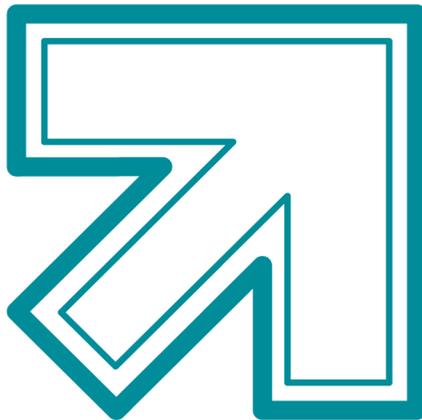


NECTFL *REVIEW*

A Journal for K-16+ Foreign Language Educators



**Northeast Conference
on the Teaching of Foreign Languages**

Number 66

Spring/Summer 2010

NORTHEAST CONFERENCE

on the Teaching of Foreign Languages



58th Annual Conference: Saturday, April 2 – Monday, April 4, 2011
Baltimore Marriott Waterfront Hotel



Strengthening Connections: Colleagues, Content, & Curriculum
Charlotte Gifford, Greenfield MA Community College, Chair



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From the 2011 Chair



Dear Colleagues and Friends,

As Conference Chair for 2011, it will be my privilege to welcome you to Baltimore, a beautiful city that the NECTFL has not visited since 1983. This is an exciting change for the largest regional conference organization of its type in the country.

NECTFL has always been at the center of my professional development, and the benefits of the conference have extended well beyond the one-weekend meeting each spring. I encourage you to make the 2011 conference the starting point for your sustained professional development within a supportive community of professionals.

More particularly, in 2011 at NECTFL we will work to Strengthen Connections in three broad areas: Colleagues,

as we build and expand partnerships and professional networks; Content, as we explore the multidisciplinary, thematic, and content-based learning in the study of language and culture; and Curriculum, as we investigate effective cycles of teaching and learning. Prior to the conference, you will receive brief written reports on elements of the theme and you'll have the option of participating in some webinars. You can thus hit the ground running when you get to Baltimore and come away from the conference ready to share and apply what you've learned when you return home.

In spite of challenging times, our professional development ought to remain at the top of our priority lists. In fact, it's when our schools and colleges don't support us financially that we most need to make opportunities to get together and sustain ourselves — as individuals and as a community. The 2011 Northeast Conference is your perfect opportunity, especially in the affordable, friendly, and exciting city of Baltimore where your Maryland colleagues are eager to welcome all of us.

In response to your requests, NECTFL has also changed the configuration of conference days: by scheduling our workshops, sessions, exhibit hall hours, and special events in a Saturday/Sunday/Monday format, we can provide many more choices to attendees and reduce the time you have to be away from your classrooms and offices. With plans afoot for “voluntourism” activities to benefit our host city, opportunities for you to contribute children's books (in multiple languages) to libraries and classrooms, tours to schools of interest such as an immersion academy or nearby Gallaudet University, content-focused workshops (perhaps at the National Aquarium or the Walters Art Gallery), and a “Teachers' Lounge” area, the changes we have made are creating a whole new conference experience with positive repercussions long after your return home.

Best wishes for the beginning of the academic year. I look forward to seeing you in Baltimore!

E-mail us at nectfl@dickinson.edu if you wish further information.

Cordially,

Charlotte Gifford
Greenfield (MA) Community College
2011 Northeast Conference Chair

**NORTHEAST
CONFERENCE**
on the Teaching of Foreign Languages



**58th Annual Conference: April 2-4, 2011
Baltimore Marriott Waterfront, Baltimore, MD**

*Strengthening Connections: Colleagues, Content & Curriculum
Charlotte Gifford, Greenfield Community College, VT, Chair*



“big city flash with small town friendliness”

From the Managing Editor

Colleagues,

Welcome to the second electronic-format issue of the *NECTFL Review*. We continue to offer you the same quality of articles and information that you have appreciated in our print version of the journal. You can now read them online or download the entire publication in PDF format. In addition, the electronic format allows us to offer you new features such as the integration of color and active links to both websites mentioned and e-mail addresses. These links are in blue; simply click on that link and you will be taken to the site mentioned, or your e-mail program will open with the address of the recipient of your message already in place.

Try it out! Visit the [NECTFL website](#) by just clicking. Or send me an [e-mail](#) and let me know what you think of the new format, the articles, the reviews...whatever you would like for me to know.

In this issue, we offer you four outstanding articles. Elizabeth Knutson is the author of "Repetition as response in conversational interaction and language learning." In her article, Knutson writes about the various functions that repetition plays in conversational interaction, whether for negotiation of meaning, reaction, or maintaining the conversation. Repetition plays an important role in discourse because it enhances coherent, cohesive discourse. The author has used two different sources for her examples: a large online collection of spontaneous French and a small-scale study of French conversation. She offers suggestions for teaching repetition strategies and classroom practice.

In "A Total Disconnect: Disciplinary divides and the teaching of French," Scott Kissau, Heather McCullough, Spencer Salas, and J. Garvey Pyke address the problem of the potential shortage of foreign language (FL) teachers and the need for FL departments to broaden their horizons and curricula beyond literature to deal with the needs of non-traditional students in their classes. In responding to the call of researchers for arts and sciences faculty to work collaboratively with colleagues from colleges of education, these four professors developed an innovative French course directed toward non-traditional students and toward encouraging them to consider becoming French teachers. In their study, the students found the experience interesting but there was a marked disconnect between the two faculties' attitudes toward teaching as a career, underlining again the insularity of FL departments nationwide.

Peter B. Swanson's "Efficacy and language teacher attrition: A case for mentorship beyond the classroom," continues our discussion of teaching as a career, focusing on teacher retention. The results of his quantitative study of teacher efficacy with 441 participants in the southeast of the U.S. reveal that there are two major dimensions of language teaching: content knowledge and the facilitation of teaching. His results show significant differences between novice and veteran teachers with respect to instructional strategy, classroom management, and student engagement. To address why teacher efficacy falls, Swanson advocates mentorship that moves outside of the school during the workday and including the FL professional community at large. Professional development opportunities that move beyond the classroom and that emphasize student motivation and classroom management can help increase FL teacher advocacy.

Our final article written by Stephanie Dhonau, David C. McAlpine, and Judith Shrum, “What Is Taught in the Foreign Language Methods Course?” focuses on changes that have occurred in FL teaching since the appearance in the mid 1990s of standards for student learning as well as standards for teachers and programs that prepare teachers. It is the FL methods course that is the point of delivery of knowledge required of teachers. There is, however, a wide range of specific content and the manner of delivery included in these courses. The three authors conducted a nationwide survey of instructors of FL methods courses to find out just what changes if any have been incorporated in their courses. The three topics that are the most taught are contextualized instruction, second language acquisition theories, and the use of authentic materials.

