learning becomes extremely personalized so that you empower students to ‘wander off’ in different areas of the world. You enable your students to connect to topics and interests that have meaning for them as individuals instead of always circulating within the confines of the curriculum.”

As the Standards document states, students do not enter the language classroom as “empty vessels” but instead bring “a wealth of experience and knowledge of the world around them.” Welch therefore suggests teachers ask their students to choose five main interests, or aspects of their lives,
and then challenge them to find out something about these favorite topics—whether it is rap music, video games, or comic books, or something more weighty such as the experience of being a minority—in the target culture or language, thereby making their own personal connections with the material. To support this approach, Welch refers to the book *Drive* by Daniel Pink, where the author discusses the importance of autonomy in learning.

“Connections has the ability to give students autonomy over time, over task, over technique—all the elements that Pink identified,” says Welch. “This can really open up a tremendous individualized learning opportunity for the students . . . I feel very strongly about these Standards for equipping students with what they need to continue being lifelong language users. As long as the teacher is always telling students what to do with the language (i.e., learn this vocabulary word, read this passage), it is very reasonable to assume that when the teacher is no longer there, the student is not going to continue doing anything with the language on his or her own. It’s only when we encourage them to make connections for themselves can we expect our students to be autonomous learners.”

Talbot, who has led many workshops for other educators, says, “I find that the more I can convince teachers that making Connections should be a top priority in their language course, the more they experience success in their classrooms. It’s because their students find the motivation that may not in fact exist if the subject is taught in a more traditional way. A kid who may not initially have a passion for the language—that is, a school counselor just convinced them to take a language—may actually find that passion when they are able to make that connection.”

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ACTFL is sponsoring a national student video contest to celebrate Discover Languages Month during February 2013! This effort is part of the sustained Discover Languages public awareness campaign, which is designed to bring media attention to the critical need for all students to have the opportunity to learn a second language.

Students across the country, from elementary school through college age, are encouraged to submit original videos on how language learning has been important in their lives. The videos will be judged for originality and creativity by an expert panel of judges and cash and product prizes will be awarded to the students who produce the winning videos.

CASH/PRODUCT PRIZES WORTH UP TO $500!
What motivates students to go beyond the perceived “two-year requirement” of language study for college entrance that is pervasive around the United States? How well do students think they are progressing in developing skills to communicate in their chosen language of study? Is it possible for school systems to build viable upper-level programs in a time of increasingly tight budgets and an ever-increasing emphasis on testing?

To answer these questions, the Gwinnett County Public Schools (GCPS) in Georgia surveyed the majority of all students enrolled in upper-level courses during the spring of 2012. For purposes of the survey, upper-level students were defined as anyone taking a Level 3 course or higher.

Gwinnett County is the largest public school system in Georgia, with slightly over 163,000 K–12 students enrolled. Of those students, approximately 54,000 are enrolled in language courses. The majority of students take language classes in high school, although middle school enrollment has increased steadily over the past several years and elementary programs are offered at several schools. The district has 19 high schools. One reason the Foreign Language Office undertook the task of developing and surveying students is because upper-level course enrollment has increased 24.5% in the past five years, from 5,450 in 2007–2008 to over 6,783 in the 2011–2012 school year. During this same time, the overall high school enrollment increased from 25,763 to 28,363, an increase of 10.1%.

This dramatic increase in upper-level language learners becomes even more interesting when looking at the trends for each of the five languages offered in GCPS high schools (shown below). French upper-level course enrollment has nearly doubled in the past five years, with healthy increases across the other languages:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>0</td>
<td>80</td>
<td>N/A</td>
</tr>
<tr>
<td>French</td>
<td>755</td>
<td>1,439</td>
<td>90.6%</td>
</tr>
<tr>
<td>German</td>
<td>369</td>
<td>443</td>
<td>20.1%</td>
</tr>
<tr>
<td>Latin</td>
<td>482</td>
<td>604</td>
<td>25.3%</td>
</tr>
<tr>
<td>Spanish</td>
<td>3,844</td>
<td>4,217</td>
<td>9.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,450</td>
<td>6,783</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

To learn more about what motivates students to take an upper-level language course, and to see how well students feel they are progressing in the language, the high school department chairs and district coordinator developed an electronic survey. Approximately 4,500 students completed the instrument. More than 50% of the respondents (2,274) were in 11th grade, with 27.6% (1,242) in 12th grade. Because GCPS is also one of the most diverse school districts in the nation, 44.7% of the respondents indicated that they speak a language other than English with their family, with Spanish being the most predominant.

“Before learning Spanish, I was already bilingual. I thought it would be nice if I knew a third language so that I could tell people that I know how to speak three languages,” remarked one student from Norcross High School.

More than 1,700 of the students completing the survey began their language study in middle school, with 78% of them indicating that they either “Strongly Agreed” or “Agreed” that they are glad they started learning a language in middle school. As a motivated language student from South Gwinnett High School noted, “Taking an upper-level class is rewarding in all ways possible. It opens your eyes and ears to the language like never before. It takes you to a place that you would have never thought about before. The class is rewarding. Take it!”
Examining Motivation

In order to help gauge what motivates students to enroll in an upper-level language course, students read various factors and ranked each on a Likert scale from “very important” to “not important.” The five factors with the highest percentage ranked by the students as “very important” were:

<table>
<thead>
<tr>
<th>Factor</th>
<th>% “Very Important”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to make my college application competitive.</td>
<td>57.5% (2,535)</td>
</tr>
<tr>
<td>I want to be prepared for my future career.</td>
<td>52.8% (2,329)</td>
</tr>
<tr>
<td>I want to become better at using the language.</td>
<td>45.4% (2,012)</td>
</tr>
<tr>
<td>I like the language.</td>
<td>40.0% (1,769)</td>
</tr>
<tr>
<td>I like the teacher.</td>
<td>35.0% (1,541)</td>
</tr>
</tbody>
</table>

The two factors which received the most “not important” responses were “I want to take the AP or IB course in the language I’m learning” (39%) and “My parents/guardians want me to take the class” (21.8%). Students ranked “I am interested in the culture” and “I liked my other language courses” as important, but not as important as the other above mentioned factors. Based on the survey results, most students clearly understand the importance of taking language courses for their futures and also want to continue to improve their ability to communicate in their chosen language of study.

As one student at Duluth High School said, “Not only is a foreign language challenging, it’s fun. Taking a foreign language course makes your college application look ten times better.” At Peachtree Ridge High School, another student remarked, “Learning a second language is actually practical—unlike many other classes. The content learned in this class can be used for the rest of your life and improves your resume as a job candidate in the future. It also opens up more job opportunities.”

These results clearly reveal how important it is for everyone in the language education profession to continue to emphasize the usefulness of language study for students’ futures and to ensure that counselors, administrators, and others have current information and research about the importance of language learning.

Later in the survey, a large number of students corroborated these findings by indicating that they intended to continue studying the chosen language in college. Only 16.5% said that they did not plan to take a language in college. In fact, many students responded by stating that they planned to take multiple languages as part of their postsecondary studies. While students mentioned many languages for college studies, the two mentioned most often were Italian (89) and Japanese (74). Clearly, students see the versatility in learning languages and believe they will be able to apply their current experience to future language classes.

Measuring Progress and Proficiency

Another goal of the survey is to determine how well students perceive they are doing in their language classes. Their responses will help inform overall program design and suggest areas for improvement. Students read a variety of statements about how they are using the language they are learning and ranked them on a scale from “strongly agree” to “strongly disagree.” In this section of the survey, each statement is tied to one of the National Standards with the exception of the final statement, which asks students to give an overall reaction about how well they think they can communicate in the language they are learning. The results of the survey indicated that the most often selected response was “agree.” What follows is a percentage of students who selected “strongly agree” or “agree”:

<table>
<thead>
<tr>
<th>Statements</th>
<th>% Strongly Agree/Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can have a conversation with a friend.</td>
<td>77.4%</td>
</tr>
<tr>
<td>I can understand increasingly more complex written texts.</td>
<td>80.9%</td>
</tr>
<tr>
<td>I can understand increasingly more complex listening prompts.</td>
<td>71.3%</td>
</tr>
<tr>
<td>I can give short (3–5 minute) presentations.</td>
<td>72%</td>
</tr>
<tr>
<td>I can write increasingly more complex essays.</td>
<td>68.6%</td>
</tr>
<tr>
<td>I can use things I’ve learned in my language class in other subjects at school.</td>
<td>64.7%</td>
</tr>
<tr>
<td>I can compare the language I am learning to English.</td>
<td>83.8%</td>
</tr>
<tr>
<td>I am satisfied with how well I can communicate in the language I am learning.</td>
<td>66.9%</td>
</tr>
</tbody>
</table>
What is most interesting about these results is that even though two-thirds of the students felt satisfied with the progress they were making in learning the language, it was the second lowest percentage of all the statements posed in this section of the survey. Nearly 21% of the students disagreed with the final statement.