The NECTFL *Review* continues to offer you the wide range of reviews of textbooks, media-based programs, movies, software, and other materials of interest to foreign language teachers.

Remember, next year’s NECTFL annual meeting will be held in Baltimore, MD, at the Baltimore Marriott Waterfront Hotel. Please read the letter on page 5 from the Chair of the 2011 Conference, Charlotte Gifford.

Cordially,

A handwritten signature in cursive script that reads "Robert M. Terry".

Robert M. Terry
Managing Editor

Guidelines for the Preparation of Manuscripts

All articles submitted will be evaluated by at least two, normally three, members of the Editorial Review Board. Elements to be considered in the evaluation process are the article's appropriateness for the journal's readership; its contribution to the field of teacher recruitment and retention and the originality of that contribution; the soundness of the research or theoretical base, its implications; and finally, organization, focus, and clarity of expression.

As you prepare your manuscript for submission to the NECTFL *Review*, please keep the following guidelines in mind:

1. We use the most recent APA [American Psychological Association] Guidelines, and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (6th ed., 2010) of the *Publication Manual* of the American Psychological Association as your guide. Most journals follow the APA style with minor deviations (and those being primarily changes in level headings within articles). Citations within articles, bibliographical entries, punctuation, and style follow the APA format very closely. You can visit the following web sites, which give you abbreviated versions of the APA guidelines:
 - a. APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>— this excellent site offers guidelines for using the 6th edition of the APA guidelines.
 - b. APA 6th Edition, Wake Forest University: <http://zsr.wfu.edu/research/guides/apa.html>
 - c. APA — <http://www.apastyle.org/>. This is the very source...the APA, with all sorts of help and assistance.
2. Do not submit a diskette with article you are submitting. Instead, submit your article electronically to rterry@richmond.edu. Please follow these guidelines carefully to expedite the review and publishing process:
 - a. Use a PC- or Mac-compatible word-processing program, preferably Microsoft Word 2003 or a later version.
 - b. Do not use the rich text format.
 - c. Use a font size of 12 points and use only one font throughout — we require Times New Roman.
 - d. Use italics and boldface type when necessary, but do not use underlining.
3. Please think carefully about the title of your article. Although “catchy” titles are permissible, even desirable in some cases for conference presentations, the title of your article should be more academic in nature, allowing the reader to determine at once what subject the author(s) will be addressing. It should be brief, preferably without subtitles, and no longer than 12 words.
4. We require an abstract of your article.
5. Articles will not be accepted if they appear to endorse or sell software, hardware, books, or any other products.
6. Do not include the names of the author(s) of the article on the first page of the actual text.
 - a. On the first page of the submitted article, authors should provide the following information:
 - i. The title of the article
 - ii. Names and titles of the author(s)
 - iii. Preferred mailing addresses
 - iv. Home and office phone numbers
 - v. Fax numbers (if available)

- vi. E-mail addresses
 - vii. For joint authorship, an indication as to which author will be the primary contact person (not necessarily the first author listed on the manuscript itself).
 - b. The first page of the manuscript itself should have the title only, followed by the abstract, then the text.
 - c. It is essential that there be no direct references to the author(s) in the manuscript to be read by the reviewers. Any “giveaways,” such as references to a particular institution, when it is obvious that the institution is that of the author, should be avoided as well.
 - d. If your article is accepted for publication, you will be able to make the necessary changes in the final manuscript. For the present, however, authors should refer to themselves in the third person and refer to studies or projects at “X Middle School” or “X University.”
 - e. The APA guidelines suggest ways that authors can achieve this necessary degree of anonymity. We do understand, however, that references to certain websites may necessarily reveal the identity of the authors of certain articles.
7. Include a short biographical paragraph (this will appear at the bottom of the first page of the article). Please include this paragraph on a separate page at the end of your article. This paragraph should include the following information (no longer than 4-5 lines):
- a. Your name
 - b. Your highest degree and what school it is from
 - c. Your title and your employer’s name
 - d. If you are a teacher, indicate what level(s) you have taught in your teaching career: K-12, elementary school, middle school, high school, community college, college/university, other.
 - e. Your credentials.

Example:

Charles Bovary (Ph.D., Duke University) is Professor of French and Foreign Language Pedagogy at the University of Montana. He teaches/coordinates His research He has published

8. Please note that the length of manuscripts averages approximately 20-25 double-spaced pages, including notes, charts, and references. This does not mean that a slightly longer article is out of the question.
9. Authors should read the manuscript very carefully before submitting it, verifying the accuracy of the citations (including the spelling of names, page numbers, and publication dates); the accuracy of the format of the references; punctuation, according to the APA Guidelines; spelling throughout the article.
10. Please consult the Checklist for Manuscript Publication. Promising articles have been rejected because authors did not spend enough time proofreading the manuscript. Proofreading includes not only reading for accuracy but for readability, flow, clarity. Using the Checklist will help ensure accuracy. Authors are encouraged to have several colleagues read the article before it is submitted.

These guidelines and the accompanying checklist are based on similar documents prepared by Maurice Cherry, former Editor, *Dimension*, a SCOLT publication.

Robert M. Terry
Articles Editor
NECTFL Review

A Checklist for Manuscript Preparation NECTFL *Review*

Here are a few reminders, most of which are taken directly from the APA Guidelines:

1. Please remember to use the “spell check” and “grammar check” on your computer before you submit your manuscript. Whether you are a native speaker of English or not, please ask a colleague whose native language is English to proofread your article to be sure that the text sounds idiomatic and that punctuation and spelling are standard.
2. Remember that with the APA guidelines, notes (footnotes or endnotes) are discouraged — such information is considered to be either important enough to be included in the article itself or not significant enough to be placed anywhere. If notes are necessary, however, they should be endnotes.
 - a. Do not use automatic footnoting or end noting programs available with your computer. Simply use raised superscripts in the text and superscripts in the notes at the end. Automatic endnote/footnote programs present major problems as we prepare an article for publication.
 - b. Do not use automatic page numbering, since such programs often prove to be impossible to remove from a manuscript.
3. Please double-space everything in your manuscript.
4. Do not use full justification in the article; use left justification only.
5. The required font throughout is Times New Roman 12.
6. There should be only one space after each period, according to APA format.
7. Periods and commas appear within quotation marks. Semi-colons and colons should appear outside of quotation marks. Quotation marks and exclamation points appear inside the quotation marks only when they are part of the actual quoted material. Otherwise, they should appear outside of the quoted material (as, for instance, when the author of the article is asking a question or reacting strongly to something).
8. All numbers above “nine” must appear as Arabic numerals [“nine school districts” vs. “10 textbooks”].
9. Please remember that page number references in parentheses are not part of the actual quotation and must be placed outside of the quotation marks following quoted material.
10. Use standard postal abbreviations for states in all reference items [NC, IL, NY, MS, etc.], but not in the text itself.
11. Please do not set up tabs at the beginning of the article (i.e., automatically); rather you should use the tab key on your computer each time you begin a new paragraph, which is to be indented only ¼ inch.
12. Please note the differences between the use and appearance of hyphens and dashes. Note that dashes (which should be used sparingly) should appear as the correct typographic symbol (—) or as two hyphens (--). If your computer automatically converts two hyphens to a dash, that is fine. APA guidelines, as well as those for other style manuals, suggest that commas, parentheses, and other marks of punctuation are generally more effective than dashes.
13. Please observe APA guidelines with respect to the use of initials instead of the first and middle names of authors cited in your list of References. Also note the use of the ampersand (&) instead of “and” to cover joint ownership in both parenthetical and bibliographical references. Use “and,” however, to refer to joint authorship in the body of your article.