It is therefore extremely important for teachers to work with students to better understand what proficiency level they have achieved and to chart their progress. Some students gave open-ended responses that indicated the survey helped them to think more about what they can do in the language and how well. For example, one student from Mountain View High School wrote, “I think the survey is a good way to show what people are getting out of upper-level Spanish and how they are reacting to the teaching styles. I think this might encourage others to do upper-level courses.”

Students also responded to a series of statements about the cultures of the language they are studying. Examples of products, practices, and perspectives were included in the student survey to help ensure they understood the terms. Across the board, students tended to agree or strongly agree with each statement.

<table>
<thead>
<tr>
<th>Statements</th>
<th>% Strongly Agree/Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy learning about the cultures.</td>
<td>81.2%</td>
</tr>
<tr>
<td>I can make comparisons between the cultures of the people of the language I am learning with my own culture.</td>
<td>78.1%</td>
</tr>
<tr>
<td>I have learned information about products from the cultures.</td>
<td>89.1%</td>
</tr>
<tr>
<td>I have learned about the behaviors and social practices of people from the cultures.</td>
<td>88.6%</td>
</tr>
<tr>
<td>I have learned about the perspectives of people from the cultures.</td>
<td>82.0%</td>
</tr>
<tr>
<td>I am satisfied with the amount I have learned about the cultures of the language I am learning.</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

In addition, students selected from a list of ways they have used the language they are learning outside the classroom. The most often selected response (62.7%) was “with my classmates,” the second most selected was “with my teacher” (51.1%), followed by “with my family” (40.3%) and “reading/viewing sites on the Internet” (40%). The fact that students are using the language with their families indicates a large number of heritage speakers in upper-level courses, which is not surprising given the tremendous diversity in GCPS. The comparatively low percentages of students who recall accessing a website in the various target languages indicate a need to more explicitly teach the Communities standard.

**Supporting Quality Instruction**

The language teachers in Gwinnett County have made a concerted effort in the past few years to work on the amount of target language used during instruction. ACTFL’s position statement indicating 90%+ of classroom instruction should be in the target language has become a district-wide goal for teachers. As part of the survey, students indicated how much their current teacher uses the target language in class. When looking at the overall results, over half (50.2%) indicated their teacher used the language “all or almost all the time,” while 29% said their teacher uses the target language “about three-fourths of the time” for a total of just under 80%. When disaggregated by language, the results are even more interesting and show that the Spanish and French teachers have higher percentages than the others.

The data is also interesting when viewed by course level. The more advanced the course, the more time the teacher spends using the target language. The overwhelming number of students (79.2%) in Advanced Placement (AP) courses indicated that their teachers used the target language all or almost all the time, while only 43.9% of the third-year students said their teacher used the target language exclusively.

<table>
<thead>
<tr>
<th>Language</th>
<th>All or almost all the time</th>
<th>About 3/4 of the time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>37.5%</td>
<td>27.5%</td>
<td>65%</td>
</tr>
<tr>
<td>French</td>
<td>52.4%</td>
<td>30.8%</td>
<td>83.2%</td>
</tr>
<tr>
<td>German</td>
<td>41.7%</td>
<td>32.8%</td>
<td>74.5%</td>
</tr>
<tr>
<td>Latin</td>
<td>18.4%</td>
<td>22.7%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Spanish</td>
<td>53.8%</td>
<td>28.6%</td>
<td>82.4%</td>
</tr>
</tbody>
</table>
While these results are encouraging, they also show room for improvement. The survey provides excellent baseline data for the program as it moves forward. Again, the students’ comments reinforce the importance of using the target language in class. As a Spanish student at Mountain View High School urged, “Speak in Spanish constantly. It helps me more when my teacher is actively USING the language than when he or she is just letting us get on the computer and read in another language.”

Technology integration in language classes and its benefits were also surveyed. The district made a large investment five years ago to install language lab technology in classrooms, and 59% of the students indicated that the language labs were useful. However, comments from students ranged from “I love the language lab” to “Please don’t use the language lab.” Nearly 63% of students responded that they felt Internet websites that focus on skills practice (e.g., Quia, Word Champ, etc.) were useful, while only 54% found authentic target language websites helpful.

These responses indicate that there is room for improvement in integrating technology resources in a meaningful way across the district since a significant number of students indicated that social networking sites (e.g., Edmodo), podcasts, blogs, wikis, smartphones and interactive whiteboards were rarely used in their language classes. In order to provide effective and individualized language instruction, students need to encounter the language on a daily basis, which is certainly possible based on today’s applications and interconnectivity.

Students also had many suggestions on how to improve their language learning experience. One common thread that emerged in many of the open-ended responses was to make classroom instruction more engaging and to rely less on textbooks and workbook activities. While hundreds of students addressed engagement in many ways, some got right to the point.

“Make it fun. Don’t be too serious,” said a student from Collins Hill High School. A Parkview High School student implored teachers to “Go beyond the book. Use technology that the students use like podcasts and websites in the language. That way they’ll see how much is out there for them when they learn the language.” Finally, a student at North Gwinnett High School wrote, “Make the language more lively, and interact with the students more. Students will appeal to what the teacher expects of them if they are more involved in activities within the class.”

The survey provides teachers across the district valuable information about our current status and suggests areas for improvement. While the program can certainly be proud of the dramatic increases in enrollment, GCPS must continue to hone instruction and offer a great product to students. It’s important to remember that not only the best and brightest should take languages, but instead that languages are for everyone. As a student from South Gwinnett High School stated, “I’ve taken four years of Spanish and I don’t regret any one of them. My grades haven’t always been the best, but the learning experience is one I will never forget.”

David Jahner is Foreign Language Director at Gwinnett County Public Schools, Gwinnett County, GA, and the Executive Director of the Southern Conference on Language Teaching (SCOLT).

Tips For Surveying Students

Interested in administering your own program survey? Here are some points to keep in mind:

- Contact your district’s research office. Staff can provide valuable information and assistance, and can review survey questions. In bigger districts, research offices may need to be involved in large-scale surveys.
- Be sure to give plenty of time for students and teachers to complete the survey. Local school schedules need to be taken into consideration.
- Practice giving the survey to a small group of students before giving it to a larger audience. The students will provide valuable feedback to make sure you are getting the kind of information you are seeking.
- Realize that no matter how much time you have put into giving a survey that you think is meaningful, some students will not respond appropriately.
- Share your results! Colleagues in your district and beyond, as well as administrators, school board members, and other decision-makers should be made aware of your findings—particularly if there are any current budget discussions concerning language program funding. Be sure to provide summaries and conclusions beyond the raw data.
Four language professors walked out of a conference. One mentioned the Wikipedia entry on communicative language teaching methods and a light bulb went off. That fall, students at their respective universities embarked on a novel project—the Foreign Language Teaching Wiki.

“We closed the site nearly five years ago, but about every week I receive a request from someone asking to join,” says Gillian Lord, Chair and Associate Professor of Spanish at the University of Florida. Her co-creators are Nike Arnold, a Professor of applied linguistics at Portland State University (she was at the University of Tennessee when the wiki was created); Lara Ducate, an Associate Professor of German at the University of South Carolina; and Lara Lomicka, an Associate Professor of French and applied linguistics at the University of South Carolina.

“We all taught foreign language methodology classes at our respective universities and were looking for different ways to collaborate, not just among ourselves, but to also get our teaching assistants talking as well,” explains Lord.

The idea was simple—their students would create a wiki on how to teach foreign languages. “When we first introduced the idea that they would create an expert resource, the students balked,” says Lord. “They said they didn’t know enough, but over the course of the semester they came around.”

That initial hesitation points to one of the strengths of wikis as a basis for classroom projects—the sense of authorship. “The students created something that is real and lasting,” says Lord.

What sets wikis and similar tools apart from other technologies is the opportunity for extensive collaboration on a product that is as permanent as anything Internet-based can be. Blogs tend to be primarily one-sided and while Twitter can create a conversation with many voices, it can also be ephemeral.

Diego Ojeda, a Spanish teacher at Evansville High School in Evansville, WI, created a wiki to support #langchat, the weekly Twitter discussion that he helped found. “When I first started tweeting, I was overwhelmed by all the information,” he says. “We needed a place to filter and store the information.”

The LangChat wiki contains summaries of each week’s conversation, archives of the entire conversation including links, and a mechanism for suggesting topics. Only the chat moderators edit and update this wiki; the purpose is to save and organize the #langchat discussions.

Ojeda has 21 wikis, including one for his high school classes and another for a professional seminar he teaches. His most collaborative wiki is appropriately titled Language Teachers Collaborate.