14. Please reflect on the title of the article. Quite often titles do not give readers the most precise idea of what they will be reading.
15. Please remember that according to APA guidelines, the References section does not consist of a list of works consulted, but rather of the list of works you actually use in your article. Before you submit your manuscript, please check to make certain that each reference in the article has a matching citation in the References section. Then be sure that all items in the References section have been cited within the article itself. In unusual circumstances, authors may plan to include as an appendix a separate selected bibliography of items useful to readers, but not among the sources cited in an article. Please double check all Internet addresses before you submit the manuscript.
16. Do not imbed boxes and other macros in your text. Remember that your manuscript will have to be reformatted to fit the size of the published volume. Therefore, a table with lines and boxes that you set up so carefully in your 8 ½"x11" manuscript page will not necessarily fit on our journal pages.
17. Please make certain that the components you submit are in the following order:
 - a. First page — with the article title, names and titles of authors, their preferred mailing addresses, home and office phone numbers, FAX numbers, E-mail addresses, and an indication as to which of the joint authors will serve as the primary contact person [also, times in the summer when regular and E-mail addresses may be inactive];
 - b. First page of the manuscript — should have the title of the article and the abstract.
 - c. The text of the article
 - d. Notes; References, Appendices — in this order
 - e. The short, biographical paragraph (no more than 4-5 lines).

Call for Papers

The NECTFL *Review* encourages articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. Articles dealing with pedagogical strategies, materials and curriculum development, language teaching technology, the teaching of literature, assessment, community awareness projects, and international studies would be equally welcome; the foregoing list illustrates the range of concerns that might be addressed in submissions. We welcome manuscripts from teachers at all levels, pre-K through university, and from teacher educators.

The NECTFL Editorial Review Board

Our sincere gratitude to the following individuals who have agreed to serve as reviewers of manuscripts submitted for publication in the NECTFL *Review*. We cannot fulfill our mission without you!

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Repetition as response in conversational interaction and language learning

Elizabeth Knutson, *U.S. Naval Academy*

Abstract

The first part of this article explains various functions of repetition as response in conversational interaction, including signaling comprehension or validation of what has been said, requesting clarification, expressing a reaction, and answering a question. Repetition of an interlocutor's words contributes to cohesive, coherent discourse and, most importantly, builds affiliation between speakers. Examples are drawn from two different sets of data: a large on-line corpus of spontaneous spoken French, and transcripts of recorded material from a small-scale study of French conversation. The second part of the article presents evidence for the benefits of incorporating communicative repetition into second and foreign language instruction via the teaching of repetition strategies, and provides suggestions for classroom practice.

Simply put, repetition is a resource by which conversationalists together create a discourse, a relationship, a world.

— D. Tannen (1987)

Everyday face-to-face conversation thrives...on repetition.

— N. R. Norrick (1987)

Some time ago, I listened to an interview of a writer on National Public Radio. When asked how he knew when to end a piece of writing, he replied: *I try to stop at*

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... hearing what you have said repeated may be the ultimate compliment, the best sign of all that you have been heard and understood. You are, essentially, quoted.

enough. The interviewer paused to take this in, then followed up by echoing the writer's words: *You try for just enough.* It struck me at that moment that hearing what you have said repeated may be the ultimate compliment, the best sign of all that you have been heard and understood. You are, essentially, quoted. In the introduction to a volume of essays on repetition in language and literature, Johnstone (1994), like Tannen (1987) before her, recalls Kosinski's novel, *Being There*, and the movie based on it, in which Peter Sellers plays an empty-headed imbecile who can only repeat what others say to him. By virtue of that "gift" he is considered brilliant. Johnstone's point is that the function of a speaker's repetition is open to interpretation. In *Being There* the main character's audience interprets his repetition of their words as sincere attention. And being heard and quoted is extremely powerful.

Social conversation is, in a basic sense, cooperative in nature, and repetition of an interlocutor's words contributes in no small measure to successful interaction. In the 1970s, the philosopher Grice formulated four maxims of conversation as "guidelines for the efficient and effective use of language in conversation to further cooperative ends" (cited in Levinson, 1983, pp. 101-102), which, taken together, are said to express a general cooperative principle. His theory posits that certain assumptions (sincerity, relevance, clarity, adequacy of message) are always at work at a deeper level in conversation. Repetition as verbal response can be seen as part of this underlying cooperative behavior. Research has furthermore shown that speakers unconsciously coordinate talk at lexical, semantic, and even syntactic levels (Bock, 1986; Branigan, Pickering, & Cleland, 2000, p. B13). Convergence of this nature — the re-use of terms and structures in conversation — contributes to the successful sequence and flow of talk.

Most importantly perhaps, speakers show affiliation through the echoing of one another's words. Listeners often tend to mirror a speaker's emotional tone through gestures and verbal responses (Riggenbach, 1999, p. 79). Repetition as a verbal response ratifies what a partner has said, and is the sign of what Tannen (1989) has called "participatory listenership" (p. 59). According to Tannen, repetition of the form or idea of a speaker's message creates a "metamessage of rapport" (p. 78).

In neuroscientific terms, imitation is a type of entrainment or interactional synchrony, that is, the adoption of shared rhythms of behavior. Human beings are "innately predisposed to adopt rhythms that accord with those of others" (Kinsbourne, 2005, p. 167). Interestingly, research has shown that imitation in social interaction leads to liking. For example, a field experiment conducted in a restaurant (van Baaren et al., cited in Dijksterhuis, 2005, p. 212) demonstrated that when waitresses imitated the verbal behavior of their customers by literally repeating their order back, the exact verbal mimicry resulted in significantly larger tips. Research studies of this nature have shown that "conversing, irrespective of the topic, has a powerful affiliative effect that binds people together socially and gratifies them emotionally" (Kinsbourne, 2005, p. 170).