As the name indicates, this wiki is very open, drawing input from language teachers as well as administrators, special education teachers, and teachers of other disciplines. “Teachers from all over the world contribute to Language Teachers Collaborate,” says Ojeda. “It’s very interesting to see their different points of view.”

Online collaboration tools can enable a collaborative yet closed and positive environment when necessary for administrative purposes as well. “These environments are ideal for developing policy and institutional documents, planning professional development, collecting data, and working on grant applications, especially across institutions,” says Cindy Kendall, Assistant Superintendent.
This article highlights two different online collaboration tools: wikis and Google Docs. The two technologies share many features, such as enabling multiple editors, tracking of changes, and controlling levels of access. A wiki is designed to produce a webpage and has a discussion feature plus a history of edits. Wikipedia, the mother of all wikis, defines a wiki as “a website whose users can add, modify, or delete its content via a web browser using a simplified markup language or a rich-text editor.”

Cindy Kendall sees the flexibility of wikis as one of the technology’s biggest assets. “It’s not all or nothing,” she explains. “You can lock some pages and leave others open for editing, giving you a website with pages for content, discussion features, history of all edits on the website, plus various levels of page content authoring privileges.”

A Google Doc also enables a collaborative environment, but the end product is a document, presentation, spreadsheet, drawing, or form. Google Docs work well with other social media tools, like Twitter.

“A common practice is to start an open Google Doc and then tweet a call for assistance on a specific topic,” says Kendall. “It never fails—when you follow the links someone somewhere has responded and started the discussion.”

Another important point—the cost. Google Docs are free, although there are limits on the amount of data that can be stored. Wikis are often available at no cost and most wiki providers have tiered plans with advertisement-free wikis available to educators for free. Some popular sites are PBworks, Wikispaces, and Wikidot.
Collaborative projects can draw out students’ different perspectives and force them to think about composition in a whole new way. The open environment can help students break out of the classroom mode, where they focus on what they think a teacher expects.

The first assignment that Kevin Gaugler, an Associate Professor of Spanish and director of first year seminars at Marist College in Poughkeepsie, NY, gives students in his Spanish and Technology class is a 25-page paper written by the entire class. For this project, the students use the Google Docs word processor, which enables groups to create, share, and collaborate on a document online in real time. Google Docs (now called Google Drive) also features a spreadsheet and presentation editor. All work created in Google Docs is securely stored online and can be accessed from any computer. “It’s definitely a challenge for the students to collaborate and create a document that flows as if it was written by a single author,” he says. “If you think about crowd-sourcing, the students working as a group should be able to turn out a superior paper, but the big challenge for them is the editing process.”

The assignment represents a paradigm shift for the students. Often, says Gaugler, the students edit too lightly because they are concerned about offending their classmates and because they are overly possessive of their own contribution. “Even if the final product is not exactly what I want, the process creates a healthy conversation. It opens doors to what collaboration should look like,” he adds.

He started the Spanish and Technology class after noticing that his students kept asking him how to put accent marks in their papers. “It was an epiphany to me,” he explains. “As good as their language skills were, the students were still missing an essential part of communicating in the target language. I built the entire course around this one idea, and then it blossomed into other ideas.”

Before joining the faculty at Marist in 2000, Gaugler spent six years at the University of Connecticut working in their language center. His approach to technology, he says, originated from his time there. Gaugler has been teaching Spanish and Technology for 10 years.
“In that time, the technology has changed quite dramatically,” he says. “But the DNA of the projects remains the same—it’s about collaborative writing, individual skills, and group learning modules.”

Collaborative projects push students to talk about the subject at hand in a different way, as they defend their own choices and judge the value of the choices of others. With the Foreign Language Teaching Wiki, the cross-university factor broadened that conversation.

“Students shared their perspectives based on their individual professors, the texts they used in class, and even the culture at the campuses. They were having mini-methodology discussions on the side,” says Lord. “I think they were more engaged with the issues. They were bringing in outside reading because it supported their points, not because it was a requirement.”

In other Spanish classes, Gaugler assigns a simpler collaboration exercise. He asks students to write a modern version of a familiar fairy tale in Spanish. Again, the assignment is as much about the process as it is about the final product.

“I like the conversation they have about grammar choices,” he explains. “This assignment often leads to very thoughtful discussions about how to express something in Spanish. These conversations just don’t happen on this level with regular classroom assignments.”

Ojeda tests his students’ reading and writing skills with a “fake story” activity. He rewrites a story about a real event, changing many facts and details. The students then correct the story on the wiki, one sentence at a time.

Collaborative projects also allow the students to harness their collective resources. Gaugler likes to teach El cuarto de atrás by Carmen Martin Gaite in his advanced literature classes.

“It’s a difficult book, filled with popular culture references to Spain in the 1940s and 1950s,” he says. “Working in small groups, the students respond to an assigned chapter. They create a presentation using the Google Docs presentation editor with images and videos to illustrate the references in the order that they appear. They create multimedia reference material.”

For example, using Google Street View, students have been able to locate specific buildings and streets referenced in the novel. To complete the assignment, students use communicative skills to explore culture.

Ojeda uses a wiki as a virtual in- and outbox for his students. He posts questions for his students and grammar and vocabulary on his class wiki, where his students “turn in” their work. “I think for the students, turning in their work on a wiki gives it value. I often keep their assignments to use as examples for future classes,” he says.

Wikis can serve as a digital portfolio of student work, showing growth and development over time. A teacher can set up a class wiki and give each student a page, on which the student can post their digital work in all forms. Students can also set up their own individual wikis.

Ojeda also uses the class wiki to stay in touch with his students when he’s away from the classroom. “I can see their work and post questions and feedback,” he says. “I don’t miss out on as much when I am away.”

Another useful attribute of wikis: Whenever a student (or a wiki user) makes a change the teacher, as administrator of the wiki, can set up notifications to receive an e-mail with the changes and authors. “This is a great tool for teachers,” says Ojeda. “Sometimes I don’t even have to go back to the wiki to assess student’s work.”

The Modern Foreign Language Storybirds for Teachers and Learners is a good example of a wiki that can be used by language teachers. The collaborative storytelling tool Storybird is popular with educators, but limited when it comes to making public stories in languages other than English. This wikispace was thus created with the blessing of Storybird’s founders to facilitate the sharing of Storybirds in other languages. The site currently has Storybirds in French, German, Spanish and Italian.

**IT’S EASY, RIGHT?**

Technology like wikis and Google Docs are not generally difficult to use, but utilizing them as teaching tools can be a bit more complicated. With the Foreign Language Teaching Wiki, the assessment piece was the most challenging, something Lord has found to be true with all online collaboration projects she has taught.

“We wound up with a three-part grade. About half was for individual contributions and the other half was split between the group and university contribution,” she explains. “We wanted to ensure the students received credit for their individual work without overlooking the importance of working well as a group.”

Despite the abundance of technology, Gaugler often finds that his Spanish and Technology class is the first time students have worked in an online collaborative mode. “It’s important to have very clear rubrics for evaluation. You can’t assume they know why you are asking them to do this,” he says.
Lord and the other three professors set tight parameters for the Foreign Language Teaching Wiki. They made a calendar of deadlines and chose five topics: feedback, language choice, technology, culture, and grammar. Students then chose one of the topics and were responsible for creating content in collaboration with their own classmates and the students at other universities. They were also required to comment on other pages. At the end of the project, each student had to write a report on their own contribution to the project.

Looking back, Lord says the one thing she might change is the topics. "There were clearly some topics the students had more interest in," she says. "It may have been better to lead a discussion about potential topics, but let the students drive those topic choices."

Ojeda recommends that any teacher building a wiki for classroom use take it slow. "Start with an outline of what you want and build it unit by unit," he says. It took him about three years to build his class wiki, but it was time he believes was well-spent.

While wikis and other online collaboration methods have plenty of uses outside of the classroom, they are certainly ideal tools for language teachers, who tend to be geographically isolated from their peers. A benefit of the Foreign Language Teaching Wiki was connecting the students with a wider range of peers.

"They joined a community they might never have known existed," says Lord. "I’m a collaborator at heart, so using this technology has come naturally."

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IN MEMORIAM

Protase E. “Woody” Woodford

ACTFL and the language education community lost a pioneer in the profession, a leader, and a friend when Protase E. “Woody” Woodford died on March 25. Woodford was born in New York City and lived in New Jersey for many years prior to moving to New Hampshire 11 years ago.

Woodford retired from the Educational Testing Service (ETS) in Princeton, NJ after 25 years, where he was Director of Test Development, Director of Language Programs, Director of International Testing Programs and Head of the Puerto Rico Office. Prior to joining ETS, he taught Spanish for 10 years in the public schools of New Jersey. In 1988, Woodford was appointed Distinguished Linguist at the U.S. Naval Academy in Annapolis, MD. He was the author of over two dozen Spanish and ESL textbooks for schools and colleges. He served as a consultant to ACTFL, the College Board, the American Council on Education, USAID, the Defense Language Institute, the United Nations Secretariat, UNESCO, the Organization of American States, the World Bank, the Japanese Ministry of International Trade and Industry and many ministries of education in Asia, Latin America, and the Middle East. Woodford served on and chaired the boards of trustees of numerous educational and social service organizations and was the recipient of many awards for his professional contributions.

He will be remembered by many for his contributions to the language proficiency movement. According to ACTFL Professional Programs Director Elvira Swender, “Woody was our colleague, our mentor, and most of all, our dear friend. He made us all courageous, challenging us to think, teach, and assess in new ways. Woody understood early on the potential importance for ACTFL, and for the language profession in general, of having a ‘common metric’ for describing language proficiency. The ACTFL Proficiency Guidelines might never have been developed had it not been for his vision and support.”

“It is important to remember the very important contributions to our profession that Woody made,” notes ACTFL Past President Dale Lange. “In the early 1970s, Woody Woodford and John Clark invited a couple of faculty members from the University of Minnesota and a couple of graduate students to ETS for a workshop on language testing that included the oral interview. We all benefited greatly from this opportunity . . . and we passed this experience on in a thousand ways. Woodford, Clark, Lowe and others were already beginning to stretch our minds on the issue of language proficiency. Without Woody’s keen mind, penetrating sense of humor, guiding hand, and important knowledge, all of which contributed to ACTFL’s leadership in developing the concept of proficiency, the profession might not be in the place where it is today.”

Dora Johnson

With the rest of the language education community, ACTFL mourns the recent passing of Dora Johnson, who died June 26. Johnson, who retired from the Center for Applied Linguistics (CAL) in 2009, dedicated her life to the teaching and support of Arabic language in schools across the United States.

Johnson’s impact on the language profession will be long remembered by the leaders and members of ACTFL, CAL, the National Capital Language Resource Center (NCLRC), the National Council of Less Commonly Taught Languages (NCOLCTL), and by her many colleagues at other institutions.

Johnson’s career spanned nearly 45 years and she made great contributions to providing access to language education for K–12 schools, specifically in Arabic. In recognition of her many contributions to the field, the NCOLCTL in 2005 gave her its highest honor, the Ron Walton Award. She also served on the Task Force on Standards for the Learning of Arabic K–16.

Johnson came to Washington in 1964 and went to work for CAL. Most of her projects there involved addressing various aspects of less commonly taught languages. She conducted and published surveys on materials and needs. She helped develop language learning materials for LCTLs and worked on literacy issues for adults whose language is other than English. She directed the Arabic K–12 Project focused on increasing the teaching and learning of Arabic in the U.S. and in supporting teachers and administrators in their efforts. Even after her retirement three years ago, she continued to consult with NCLRC and with CAL on development matters.

“Dora was completely devoted to moving our language agenda forward in the U.S. and was known for ‘planting seeds’ with decision-makers for how this should be done,” says ACTFL Executive Director Marty Abbott. “We have lost a valuable contributor to our cause.”
Sharon Jones is a high school Spanish teacher. She carefully selected a good textbook and follows it closely. Throughout her class, she asks students questions to determine what they know. A few students eagerly raise their hands to show their understanding, while others sit silently. She returns assignments with grades clearly written at the top. The students are interested to see their scores and take out calculators to find out what their new percentage in the class will be. Ms. Jones is strict about not allowing students to work together, so she can be sure that students always turn in their own work. Right before the bell rings, she asks if students have any questions, but usually no one does. When she gives a unit test, some students perform very well and some students perform poorly.

Larry Smith is a high school French teacher. Every day he begins class by telling students what they will be learning and making his expectations clear. Throughout the class, he asks his students questions to determine what they know and how he can help them extend their learning. He gives students prompt and descriptive feedback on assignments, focusing on what they did well and what they can do next. Mr. Smith frequently asks students to work in groups or pairs to help each other. Often students are given simplified rubrics and asked to evaluate each other or themselves. Each day he asks students to reflect on their learning progress: what they have mastered so far and what questions still remain. Then, he uses the information he gathers from students to plan his next lesson.

Students in these two classes likely have very different experiences. Students in Ms. Jones’s class are not always clear about what they are learning. Although they follow the textbook units, the material is often disconnected. The emphasis in this class is on grades rather than true learning. In contrast, Mr. Smith’s students have a clear understanding of what they are learning and what high-quality work looks like. They receive feedback that is directly related to established learning targets, so they are able to track their progress. Mr. Smith works in collaboration with students, making it clear that his main goal is to help his students develop their French skills. Because each student is working individually to master the content, they are able to help one another rather than copying or competing. The difference between these two language teachers is that Larry Smith is using formative assessment, whereas Sharon Jones is not.

What is formative assessment? One common way to define formative assessment is to state what it is not. Formative assessment is often contrasted with summative assessment. Summative assessments, things like unit tests and final exams, are assessments of student learning. In contrast, formative assessment is assessment for learning. Everything that a teacher does to determine what a student knows (and to help students see for themselves what they know) and then to help that student take the next step in his or her learning can be seen as formative assessment. Many teachers say formative assessment is “just good teaching,” and in many ways that is exactly right.

This article will share various strategies and specific techniques for implementing formative assessment in a language classroom. These strategies are drawn from formative assessment experts and from the authors’ personal experiences.

Dylan Wiliam and his colleagues (S. Leahy, C. Lyon, and M. Thompson), among the leading experts on formative assessment, list five types of strategies for teachers to use in their 2005 Educational Leadership article, “Classroom Assessment: Minute by Minute, Day by Day”:

1. Clarifying and sharing learning intentions and criteria for success
2. Engineering effective classroom discussions, questions, and learning tasks
3. Providing feedback that moves learners forward
4. Activating students as the owners of their own learning
5. Activating students as instructional resources for one another

The following sections explain what each strategy involves and offer examples of techniques that educators can use.
Clarifying and Sharing Learning Intentions and Criteria for Success

This strategy has two parts. First, teachers share learning targets with students. These learning targets may come from a variety of sources (national and state standards, textbooks, personal goals for students, etc.). Second, teachers share with students the criteria by which they will be assessed. This often takes the form of a rubric, but can also be less formal. Students are much more likely to be successful if they have a clear understanding of what they need to do and how they need to do it, than if they do not. It may seem obvious, but all too often students fail to do what is expected of them simply because they do not know what that is.

Techniques

• “I can” statements: Many teachers find it helpful to use “I can” statements to put learning targets into student-friendly language. For example, the teacher could help students set the goal: “I can name all of the rooms in my house in Spanish.” Some teachers even create red and white target pictures and post the day’s or week’s topic so students can literally see the target they are aiming for.

• Sharing examples of student work: Students can learn much by analyzing examples of previous students’ work. Before writing a dialogue, for example, they could watch videos of other students’ dialogues and discuss what the students did well and what they could have done better. They can then strive to apply the same standards to their own work. Of course, student work may not always be available or appropriate as a model. Teachers can find other ways of demonstrating the expectations to the class. For example, before a partner dialogue takes place, a teacher might bring a student up to model an example for the rest of the class to discuss.

• Sharing rubrics in student-friendly language: Rather than approaching the rubric as a teacher tool for grading purposes, students will benefit from dissecting the rubric in advance and thinking about their own personal goals.

Engineering Effective Classroom Discussions, Questions, and Learning Tasks

For many teachers this can seem like the easiest strategy. Indeed, most language teachers are constantly questioning their students and discussing things with them. What is important for formative assessment, however, is that teachers listen interpretively rather than evaluatively. When students use an incorrect conjugation or pronunciation, these are signs of their growing understanding. It is up to their teachers to use these little pieces of evidence to shape their instruction.

Techniques

• Varied response patterns: In a class with over 20 students, it can be difficult to know what each student knows and is working on learning. For this reason, it is important to use a variety of different questioning and response patterns, such as whole-class choral response, partner discussion, calling on individuals who raise their hands, and calling on random individuals. This keeps students on their toes and gives you different ways of keeping track of their understanding.

• Levels of questioning: Begin with a higher-level question, and if students are unable to respond, bring the level down a bit. If a “Why?” question is too difficult, supply students with choices, or turn it into a yes/no question. When a student can answer the simplified version of the question, return to the higher-level question once again and see if they are then able to respond.

• Matching cards: A fun way to get students up out of their seats is to give them each a note card with a question or answer in the target language. Once the student with “What’s a typical breakfast in _____?” has found the student with “Coffee, pastry, and _____,” the partners read their cards for the rest of the class. This activity makes all students get involved and allows you to see which students are having trouble finding their partners.