The first part of this article explains functions of the repetition of another speaker's words (other-repetition) in conversational interaction, with examples from two different sets of data: the Beeching/Bristol on-line corpus of spontaneous spoken French (95 interviews conducted with native speakers of French in France in the 1980's),¹ and transcripts of recorded conversations between native speaker instructors of French that I collected for a qualitative study of listening behavior in conversational interaction (Knutson, 2009). The second part of the article presents evidence for the benefits of incorporating communicative repetition into second and foreign language instruction, and provides suggestions for the teaching of repetition strategies, including the technique of conversational shadowing.²

Functions of repetition in conversational interaction

Repetition in conversation is categorized either as self- or same-speaker repetition, or other-repetition (also termed second-speaker or allo- repetition) and both phenomena serve a variety of purposes. Self-repetition, for example, can help a speaker emphasize parts of his message, maintain the floor, fill space, or bridge an interruption (Norricks, 1987, p. 256; Johnstone, 1994, p. 7). Other-repetition, which is the primary focus of this paper, can function to demonstrate listenership, keep the talk going, create more talk, and build interpersonal involvement (Tannen, 1989, pp.47-53). Other-repetition also contributes to cohesion, providing connection to what has been said. Wieland's (1991) study of turn-taking among French speakers, for example, shows instances in which one speaker picks up and repeats an interlocutor's word(s) as a way of appropriating a turn and advancing the discourse, further developing the previous speaker's message (p. 109). Repetition can also lend cohesion to an interaction through counterstatement; with the "addition of negation, a repeat turns into the contradiction of its original" (Norricks, 1987, p. 252). For example, the statement *We can go in now* might be followed by the retort *No, we cannot go in now*. More generally, the recurrence of lexical items or phrases in conversational interaction helps to develop a coherent theme or thread.

Other-repetition, which is the primary focus of this paper, can function to demonstrate listenership, keep the talk going, create more talk, and build interpersonal involvement

Listener repeats fall into a number of different categories. Picking up and echoing part or all of what another person says is a way to signal that one has heard and understood (*I'm going to Liège. — to Liège, hm*), or to validate what has been said (*It helps to have money. — It helps, absolutely*). If part of a statement is picked up as a question, it can function as a request for clarification (*He went where?*) or elaboration (*I rented a house. —A house in France?*). One might repeat a whole statement with rising intonation to express surprise or disbelief (*I've never been to Liège. —You've never been to Liège?*), with falling intonation to respond to a yes/no question (*He speaks Flemish? —Yes, he speaks Flemish*), or to respond emphatically to a question (*You've never had bière blanche? I've never had bière blanche!*). In addition, one might borrow an interlocutor's words to complete a sentence (*They're the best uh... —the best schools. — Right, the best schools*). Finally, repetition or reformulation of what has just been said provides thinking time before taking a turn or answering a

question (*What do you think of the city? – What do I think of the city? Well, to begin with, it's a lot smaller than I imagined*).

In the following excerpt from the Beeching/Bristol corpus, a 90-year-old woman (B) is interviewed about the old days in Brittany. While interviews as a speech genre differ overall in terms of structure and purpose from social conversation, similar types of repetition phenomena occur in both forms of talk. In the transcript below instances of other-repetition are in boldface; some of these utterances can also be considered instances of self-repetition. The punctuation is that of the original transcript (pp. 378-380).³

A: **Il y a des pour et des contre?**

B: Oui, **il y a des pour et des contre. Oui, y a des pour et des contre.** Parce que vous voyez moi, à 70 ans, j'aurais pas pu avoir mon âge, ça aurait été impossible. J'aurais pas pu laver le linge maintenant. Passe la photo là, chérie. Voilà, ça, c'est une de mes petites filles. Ah ben vous voyez.

A: Ah! C'est jolie.

B: Attendez, on va commencer par ici. Le bébé, c'est moi. Dans les bras de ma mère là.

A: Oui, oh, c'est joli. Ah et **ce sont les cabines** dont...?

B: C'est ça. Voilà **ce sont les cabines**, vous voyez, c'est ça. Alors là, c'est mon père. Alors oui, tiens, tu as raison. Là, c'est mon père, vous voyez?

A: Oui.

B: Alors vous voyez comment elles étaient habillées, mes soeurs toutes?
[rises]

A: Et pour laver! Et **il fallait repasser tout cela!**

B: Ah ben, oui! Ah ben, oui. On avait un fer à **repasser**, vous savez le fer d'autrefois, vous n'en avez jamais vu?

A: Oui, oui.

B: où **on mettait du charbon.**

A: Ah **on mettait du charbon?**

B: **On mettait du charbon de bois.**

A: Oui.

B: **On mettait du charbon de bois. Il fallait bien repasser nos coiffes et tout ça.**

In this segment, B repeats the interviewer's questions by way of response (*il y a des pour et des contre*; *ce sont les cabines* [there are pros and cons; those are the cabins]) and picks up the interviewer's word *repasser* in *fer à repasser* (iron). In turn, the interviewer utters the questioning repeat, *on mettait du charbon?* (you put coal [in it]?), which B then repeats twice by way of confirmation, adding the expansion *de bois* (charcoal). Finally, she returns to A's earlier phrase, *Il fallait ... repasser ... tout ça* (We had...to iron...all that). Interestingly, the utterances *il fallait repasser tout cela / il fallait repasser tout ça* bracket the internal repetition of *on mettait du charbon*, suggesting the poetic structure of an *abba* rhyme scheme. The systematic use of repetition in spontaneous conversation, including patterns of sound like rhyme and alliteration, has been observed by linguists for some time (Tannen, 1989, p. 20). This phenomenon reminds us that literary discourse and ordinary talk have more in common than it may

appear, and that repetition is an important poetic aspect of many forms of language (Tannen, 1987, p. 577).

A second excerpt is an interview of two 14-year-old students (B and C) about a variety of topics, including, in the following segment, unemployment and the need for more than just a high school diploma (*bac*) (pp. 53-54).

B: Et **ça va créer de nouveaux emplois**.

C: Oui, **ça va créer de nouveaux emplois** mais il va y avoir beaucoup au début ça va être dur.

A: Mm.

C: Après c'est sûr avec le temps **ça va s'arranger**.

B: **Ça** commence déjà à **s'arranger** parce que les chômeurs commencent à se à se refaire une formation dans dans l'informatique enfin les jeunes.

C: Oui, parce que **même sans le bac** on peut euh il y a des organismes qui proposent des études.

B: Il faut quand **même avoir le bac**.

A: Oui.

C: Oui mais il y en a qui **même sans le bac** acceptent des élèves pour les faire suivre des des études euh d'informatique ou d'électronique.

B: Mais euh cela une fois qu'ils ont leur formation c'est très long à trouver un métier s'ils **n'ont pas le bac**.

C: Puisqu'ils **n'ont pas le bac**.

A: Ah voilà.