• Numbered Heads-Together: In this activity, students work in groups of four to answer a question or solve a problem, with each group member choosing a number 1–4. Once the groups have had some time to work, you can randomly pick a number and have that student report back from each group. This ensures that groups work collaboratively to make sure each group member knows the answer. In this and other groupwork activities, you can try different strategic groupings. Sometimes students can choose groups or partners, sometimes they are randomly assigned, and sometimes it is best to assign groups based on similar abilities or different ability levels.

• Timed written responses: In a language class, teachers can use writing to inform their instruction. By giving students a topic and a time constraint (perhaps beginning with the goal of 100 words in 10 minutes and gradually increasing the number of words and decreasing the time as fluency develops), you can see where the student “breaks down.” By limiting “think time” you can more accurately diagnose what areas the student needs to work on.

Providing Feedback that Moves Learners Forward

Unlike letter grades or percentage scores, formative feedback tells students what they have done well and what they can do next to
improve and to keep learning. This kind of feedback makes students think; it is the beginning of the journey rather than the end. Feedback can take many forms. Often it can be on-the-fly comments during questioning sessions that can help shape students’ learning. Written feedback also plays a vital role. When learning targets are clearly established, it is easy to give students specific feedback about their progress toward meeting their goals.

Techniques

- **Stars and Steps:** When writing feedback to students, teachers often find it helpful to give both positive (‘stars’) and constructive (‘steps’) comments. For example, the teacher could write, “You correctly conjugated the verbs in first person. Your next step is to master the third person conjugations.”

- **“It looks like you’re ready to . . .”:** Sometimes teachers are worried about damaging their relationships with students or hurting students’ feelings, even when their criticism is constructive. By using phrases like “It looks like you’re ready to . . .” or “Your next step is . . .,” the teacher can avoid being judgmental and put the emphasis on students’ growth.

- **Comments Only:** Nothing hurts a teacher more after hours of grading and commenting than seeing students check the grade and immediately toss the paper in the recycling bin. By providing comments only (and perhaps giving students a chance to resubmit the work), the feedback drives learning forward rather than being the end of the process.

- **Individual Conferencing:** Many teachers build time into each class period to meet with a few students at a time to discuss their progress. This can be especially useful if the teacher has asked the student to do some self-assessment beforehand.

Activating Students as the Owners of Their Own Learning

Some educators may feel overwhelmed by the very idea of formative assessment. Part of what makes formative assessment so powerful, however, is that it enables—and requires—students to take control of their own learning through self-assessment. Students and teachers become collaborators rather than adversaries in the learning process. When teachers provide clear learning targets and offer feedback that is directly related to these targets, students can monitor their own progress.

**Techniques**

- **Stoplights:** An easy and quick way to informally assess students’ understanding during a lesson is to use “stop-
Techniques

When they are doing a reading activity, students can use different colors to highlight the parts they understand and the parts they do not—even down to the word. This can give you a quick visual of how much confusion there is in the class.

Variations on stoplights: For teachers who do not wish to use colored cards, students can also demonstrate their understanding with a quick thumbs-up or down (or sideways). Some teachers also like to have a special motion or word that students can use when they need extra help. Students will feel more comfortable asking for assistance if they can use a funny word like “Fromage!”

Highlighting: When they are doing a reading activity, students can use agreed-upon rubrics to look over their peers’ work. Most of the time this is an overwhelming or impossible task to complete. Give students one item to look for at a time, and the results will be much better. For example, ask them to check one particular grammar point or check to see that certain vocabulary words on a checklist were used correctly.

Formative assessment can and should be an integral part of any successful language classroom. The collection of techniques discussed here can help teachers and students establish a classroom community like Larry Smith’s. Obviously not all techniques will work equally well in all classrooms, so it is up to the teacher to choose and adapt what will meet his or her particular needs. What is important is finding ways to discover what students know and to help them progress in their learning.

Highlighting:
- Students can also work in pairs to help each other determine when their assignments are ready for “flight.” They can go through a list of important features of high-quality work to make sure that everything that is submitted to you is the best that it can be. This can also help save you time correcting “silly” mistakes.
- When students use agreed-upon rubrics to look over their peers’ work, they will be working toward learning goals.

Techniques

- **Type 1, 2, or 3 questions:** How much time is wasted answering the same simple questions over and over? This problem can be fixed by teaching students the difference between various types of questions. Type 1 questions are things that students can answer for themselves by looking in their books or notes. Type 2 questions are things that students can answer by asking a peer. Type 3 questions are things that only a teacher can answer. When a student comes to you with a type 1 or type 2 question, you can easily redirect them to the proper source of information without using your valuable time.
- **Preflight checklist:** Students can also work in pairs to help each other determine when their assignments are ready for “flight.” They can go through a list of important features of high-quality work to make sure that everything that is submitted to you is the best that it can be. This can also help save you time correcting “silly” mistakes.
- **Limit the focus:** Often teachers tell their students to “edit each other’s papers.” Most of the time this is an overwhelmi

Activating Students as Instructional Resources for One Another

Students can also be resources for one another. Not only does this help teachers make the most of their time, but the students also benefit. When students help teach one another, their own understanding grows as well. Some teachers may be hesitant to let go of some control in the classroom, worrying that students may get off track when they work together in pairs or groups. This is yet another reason why it is so important for students to have a clear understanding of what successful participation in the class involves. When students use agreed-upon rubrics to look over their peers’ work, they will be working toward learning goals.

TLE SPOTLIGHT ON . . .

Gregory Duncan

Gregory Duncan has been a language educator for his entire career, as a high school Spanish teacher, administrator, department head of Georgia’s largest language program, and Foreign Languages and International Education Coordinator in the Georgia Department of Education. In 1993, he founded InterPrep, Inc., which provides assistance to schools and other educational entities in matters related to languages and international education. He was task force chair and principal writer of the ACTFL Performance Guidelines for K–12 Learners and served as lead writer for the Asia Society and College Board publication, Creating a Chinese Language Program in Your School. Duncan and InterPrep partnered with Georgia Public Broadcasting on distance learning programming in high school Japanese and elementary school Spanish, which was distributed nationally and garnered multiple Emmy Awards.

Duncan’s leadership as a language educator has included serving twice as program chair for the ACTFL Convention. Among his numerous honors are the Federal Republic of Germany Friendship Award, the ACTFL/National Textbook Company Award for Building Community Interest in Foreign Language Education, the SCOLT Founders Award, the NECTFL Nelson H. Brooks Award for Outstanding Leadership in the Profession, and most recently the ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. According to Duncan, “The teaching and learning of languages should be a collection of joyful, satisfying experiences. What a an honor that we as teachers get to play such an active role in making that happen!”

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At the Joint National Committee for Languages–National Council for Languages and International Studies (JNCL-NCLIS) Annual Legislative Day and Delegate Assembly in May, language educators and leaders from throughout the United States gathered in Washington, DC, to meet with legislators and their staff members and advocate for language education policy.

Among those who visited Capitol Hill were 2012 ACTFL National Language Teacher of the Year Yo Azama, ACTFL President Dave McAlpine, members of the ACTFL Board of Directors, and ACTFL Executive Director Marty Abbott. Azama visited the offices of California Senators Barbara Boxer and Dianne Feinstein, as well as Representative Sam Farr, along with California Language Teachers Association Executive Director Lorraine D’Ambruoso and ACTFL Board Member Duarte Silva. While unable to meet with the legislators in person, they were able to speak at length with staff members to discuss the importance of language education. Azama said that these conversations were quite substantive and informative, particularly the excellent conversation with the staffer for Rep. Farr. “They were really knowledgeable and listened to what we had to say,” he noted. Azama also took the opportunity to extend an invitation for the legislators to visit his Japanese classroom in Salinas, CA.

The group also visited the Department of Education where they were welcomed by Secretary of Education Arne Duncan. Azama said that meeting with Duncan was a highlight and that he was very approachable and friendly. “He told me many times during our conversation to keep pushing the issue of language education,” said Azama. “He definitely seemed interested in keeping the dialogue going.”

After welcoming the ACTFL delegation, Duncan turned to Twitter to share his impression of the visit. From @arneduncan, he tweeted: “Yo Azama, the Nat’l Language Teacher of the Yr, stopped by today. Reminder that to compete in global economy, students need add’l languages.”

Azama says that he was initially nervous about lobbying on Capitol Hill and visiting government leaders, but now feels energized by the experience and plans to take what he learned and visit his State Capitol in Sacramento. He advises other teachers who might feel intimidated to make these connections to start as a group, rather than going it alone. “There is always someone more knowledgeable or experienced in a group that can take a prominent role,” he says. “You can learn from your colleagues.” He also recommends that teachers invite decision-makers to their classrooms to show, rather than just tell, them about the power of language learning. “It’s a great public relations opportunity for that person in their district and it gives your students a chance to show off their language skills.”

TOP: Executive Director Marty Abbott; President Dave McAlpine; Teacher of the Year Yo Azama; CLTA Executive Director Lorraine D’Ambruoso; and Board Member Duarte Silva.
BELOW: Education Secretary Arne Duncan and Yo Azama.
Important Hearing Held on Languages and National Security

During the visit to Washington in May, ACTFL representatives were also able to attend a hearing held by the Senate Homeland Security and Governmental Affairs Committee Oversight of Government Management Subcommittee entitled, “A National Security Crisis: Foreign Language Capabilities in the Federal Government.”

This hearing, chaired by Sen. Daniel Akaka, was the last of seven oversight hearings that emphasized the need to build the federal government’s foreign language skills, from developing a language strategy to improving U.S. diplomatic readiness. The panel included a diverse collection of witnesses, from government and military leaders to language teachers and students. Among those testifying was Dan Davidson, President of the American Councils for International Education and the President of the JNCL-NCLIS.

Davidson gave key testimony about the importance of language education and focused specifically on the STARTALK and Language Flagship programs. On STARTALK, which is a key part of the National Security Language Initiative (NSLI), Davidson noted:

STARTALK’s goal is to provide innovative language instruction for students, facilitate state side curriculum development, and provide much-needed faculty development for U.S. teachers of the critical languages at the K–12 level. Success in acquiring and maintaining proficiency in a foreign language is closely associated with substantial periods of immersion in the target language and culture, yet access to appropriate high-quality overseas immersion training has been unavailable or beyond the reach of most American students and teachers, particularly those in the critical languages, until recently. Over the past five years, the notable cross-agency collaboration

represented by the “NSLI-generated” programs have increased or in many cases generated entirely new overseas immersion opportunities for American learners of the critical languages through the State Department’s NSLI-Youth for secondary school students and Critical Language Scholarships overseas summer institutes (CLS) for university students, and the DOD’s Language Flagship Program, with its year-long overseas capstone program designed to bring students from ILR Level 2 (advanced) to Level 3 (professional/superior) or higher.

Regarding the Flagship programs, he testified:

Flagship is clearly a model that should be disseminated generally, for it guarantees a capacity and an ongoing source of well-educated U.S. speakers of all the major critical languages, even while the larger educational system is adjusting to meet the new demands for high-level linguistic competence in virtually all government agencies and professional fields. Unfortunately, Flagship programs are available only on 22 American campuses at the present time, usually in no more than one or two languages per campus. The Flagship model, which serves government language capacity directly, should now be expanded, at least to the size of Title VI, which has provided the building blocks of language and area expertise at our major research universities, which has made the Flagship programs of recent years possible.

Information about the hearing can be found at www.hsgac.senate.gov/subcommittees/oversight-of-government-management/hearings/a-national-security-crisis-foreign-language-capabilities-in-the-federal-government. Panel member statements, including the one made by Dan Davidson, can be downloaded from this page.

Rivers Takes Helm of JNCL-NCLIS as Edwards Retires

Earlier this year, J. David Edwards, long-time JNCL-NCLIS Executive Director, retired from this position after 31 years of service.

ACTFL President Dave McAlpine sent a letter to Edwards on behalf of the Board of Directors and membership, congratulating him on his retirement and recognizing him for his accomplishments in making language issues more prominent in Congress. “The language profession owes you a debt of gratitude,” read the letter. “While you have always claimed not to be ‘one of us,’ you are indeed ‘one of us’ as you have been able to represent us so expertly over these many years.”

William P. Rivers will take over as Executive Director. He brings 20 years of experience in culture and language for economic development and national security, with expertise in research, assessment, program evaluation, and policy development and advocacy.

In announcing the appointment of Rivers, JNCL-NCLIS President Dan Davidson expressed heartfelt thanks to Edwards for his achievements on behalf of the language field. Davidson noted that “the Board and membership of JNCL-NCLIS have engaged in a rigorous planning process over the past two years to define the ways the organization can best serve the needs of the field at a time when the role of world languages has never been more important to U.S. national security and overall competitiveness. The Search Committee and Board are delighted that Dr. Bill Rivers has accepted the JNCL appointment and believe he is unusually qualified to lead the organization at this time.”

JNCL-NCLIS President-Elect Ray Clifford added, “While we will miss working with Dr. Edwards, we are pleased that Dr. Rivers has agreed to apply his extensive experience and professional expertise on behalf of JNCL-NCLIS.”

Foreign Language Educators of New Jersey Board Member Amanda Seewald posted an interview with Edwards entitled, “A Legacy of Legislative Achievement and a Master Connector of People to Build Progress.” Read it at flenj.org/Publications/?page=185.
Earlier this year, in March, the Council on Foreign Relations released a report on “U.S. Education Reform and National Security,” which made the case that it is necessary for American students to study languages. The report, published under the direction of former Secretary of State Condoleezza Rice and former New York City Chancellor of Schools Joel Klein, warns that the continued failure of the U.S. education system will threaten America’s economic prosperity and national security.

“It will come as no surprise to most readers that America’s primary and secondary schools are widely seen as failing,” reads the report. “High school graduation rates, while improving, are still far too low, and there are steep gaps in achievement between middle-class and poor students. Even in the midst of high unemployment rates, business owners are struggling to find graduates with sufficient skills in reading, math, and science to fill today’s jobs. School districts, teachers’ unions, and parents are engaged in fierce debates over the best way to rein in climbing costs and improve standards. Meanwhile, progress is frustratingly slow, if in fact what is taking place represents progress at all.”

The report explores the consequences of a weak education system particularly with regards to national security repercussions, stating: “A world-class education system is vital to preserving not just the country’s physical security but also to reinforcing the broader components of American leadership, such as economic dynamism, an informed and active democracy, and a coterie of informed professionals willing and able to live and serve around the world.” The report proposes three policy recommendations: expansion of the Common Core State Standards; providing families and students with enhanced school choice; and the creation of a “national security readiness audit.”

The study of languages is mentioned throughout the document and specifically included in one of the overarching policy recommendations:

• Implement educational expectations and assessments in subjects vital to protecting national security. With the support of the federal government and industry partners, states should expand the Common Core State Standards, ensuring that students are mastering the skills and knowledge necessary to safeguard the country’s national security. Science, technology, and foreign languages are essential—as are creative problem-solving skills and civic awareness. Across America, and especially in underserved communities, it is essential that necessary resources accompany these enhanced standards to fuel successful implementation.

The recommendations also included asking schools several questions as part of the annual education audit, including: “How many students are mastering important ‘national security skills,’ such as learning foreign languages and computer programming?”

Further in the report, there is a section focused on “Foreign Language Expectations,” which reads:

Americans’ failure to learn strategic languages, coupled with a lack of formal instruction about the history and cultures of the rest of the world, limits U.S. citizens’ global awareness, cross-cultural competence, and ability to assess situations and respond appropriately in an increasingly interconnected world. The Task Force does not argue that all U.S. children should begin studying strategic languages and cultures. However, the opportunity to learn these languages and about the people who speak them should be available to many students across the United States, and all students should have access to high-quality foreign language programs starting in the earliest grades. If all Americans grew up proficient in at least one language in addition to English, and if instruction about other countries’ histories and culture were built into the standard K–12 curriculum, young people would develop better understandings of world cultures and be better equipped to converse, collaborate, and compete with peers worldwide.

Therefore, the Task Force urges governors to collectively create expectations for language learning and world culture and history, which would boost the next generation’s cross-cultural competence and practical ability to communicate.

The Council on Foreign Relations report was later highlighted in a conference in June presented by the U.S. Chamber of Commerce, entitled “A Smarter America = A Safer America,” which also focused on the link between education and global security.

That event’s keynote speaker, Preston “Pete” Geren (former Secretary of the Army and President of the Sid W. Richardson Foundation, and task force member to the report) drew a clear conclusion that the United States’ failure to properly educate students is a national security threat. Geren placed a particular emphasis on the importance of learning languages during his remarks, citing statistics on the low numbers of linguistically competent students graduating high school and low rates of state department officials meeting language needs.

Advocacy Tip: Educate Other Decision-Makers in Your Community About the Benefits of Language Learning

**TIP:** Another way to spread the word about the importance of language education and to highlight the great work you are doing is to get on the agenda for local board meetings, local PTA meetings, or board of trustee meetings at the postsecondary level. If you secure an opportunity to give a presentation at any of these events, be sure to discuss the cognitive benefits of language learning and how learning a second language can lead to an increase in overall achievement in students. Another important point to discuss is the competitive edge that speaking a second language will give students as they enter the workforce. [Note: You can find this research online at www.DiscoverLanguages.org.] Show clips of your students speaking the language, or invite your students to do a skit, sample class, or some other demonstration that will showcase their language skills. Make sure that at some point in your presentation, you explain the ways in which your program aligns with local, state, and national guidelines. Above all, be aware of your audience, try to gauge their awareness of language learning and then customize your presentation to further enhance their knowledge of the benefits of language education.