C: Et **sans bac**. Et encore quand on a un bac, c'est bien mais un bac, quelqu'un qui se présente qui a un bac bon on l'accepte mais si après il y a quelqu'un qui a un bac avec mention assez bien ... celui qui a le bac bon il ira voir ailleurs. **Puisque maintenant il faut avoir le bac avec mention** puisque maintenant enfin presque tout le monde il y a beaucoup de gens qui ont le bac mais il y en a pas beaucoup avec mention et c'est les gens avec mention qui sont pris dans les...

B: **Puisque le bac** ne vaut ne vaut **plus** ne vaut plus plus un clou.

C: **Plus** autant qu'avant.

B: Non, pour ramasser une poubelle, **il faut avoir le bac**.

C: **Il faut avoir un bac** [*rire*]. Alors oui et pour être policier enfin faire la circulation **il faut avoir le bac** et pour être policier euh dans la [*sic*] criminel des trucs comme ça il faut avoir **le bac plus deux**.

B: **Plus deux ans de formation**.

C: **Plus deux ans de formation**.

A: C'est incroyable. Est-ce que vous pensez que l'école, c'est plus stressée? Parce que **il faut avoir le bac avec mention**.

This segment is marked by extensive lexical repetition; the word *bac* occurs 19 times. The longest segment in the excerpt belongs to speaker C, who holds the floor and emphasizes his point through frequent self-repetition. But there are also numerous instances of other-speaker repetition of words and whole phrases, which contribute significantly to cohesion and coherence of the three-party conversation.

Other-repetition in the conversation serves to confirm an interlocutor's utterance (*ça va créer de nouveaux emplois* [that's going to create new jobs]), to elaborate upon what is said and take a turn (*Ça commence déjà à s'arranger* [It's already starting to work out]), to support a speaker and signal attention (*Puisqu'ils n'ont pas le bac* [Since they don't have the *bac*]), and, most interestingly, to make a joke (the pun on *le bac*, diploma, and *un bac*, garbage can). In addition, repetition of the individual words *même* (even) and *plus* (no longer), even though they are used in different phrases and with different meanings, nevertheless contributes to the general effect of congruity among speakers.

...the cooperative nature of talk: the co-construction of sentences through mutual sentence completion, the recurrence of lexical items weaving through the talk like a thread, the repetition of phrases across turns, the reinforcement, acknowledgement, agreement, and signs of understanding that repetition affords throughout the spoken exchanges.

Overall, a reading of the transcripts in the Beeching/Bristol corpus is striking in its revelation of the cooperative nature of talk: the co-construction of sentences through mutual sentence completion, the recurrence of lexical items weaving through the talk like a thread, the repetition of phrases across turns, the reinforcement, acknowledgement, agreement, and signs of understanding that repetition affords throughout the spoken exchanges. Several basic principles appear to be at work: fluency, continuity, connection, coherence, and involvement. According to Tannen (1989), perhaps the highest-level function of repetition is the metamessage of involvement and willingness to interact. The transcripts of this corpus reveal to the reader a remarkable convergence of voice in dialogic talk; in Tannen's words, repetition gives the interaction "a character of familiarity, making the discourse sound right" (p. 52).

The third conversational segment is drawn from a small-scale study I conducted of listening behavior among native speakers of French. Participants in the study were given a choice of two topics (your experience as a person of foreign origin living in the U.S., or your opinion on a social issue relating to American life), and were asked to speak informally for about ten minutes. In the following segment, the female speakers from France exchange views on the topic of American eating habits, and specifically huge portions at restaurants and large amounts of sugar and fat in American food. This short excerpt demonstrates the collaborative construction of these ideas through the thread of repeated lexical items in the discourse.

- B: et c'est vrai que les Américains quand ils vont en France et ils vont au restaurant, ils voient les les **les quantités** dans les restaurants, ils hurlent, parce que c'est, c'est, ils ont l'impression qu'on les vole
- A: hmhm, non, non, c'est vrai, non, c'est vrai; mais enfin moi ce qui m'ennuie un petit peu ce sont les jeunes malheureusement qu'on n'a pas bien éduqués, à ce niveau là je le vois par exemple chez les enfants
- B: hm
- A: euh le **sucre** qu'ils absorbent
- B: oh, **les quantités**
- A: **les quantités de sucre, les graisses**

B: ça c'est vrai, tout est trop **sucré**

A: **ouuiii**

B: **oui**

A: et, au niveau des **graisses**, j'sais pas ce que t'en penses, mais par exemple bon les hamburgers et tout ça, ça va bien **de temps en temps**, mais euh il y en a beaucoup [qui en font euh]

B: [mais nous euh] on en prend **de temps en temps**, c'est un petit peu une fête.

The convergence of opinion of these two speakers is established and reinforced through the repetition of nominal words and phrases (*quantités* [quantities], *sucré* [sugar], *quantités de sucre* [quantities of sugar], *graisses* [fat], *de temps en temps* [from time to time], and even *oui* [yes]).

In the last example, drawn from the same study, the female speakers — French and Swiss — speak about the importance of taking vacation. Again, repeated words and phrases circulate throughout the talk like balls bouncing back and forth from one speaker to the other.

A: au sujet **des vacances**, quelle différence, [tu sais que] on dit que les Américains vivent pour travailler, et que les Européens travaillent pour des vacances, ou je ne sais pas, quelque chose comme ça

B: oui, ben, enfin moi, je pense qu'il faut absolument prendre **des vacances**, parce que

A: [ah oui]

B: c'est, euh, voilà, moi, je, 35 heures de travail par semaine, c'est pas mal, mais, euh, **deux semaines de vacances** en tout et pour tout, comme aux Etats-Unis, ça n'est pas suffisant

A: et puis encore, **deux semaines de vacances**, il y en a qui n'en ont pas, moi je me souviens de mon petit coiffeur, euh, ses petites coiffeuses pouvaient partir une ou deux semaines par année, mais **elles n'étaient pas payées**

B: **elles n'étaient pas payées?**

A: donc, non seulement **elles n'étaient pas payées**, mais il n'y avait pas d'argent qui entrait, rien du tout, c'était une perte, double perte pour elles

B: donc quand est-ce qu'elles **partaient** en vacances?

A: mais généralement elles ne **partaient** pas parce qu'elles n'avaient pas les moyens

B: mais par exemple à Noël elles ne **pouvaient** pas fermer ce magasin?

A: elles **pouvaient** prendre quelques jours de vacances, mais **elles n'étaient pas payées**.

Repetition of the word *vacances* (vacation), then more specifically *deux semaines de vacances* (two weeks' vacation) establishes the theme. The first occurrence of the phrase *elles n'étaient pas payées* (they weren't paid) is followed by a questioning repeat, then another confirming repeat. Similarly, the verbs *partaient* (went away) and *pouvaient* (could) are repeated as part of answers to questions. The enclosure of the *partaient* / *partaient* and *pouvaient* / *pouvaient* repeats within the two instances of *elles n'étaient pas payées* is another instance of the systematic use of patterns of

repetition which characterizes spontaneous conversation as well as planned discourse like speeches or poems.⁴

The use of repetition to create convergence and build a common point of view is evident in both of the above segments. Both conversations reflect a high involvement style, with considerable back and forth, listener feedback, and collaborative construction of meaning, which studies have shown to be characteristic of female conversational interaction (Holmes & Stubbe, 1993).⁵ But research has also indicated that native speakers of French from France — both male and female — value spontaneity, engagement, and animated exchange of ideas in informal conversation. Explaining the value of interruption, for example, sociologist Carroll (1987) writes in *Evidences invisibles*:

La balle est lancée pour être...rattrapée et relancée. Quand il n'y a aucune 'interruption', que chacun parle posément à son tour (comme dans la conversation américaine selon les Français), la conversation ne 'décolle' pas, elle reste polie, mondaine, froide, et autres qualificatifs de ce genre, tous négatifs (p. 62).

[The ball is thrown in order to be...caught and thrown back. When there's no 'interruption,' and each person speaks deliberately in turn (as in American conversation, according to the French), the conversation does not 'take off', it stays polite, urbane, cold, and other descriptors of that sort, all negative.]

Béal's (1993) study of conversational strategies of French speakers revealed that phenomena like echoing, overlap, and finishing other people's sentences are ways to show spontaneity, interest, and involvement in the talk. In cultures that value talkativeness, repetition can serve an important function of avoiding silence, by "enabling talk through automaticity" (Tannen, 1989, p. 48). Learners of French or other foreign languages can similarly use repetition as a way to show their participation and involvement in conversational interaction.

Communicative and cognitive functions of repetition in language learning

Repetition has always played an important role in second and foreign language instruction, whether in the context of learner output (imitation of a model, as in audiolingual methodology of decades ago, or the learning of routines and formulaic discourse), input (the importance of redundancy for comprehension of a spoken message), correction techniques (revoicing or recasts of learner utterances), or even the acts of re-reading and re-writing.⁶ However, communicative uses of repetition in social conversation have arguably received less attention and practice in language classrooms. Interactive or participatory listening, of which repetition as response is part, has been neglected in favor of speaking in both research and practice (Roebuck & Wagner, 2004, p. 70; Vandergrift, 1997, p 494).

Interactive or participatory listening, of which repetition as response is part, has been neglected in favor of speaking in both research and practice

A number of studies of the role of repetition in instructional contexts have provided evidence of the benefits of teaching repetition strategies for both communicative and cognitive purposes. DiCamilla and Anton (1997), for example, demonstrated the mediating role of repetition (in both L1 and L2) in the talk of learners collaborating on a writing task. Repetition was shown in their study to provide a useful cognitive space, enabling learners to maintain focus, think, and generate more language as they collaborated on writing a composition (pp. 27-28). As two students worked together, they repeated each other's ideas and phrases aloud in the foreign language. This repetition provided a kind of scaffolding, allowing them to hold in place and consider the meaning they had constructed up to that point (p. 617).

In Roebuck and Wagner's (2004) study of repetition as a communicative and cognitive tool, students in a fourth-semester Spanish conversation course were introduced to the concept of repetition through a short activity called *el mentiroso* (the liar). In this exercise, student A reads an implausible statement such as *I'm the daughter of a famous actor*. Student B picks up the content and reacts: *Daughter of a famous actor? I don't believe it!* (p. 75). Their study showed that with training and practice, students began to internalize repetition strategies and use them in unscripted exchanges. As a communicative tool, repetition lent cohesion and a sense of involvement to the conversational interaction. Students also used repetition to obtain clarification and express empathy. As a cognitive instrument and form of private speech, repetition helped learners focus their attention and think of what to say next. Interestingly, the researchers found to their satisfaction that repetition enabled weaker students to participate in the talk, and allowed stronger learners to help their partners by filling gaps in the discourse (p. 84).

As a communicative tool, repetition lent cohesion and a sense of involvement to the conversational interaction. Students also used repetition to obtain clarification and express empathy. As a cognitive instrument and form of private speech, repetition helped learners focus their attention and think of what to say next.

Teaching repetition as a communication strategy

In the words of Roebuck and Wagner (2004), "repetition is a good candidate for overt instruction because it is characteristic of social interaction and a familiar strategy for everyday cognitive functions" (p. 74). It is a familiar, unthreatening task. At lower levels of instruction, a basic goal is to raise students' awareness of interactive listening as an important element of successful conversation interaction. The introductory French textbook, *Débuts* (Siskin, Williams, & Field, 2009), provides a useful model: English-language notes on French communication norms, which relate to specific episodes of the accompanying film, are included in various chapters. Students read, for example, that being "a conversational partner is serious business in France! A French child learns early to speak in a lively and interesting manner" (p. 169). An introduction of this sort sets the stage for more nuanced explanations and practice of responding behavior in intermediate or advanced coursework.

Beyond this overall objective of raising students' awareness, instructors and textbook authors can provide opportunities for students to practice repetition as response in short oral interactions. For example, beginning students can practice

repetition through simple exercises in which they pick up part of a previous question or statement and repeat it in their response, as in the following exchanges:

- (1) —*Ce fromage est bon.* [This cheese is good.]
—*Ah oui, très bon.* [Oh yes, very good.]
- (2) —*Vous avez l'heure?* [Do you have the time?]
—*Il est dix heures.* [It's ten o'clock.]
—*Dix heures? Merci.* [Ten o'clock? Thank you.]
- (3) —*Qu'est-ce que tu fais ce soir?* [What are you doing tonight?]
—*Je sors.* [I'm going out.]
—*Ah! tu sors.* [Ah, you're going out.]

Instructors can provide pairs of students with a model and list of alternate items, for example a list of masculine nouns (*vin, pain, pâté* [wine, bread, pâté]), times of day (*midi, 3 heures, 2h20* [noon, 3 o'clock, 2:20]) or activities (*dormir, aller au cinéma, étudier* [to sleep, to go to the movies, to study]) in the models above. Exercises of this type are easy to prepare and perform double duty, reinforcing a grammatical structure or vocabulary field while building fluency through the practice of quick response.

At more advanced levels, in third- or fourth-year conversation courses, viewing of video or film segments of spoken interaction among native speakers can be followed by discussion of observed response strategies, such as reprisal of a whole idea, or a particular phrase or word (Vandergrift, 1997, p. 502).⁷ Students can observe the interaction between a talk show host and an audience member, for example, noticing specifically the use of questions and repetition on the part of the host (Gallow, 2009). As an oral production activity, advanced-level students can then interview partners and practice selective repetition as response.