For more tips on advocacy, go to www.actfl.org/advocacy.

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**Advocacy in Action in Minnesota**

Representatives of the Minnesota Advocates for Immersion Network (MAIN) have recently seen several successes in advocating for language education in their state, according to MAIN Chair Claudia Baldwin. These include a meeting with a state senator about pending legislation and the visit of a state representative to an immersion classroom.

“We had an excellent discussion regarding the new law, H.F. 183 with Sen. Patricia Torres Ray,” noted Baldwin in May. “The bill requires teacher candidates, seeking initial licensure in the state, to receive a passing score on the Minnesota Teacher License Examination (MTLE) an undefined examination which tests a candidate’s reading comprehension, writing, and basic mathematics knowledge.”

Later in the same week, Rep. Jenifer Loon visited Eagle Heights Spanish Immersion School in Eden Prairie to learn more about immersion schools and learning, according to Baldwin. She met with Principal Elizabeth Linares, Educational Coordinator Kevin McGee, and parent Kathy Moore for a presentation about education in an immersion setting; she was then taken on a brief tour of the school and a few classrooms with native Spanish-speaking teachers to see the children learning and communicating in Spanish. “She was able to get a feel for the value that native Spanish speakers bring to the educational process in terms of cultural diversity, exposure to various cultural traditions and the richness of the Spanish language,” says Baldwin.

Rep. Loon recently offered an amendment to H.F. 2949, the Omnibus Education bill passed in February 2012, which would have allowed teachers currently under contract to teach in a language immersion school a two-year extension to successfully pass the basic skills test; the bill was recently passed with a one-year extension. “Rep. Loon expressed a desire to continue to explore ways to attend to the unique situation posed for teachers, such as language immersion teachers, who are in fact qualified to teach in their own language but may not have sufficient English language skills to pass the Basic Skills Test in their non-native language of English,” Baldwin says.

More information about MAIN is available at www.mnimmersion.org.

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**Invite a Member of Congress to Visit Your Language Program**

Inviting legislators to your language program is a great way to build a connection to their office. Seeing a high-quality 21st century language program in action will illustrate the importance of language learning and let you and your school or university showcase the great work you are doing. Find out exactly what you need to do to make it happen on the ACTFL website at www.actfl.org/files/MoCProgramVisitHowTo.pdf.
The importance of students reading books that are of interest to them has received more attention lately, with many school districts implementing time for all levels of students to do nothing but read a good book. Whether this allocated time is called SSR (silent sustained reading) or FVR (free and voluntary reading), language teachers can capitalize on the trend and include SSSR (Spanish silent sustained reading) or FFVR (French free and voluntary reading) in their weekly lesson plans. Once students are accustomed to the routine, reading time in the target language can be a simple lesson plan that builds confidence in reading skills and increases reading fluency skills.

With proper support and encouragement, students look forward to the regularly scheduled reading time. "I love reading what I want and figuring out all the words I can every week. Also, the books are often just cute," says eighth grader Faith Thomas, who reads once a week in my German I class at Campbell Middle School in Lee’s Summit, MO. At the beginning of the year in the class, my students read a book of their choice for just 10 minutes a week. By the end of the year, they read up to 30 minutes a week. Students are allowed to choose from authentic children’s books from Germany, semi-authentic books written for learners of German, books translated by the teacher, authentic magazines, magazines produced for learners of German, and books written by past students at the school. Students don’t spend time writing book reports, instead they keep a short reading log, rating the book and writing down 10 words that they recognized or five new words that they figured out from context. When time permits, the class participates in short book talks in small groups where students share their recommendations and words they learned.

While it may not be a major challenge, allowing higher level students to occasionally reread simpler books shows them how far they have come and builds confidence. Although it can be mildly distracting, allowing students to exchange books in the middle of silent reading time reinforces reading for pleasure and makes this a low stress activity.

Buying books from foreign bookstores is not financially possible for most teachers, so here are some suggestions to build a classroom library. First, teachers could write a grant to buy books from foreign language catalogues. The teachers in four of the secondary schools in Lee’s Summit received small grants from the local education foundation to start target language libraries. They bought one copy of all the books in various foreign language catalogues. "It only took a few hundred dollars for each language to get a good library started," says Campbell Middle School lead teacher, Cathy Nalivaiko, who suggests applying to local foundation grants or state foreign language association grants with a clever grant title to catch the attention of award committees. She adds that there is plenty of research available to justify starting a language library.

If departmental budgets are not big enough and grants are not possible, check with the library media specialists about having books ordered through the library budget. These books could be on permanent loan in the language classrooms.

Another way of increasing the amount of authentic literature for a library is through book donations. I asked each visiting student from our district’s partner school in Germany to bring two or three “gently used” children’s books as a gift to the American partner school. When my students visited the German partner school the following summer, we donated books to them too.

While in the partner city, I also visited the local Bibliothek during a book fair. By being bold and just asking, I obtained a box of old books from the library for free. Rather than pay for shipping, I divided the books among my students’ suitcases and had each student carry a few books home.

I have also bought well-known American children’s books on sale or at garage sales, covered up the original English text with paper, and written my own translation. While more time-consuming, in this way I am able to control the language and write at my students’ level. These books can be very motivating to middle school students, since they usually remember the books fondly from reading them in elementary school. [Tip: Books by
David Shannon are especially appealing to middle school students and work wonderfully for read-alouds.

Once expectations and routines for the activity are established, students will know that every Thursday is “Spanish SSR Day” and upon entering the classroom they will immediately pick out their books and begin reading. There are also routines for putting away the books so that clean-up is simple. This routine also allows the activity to be an easy emergency lesson plan for the unanticipated absences.

As a culminating project to the reading day activities, teachers at Campbell have had students write a children’s book of their own. Instead of giving the books back to the students, Nalivaiko keeps them to add them to her classroom library. “When the students know that their books will be on display for other students for a few years, they take more time and pride in their work,” she says. I keep the books for four years and then return them when the students are seniors. The upper level students love reminiscing and getting back the cute books that they wrote in middle school.

As a high-tech alternative, Campbell Spanish teacher Jamie Hatfield has students create digital books using online storyboarding sites. Students can create beautiful looking books that can be projected allowing for the teacher to read aloud the books. This also allows the teacher to keep a copy for use in future lessons.

A final tip is to not put all the books in the library at the beginning of the year. Save some back that are more difficult or have a specific topic that you will want to introduce at a later date. By doing short book talks on the “newest arrivals for the week,” student interest is increased. Allowing students to read for pleasure in their language classes, just as they do in the regular day, reinforces literacy skills that transfer between learning a second language and their native language.

K. David Beal is a German teacher at Campbell Middle School in Lee’s Summit, MO.

What do you do to engage your students to read in the target language? Send your ideas to Sandy Cutshall at scutshall@actfl.org and we will share a variety of suggestions in a future issue of The Language Educator.
Best Practices from the Teachers of the Year

Since 2006, the foreign language education community has recognized outstanding language educators with the ACTFL National Language Teacher of the Year Award. At this site, you can view presentations made at previous ACTFL Conventions about best practices from these award-winning language educators.

A National Dialogue about Teaching

According to the U.S. Department of Education: “In order to prepare our young people to be engaged citizens, to compete in the global job market, and to keep up with both persistent and emerging challenges facing our country, the United States must ensure that teaching is a highly respected and supported profession, that accomplished, effective teachers guide students’ learning in every classroom, and that effective principals lead every school.” Through the RESPECT (Recognizing Educational Success, Professional Excellence, and Collaborative Teaching) Project, the department hopes to “spark a national conversation about transforming teaching for the 21st century” among teachers, school and district leaders, teachers’ associations and unions, and state and national education organizations.

The Hunger Games Trailers in Spanish, French, and Italian

With the popularity of the books among young people, with the 2012 release of the first movie in the trilogy, teachers might find ways to use these resources to engage students in the classroom. These links can be used to find other trailers and interviews in different languages.

Chinese Language Dictionary and Tools

In addition to a word dictionary and a character dictionary, the MDBG website also offers tools such as flashcards, quizzes, and text annotation.

Studying in Germany

One of the missions of the Deutscher Akademischer Austausch Dienst (DAAD), or German Academic Exchange Service, is “promoting scholarship on the German language, literature, and the arts in universities worldwide with a view to increasing the role of German as an important cultural and practical language and creating a better understanding of Germany’s rich cultural heritage.” The DAAD website has resources and publications that students interested in studying in Germany may find useful.