Since it is time-consuming for instructors to collect or identify appropriate video material, it may be more practicable for learners to work with written transcripts of native speaker conversations such as the Beeching/Bristol corpus. Transcripts allow time for students to first understand the topic, then notice various features of the discourse, in contrast to spoken conversation in film or video, which moves at a fast pace (Thornbury & Slade, 2006, p. 297). Students can work together to underline instances of repetition as response and analyze how they function. As a follow-up speaking activity, students might work in groups of three, with a primary speaker who briefly narrates an event, a listener who responds, and an observer who takes notes on responding behavior (Riggenbach, 1999, pp. 81-82).

Conversational shadowing and summarizing

Tannen (1989) has provided many examples from recorded conversations of a form of automatic other-repetition called shadowing, i.e. when one speaker repeats part of what another has said, with a slight delay. The phenomenon is pervasive in natural conversation, and, as a form of cooperative overlapping talk, functions to enable listener participation and create rapport among conversational partners (p. 88). Elaborating on this idea, Murphey (2001) developed pedagogical shadowing techniques for second and foreign language learners, underscoring shadowing's relation to the Vygotskian concepts of private speech and scaffolding, as well as its usefulness as a

communicative strategy and learning tool. According to Murphey, shadowing permits students “to increase their attentional allocations and to process more input than they otherwise could through just listening” (p. 13). In a group, students can be taught to shadow what a speaker (the instructor) says first out loud, then silently. They move from complete shadowing, in which the speaker’s every word is repeated, to selective shadowing, in which only the last few words of what is said are repeated out loud or in the mind by the learner. Finally, in interactive shadowing, students shadow selectively and then add a question or comment such as *Really?* Once demonstrated in a group, shadowing techniques can be practiced by students in pairs for several minutes during class. Depending on the students’ level of proficiency, the main speaker in a pair can either speak spontaneously or read a script, and the listener can shadow what he or she says, completely or selectively, non-interactively or interactively. Another technique suggested by Murphey is summarizing, wherein students work in pairs, and the listener recapitulates in brief form what the speaker has said. For example: *Let’s see if I got this right: you got up at 6:00, had a cup of coffee, and left the house in a hurry.* The practice of repeating and reporting back enables learners to acquire more automatic responding ability in spontaneous conversation.⁸

Once an instructor is familiar with these techniques, no materials need to be prepared; shadowing can be practiced regularly at any point and for any amount of time in the classroom. When working in a conversational pair with a student who shadows my speech, I have found that I understand immediately what he or she does not comprehend. When the student misunderstands we renegotiate the input; I clarify or reiterate what I have said, and the student shadows my new “version.” Together we work to achieve successful communication, picking up each other’s words in an attentive, focused manner.

Conclusion

Mechanical repetition for the sake of language practice, for example, the age-old injunction to students to respond to an instructor’s question with a complete sentence (*Did you go to the store? —Yes, I went to the store*), has generally been abandoned in favor of more authentic discourse in the classroom. But it is interesting and important to see how little it takes for such an exchange to become communicative, and how frequently repeats of this kind actually do occur in real conversation. If going to the store were an onerous task that someone had been putting off, for example, the question *You went to the store?* might be followed by the repeat *I went to the store!* to express pride of accomplishment. With appropriate intonation and emphasis, the response has punch and communicates a real message.

To return to the exchange cited at the beginning of this article, the statement *I try to stop at enough* followed by the confirming response *You try to stop at enough*, demonstrates the affiliative connection that repetition can establish between conversational partners. Other-repetition signals interest, comprehension, and attentive listening in both natural conversation and classroom learning. In informal talk, the functions of repetition are myriad, ranging from connection, coherence, and

Pedagogically, repetition contributes to fluency and allows even low-fluency speakers to maintain face, and stay in the game.

topic development to showing involvement, affiliation, and emotion. Pedagogically, repetition contributes to fluency and allows even low-fluency speakers to maintain face, and stay in the game. Teaching interactional strategies like conversational shadowing or partial repetition shows students how to keep the talk going, throw the ball back, and gain time to think. Viewing segments and reading transcripts of native speaker conversation opens our eyes to the collaborative nature of conversation and the pervasive recycling of our own and others' speech that contributes to connection within talk and between people talking.

Notes

1. Beeching's *Corpus of spontaneous spoken French* (International Corpus Linguistics Research Unit, University of the West of England, Bristol) was created as a database for a doctoral dissertation on selected pragmatic features of contemporary French, and is available on-line (retrieved November 1, 2009 from <http://www.uwe.ac.uk/hlss/llas/iclru/corpus.pdf>). The corpus is extremely varied in terms of length of interview, speaker profiles (age, educational background, region of origin), and conversational topics and genres (narration, description, argumentation, etc.). The transcriptions do not reflect phonological or prosodic phenomena and are therefore easy for instructors and students to work with, and the content of the conversations themselves is extremely engaging to read.
2. This article has been expanded and adapted from a paper I delivered in 2008 at the Annual Convention of the American Association of Teachers of French, in Liège, Belgium.
3. Translation of all transcripts is provided in Appendix A. Utterances that were unclear or somewhat difficult to hear are bracketed and are the transcriber's best approximation of what was said.
4. For further discussion of these shared features and their relation to involvement strategies, see Tannen (1989), pp. 9-35.
5. For references to research on models of gender-marked language use, see Sheldon (1993).
6. Duff (2000) provides a useful review of the role of repetition in foreign language classroom interaction from a variety of perspectives — social, cognitive, linguistic, and affective.
7. See Vandergrift (1997) on reception strategies such as asking for repetition of whole ideas, single words, or phrases, and Higgins (2009) on relexicalization or rephrasing strategies.
8. An informative video in which Murphey (2000) explains and demonstrates these techniques can be viewed on-line at <http://hdl.handle.net/10125/10591>.

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Appendix A

Translation of transcripts

Transcript #1

A: **There are pros and cons?**

B: Yes, **there are pros and cons**. Yes, **there are pros and cons**. Because, you see, I'm 70 years old, I couldn't have been that age, it would have been impossible. I couldn't do the laundry now. Hand over the photo, dear. There, that's one of my grandchildren. So, you see.

A: Oh! She's pretty.

B: Wait, let's start here. That's me, the baby. In my mother's arms, there.

A: Yes, oh, that's pretty. Oh and **those are the cabins** that...?

B: Right. That's it, **those are the cabins**, you see, that's right. And there, that's my father. So yes, you're right. There, that's my father, see?

A: Yes.

B: So you see how they were dressed, all my sisters?

[laughter]

A: And the washing! And **you had to iron all that!**

B: I'll say! Oh yes. We had an **iron**, you know, an old fashioned iron, you've never seen any?

- A: Yes, yes.
B: where **we put coal**.
A: Oh **you put coal** (in it)?
B: **We put charcoal** (in it).
A: Yes.
B: We put charcoal (in it). We **had to iron** our headdresses and **all that**.