CNN News in Spanish or Arabic

CNN has news editions in Spanish (cnnspanol.cnn.com) and Arabic (arabic.cnn.com). The website also has links to CNN Chile (www.cnnchile.com) and CNN Mexico (mexico.cnn.com).
These and other Web resources can be accessed through the Publications area on the ACTFL website at www.actfl.org/webwatch.

Why not visit today?

Text to Speech Translator
www.oddcast.com

The Oddcast text to speech translator allows users to type in text—up to 250 characters or up to 50 characters for Asian languages—and an onscreen avatar (such as “Kate from the U.S.”) translates it into the language selected. There are more than 25 languages available from which to select. Oddcast has other technology that teachers might find ways to utilize, including 3D VideoStar and 3D PhotoFace.

Japanese Language Resources
jpf.org.au/resources/index.html

Like its U.S. site, the Japan Foundation’s Australian website has a number of resources for language educators, including classroom ideas and activities. There are also plays and performances of Japanese folktales and other stories such as “The Big Radish” and “The Little Red Hen,” as well as skits that include “Japanese Class,” “Let’s Go Shopping,” “At the Restaurant,” “A Thousand Cranes,” and “Family.” Teachers and students in Australia have contributed plays and skits to the collection, which was edited by the Japan Foundation Sydney.

Interactive Game for Learning French
www.ciep.fr/sourire/english/prologue.html

Retrouvez le Sourire is an interactive game that helps introduce its players to France and the French language. On a first visit to Paris, the player is involved in an incident at the airport and must help foil the plans of an international gang of thieves to save one of the world’s masterpieces—all while learning everyday French.

Cambodian Education Resource Centre
www.camboasiastra.org

CAMBOSASTRA—the Cambodian Education Resource Centre—is described as the first Cambodian living and autonomous online digital library. CAMBOSASTRA collects and disseminates electronic books, reports, articles, theses, and journals about Cambodia, and its website includes a Khmer transliteration guideline. There are also links to sites about Cambodian culture, news, and other topics.

AIM Language Learning Samplers for French and Spanish
www.aimlanguagelearning.com

For language teachers who would like to learn more about Accelerative Integrated Methodology (AIM), the AIM Language Learning website has AIM Samplers in French and Spanish that can be downloaded from the learning resources section.

Latin Poetry Podcast
blogs.dickinson.edu/latin-poetry-podcast/

The Latin Poetry Podcast is a series of short Latin passages that are read aloud, translated, and discussed. Dickinson College Associate Professor of Classical Studies Christopher Francese, who performs the readings, notes on the site that he is open to suggestions from Latin teachers for any poems or passages they would like to hear. Recent posts on the site include Bring Vergil Back (Horace Odes, 1.3); Sulpicius Severus, Life of St. Martin; Horace’s Lyric Meters; and Not Going Back There (Phaedrus, Fables 1.1B).

Sochi 2014

Russia is holding cultural and educational events leading up to the 2014 Winter Olympics to be held in Sochi, and the Sochi 2014 website, which includes a forum about translation issues, has videos in Russian and news stories that are available in Russian as well as English and French. To celebrate International Children’s Day, Sochi 2014 is holding an all-Russian contest of children’s novellas as part of the Class Mira project. The drive is part of a series of initiatives of the Sochi 2014 Cultural Olympiad aimed at fully integrating children with a disability into society.
Upcoming Events 2012-2013

SEPTEMBER


September 27 ACTFL Professional Development Webinar: “Connecting Local Language Programs with Common Core.” Information: www.actfl.org/webinars.

OCTOBER


October 12-13 Joint Washington Association for Language Teaching and Confederation in Oregon for Language Teaching Bi-State Fall Conference (held with the Pacific Northwest Council for Languages), Hilton Hotel and Convention Center, Vancouver, WA. Information: coflortegov ning com/page/conferences.


NOVEMBER


November 12–16 International Education Week. Information: www.iew.state.gov.


- American Association of Teachers of German – Information: www.aatg.org
- American Association of Teachers of Italian – Information: www.aati-online.org
- American Association of Teachers of Japanese – Information: www.aatj.org
- Chinese Language Association of Secondary-Elementary Schools – Information: www.classk12.org
- Chinese Language Teachers Association – Information: www.cta-us.org
- National Association of District Supervisors for Languages – Information: www.nadsfl.org
- National Council of State Supervisors for Languages – Information: www.ncssl.org
- National Network for Early Language Learning – Information: www.nnell.org
- Pennsylvania State Modern Language Association – Information: www.psmla.net

DECEMBER


JANUARY

January 3–6 Modern Language Association Convention, Boston, MA. Information: www.mla.org/convention. Also held in conjunction with the MLA Convention:

- American Association of Teachers of Slavic and East European Languages – Information: www.aatseel.org


Find More Upcoming Events Listed in the ACTFL Online Community

If you are looking for additional conferences, professional workshops, and special events of interest to language educators and administrators, please visit the ACTFL Online Community Events Calendar at community.actfl.org/ACTFL/ACTFL/Calendar.

If you have any events to add to this calendar, please send the information to membership@actfl.org.
EMPLOYMENT

SCAD seeks qualified candidates for a full-time faculty position in ESL. Terminal degree or equivalent in the discipline or closely related field reqd. To apply, send resume to SCAD Attn: HR Atlanta Faculty - ESL#0229, PO BOX 3146, Savannah, GA 31402.

Raising Global Children: Take the Survey

International careers expert and author Stacie Berdan, along with her writing colleague Rebecca Weiner, are conducting a series of surveys with teachers, parents and successful internationalists on the topic of raising global children. All answers to the surveys are anonymous, although the results will be shared in future publications. For those interested in taking part, the current survey can be found at: https://www.surveymonkey.com/s/GlobalMindsetSurvey. Teachers might also wish to share the link with their students’ parents and family members.

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Have you been involved with an innovative project in language education? Or have you taken part in an unusual professional experience that you would like to share with your colleagues? Do you possess special expertise in an area that others might benefit from learning more about? Have you ever wondered why you haven’t seen coverage on a particular topic—when it is an article that you yourself could write?

If you have something valuable to share, we welcome your submission to The Language Educator magazine!

Some Advice for Submitting to The Language Educator

- **Become familiar with the magazine.** Read previous issues. Pay particular attention to the style of writing in TLE. How is it different from some educational newsletters or academic journals you may be used to reading? Look over the guidelines (available on the ACTFL website). Always be sure that your article represents accurate, up-to-date information.

- **Think beyond yourself to a greater audience.** Try to see your topic beyond your own classroom or perspective. Will this be interesting to an educator who teaches a different language or at a different level? Might this be important to someone who cares about language learning but is not an educator? Would the information be accessible for administrators, government officials, parents, students, or others? Have you talked to anyone else to get another perspective and can you include quotes from other experts that broaden the topic?

- **DOs and DON’Ts for writing about research.** DON’T simply repackage a research study or dissertation. DO approach the information you have from a new angle. DON’T include every small detail of your research procedures. DO get to the heart of the findings and why they are important. DO add in quotes with reactions from participants or experts concerning the topic. DON’T include extensive citations to previous studies, literature reviews, bibliographies/reference lists, etc. DO properly cite sources naturally within the body of your text. [Note: If what you have done is really an academic study, we encourage you to submit to ACTFL’s journal, Foreign Language Annals.]

- **Add some extras.** Can you provide photos that go with your article? Are there other items such as bulleted lists, pull-out quotes, or short vignettes that might be featured alongside your article in a box or sidebar item? Can you provide some “web extras”—such as rubrics, documents, interviews, or further information that could be made available on the ACTFL website as a tie-in to your article?

- **Be patient and responsive.** The magazine is printed six times a year and there is limited space for publication. Not all submissions can be accepted and some are in consideration for some time before a decision is made. Often accepted submissions are scheduled for an issue months later because they will fit well with the articles in a future issue. Try not to write something that will be dated in a few months. Alternatively, you may hit the timing just right and submit something that fits perfectly for an upcoming issue. Please respond right away when contacted by the editor in order to get your article ready for publication. If you have not been contacted recently or have questions, feel free to follow up via e-mail to scutshall@actfl.org for an update about your submission.
ACTFL 2012 Co-Sponsors:
American Association of Teachers of German (AATG)
American Association of Teachers of Italian (AATT)
American Association of Teachers of Japanese (AATJ)
Chinese Language Association of Secondary-Elementary Schools (CLASS)
Chinese Language Teachers Association (CLTA)
National Association of District Supervisors of Foreign Languages (NADSFL)
National Council of State Supervisors for Languages (NCSSFL)
National Network for Early Language Learning (NNELL)
Pennsylvania State Modern Language Association (PSMLA)

Advance Registration Deadline: October 24, 2012

Registration and Housing are now open on the ACTFL website at www.ACTFL.org/convention2012
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