Transcript # 2

- B: **And that's going to create new jobs**.
C: Yes, **that's going to create new jobs**, but there will be a lot in the beginning it will be hard
A: Mm.
C: Later definitely with time **it'll work out**.
B: **It's** already starting to **work out** because the unemployed are starting to retrain in in computer science well young people.
C: Yes, because **even without the bac** (*high school diploma*) you can uh there are organizations that offer study programs.
B: Even so **you need to have the bac**.
A: Yes.
C: Yes but there are some who **even without the bac** accept students and have them do studies uh in computer science or electronics.
B: But uh that once they have their training it takes a very long time to find a trade if **they don't have the bac**.
C: **Since they don't have the bac**.
A: That's right.
C: And **without the bac**. And even when you have a *bac*, that's good but a *bac*, somebody who applies who has a *bac* well they accept him but if afterwards there's somebody who has a *bac* with distinction...the one who has the *bac* well he'll go looking elsewhere. **Since now you have to have the bac with distinction** since now well almost everybody there are a lot of people who have the *bac* but there aren't a lot with distinction and it's the people with distinction that are chosen in the ...
B: **Since the bac** is no longer worth worth **no longer** worth anything.
C: **No longer** as much as in the past.
B: No, (even) to pick up garbage, **you have to have the bac**.
C: **You have to have a bac** (*container*) [*laughter*]. Well yes and to be a policeman even to direct traffic **you have to have the bac** and to be a policeman uh in [*sic*] criminal things like that you have to have **the bac plus two years**.
B: **Plus two years of training**.
C: **Plus two years of training**.
A: It's unbelievable. Do you think that school is more stressed? Because **you have to have the bac with distinction**.

Transcript # 3

- B: and it's true that Americans, when they go to France and go to a restaurant, they see the the **the quantities** in restaurants, they yell, because it's, it's, they have the impression they're being robbed
- A: hmhm, no, no, it's true, no, it's true; but, well, what bothers me a little bit is young people that, unfortunately, we haven't educated well, on that level, I see it for example in children
- B: hm
- A: uh, the **sugar** they take in
- B: oh, **the quantities**
- A: **the quantities of sugar, the fat**
- B: that's true, everything has too much **sugar**
- A: **yeeeeeess**
- B: **yes**
- A: and, as far as **fat** goes, I don't know what you think, but, for example, well, hamburgers and everything, that's o.k. **from time to time**, but uh, there are a lot of people
[who make uh]
- B: [well we uh] we have some **from time to time**, it's like a party.

Transcript # 4

- A: about **vacation**, what a difference, [you know that] they say that Americans live to work, and that Europeans work to take vacation, or I don't know, something like that
- B: yes, well, I think you absolutely must take **vacation**, because
- A: [yes]
- B: it's, uh, yes, I, 35 hours of work each week, that's not bad, but, uh, **two weeks' vacation** total, like in the United States, that's not enough
- A: and even then, **two weeks' vacation**, some don't even have that, I remember my hairdresser, uh, the hairdressers who worked for him could **go away** one or two weeks a year, but **they weren't paid**
- B: **they weren't paid?**
- A: so, not only **were they not paid**, but there was no money coming in, nothing at all, it was a loss, double loss, for them
- B: so when did they **go away** on vacation?
- A: well usually they didn't **go away** because they didn't have the means
- B: but for instance at Christmas they **couldn't** close up the shop?
- A: they **could** take a few days' vacation, but **they weren't paid**.

“A total disconnect:” Disciplinary divides and the teaching of French

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Abstract

Research has emphasized the need for foreign language departments to broaden their curricula beyond the confines of foreign language literature to meet the needs of non-traditional foreign language students (Modern Language Association (MLA), 2007). Studies have also demonstrated a potential shortage of foreign language teachers in the United States (Long, 2000; MLA, 2007). In response to both of these concerns, foreign language and teacher education faculty members at a large

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university in the United States initiated a participatory, qualitative research project to develop an innovative French course of interest to non-traditional students to generate student interest in becoming French teachers. Examining interview data concerning the six student participants’ perceptions of their potential career trajectories as French teachers, we argue that even as students perceived the experience as beneficial, a marked disciplinary disconnect between foreign language and education faculty members’ attitudes about exposing undergraduate language majors to careers in teaching existed—mirroring larger concerns about the insularity of foreign language departments nationally.

“A total disconnect:” Disciplinary divides and the teaching of French

As made evident by the launching of the \$114 million National Security Language Initiative in 2006 (U.S. Department of State, 2006), there is reawakened interest in the teaching and learning of foreign languages in the United States. Almost 7 million students in American public secondary schools were enrolled in a foreign language in 2000, representing 33.8% of total enrollment, compared to just over 6 million students in 1994, 32.8% of total enrollment (Draper & Hicks, 2000). Further, a more recent survey of K-12 schools in the United States conducted by the Center for Applied Linguistics (CAL) revealed that 8% of elementary schools and 17% of secondary schools not offering foreign language instruction in 2008 hope to do so within the next two years (Rhodes & Pufahl, 2009).

More impressive gains were reported at the postsecondary level. A recent survey conducted by the Modern Language Association of America (MLA) and funded by the United States Department of Education indicated that language enrollment has risen 13% from 2002 (Furman, Goldberg & Lusin, 2007).

Teacher Shortage

Accompanying such growth in enrollment is the need for more qualified foreign language teachers. There has been increasing concern among foreign language stakeholders across the United States that the number of qualified foreign language teachers will not keep up with the rising student enrollment. Long (2000), for example, projected that the growth of student enrollment in K-12 foreign language programs will exacerbate what is an already escalating teacher shortage. More recently CAL reported that 25% of elementary schools and 30% of secondary schools were affected by a shortage of qualified language teachers and that more than one quarter of elementary school foreign language teachers in the United States are not certified (Rhodes & Pufahl, 2009). An ad hoc committee established by the MLA (2007) reported that the shortage of qualified, trained teachers is more problematic than ever.

Not having enough qualified foreign language teachers to meet the demands of a growing student population becomes more serious when examined from a historical context. As documented by Rosenbusch, Kemis, and Moran (2000), the popularity of

foreign language instruction has fluctuated greatly over the past 60 years in the United States. While only 5000 elementary students were studying a foreign language in 1941, by 1955 that number had mushroomed to a quarter million. The popularity of foreign language instruction continued to rise until the 1960s, when elementary-level foreign language programs began to disappear across the country. A suggested cause of this reversal in trend was the lack of qualified foreign language teachers (Andersson, 1969; Lipton, 1988). As foreign language enrollments again begin to rise, stakeholders need to address the lack of qualified foreign language teachers in order to avoid repeating previous mistakes.

Interdisciplinary Collaboration for Teacher Recruitment

... one way of combatting the foreign language teacher shortage would be to have all foreign language professors from both colleges of arts and sciences and colleges of education form an alliance to recruit foreign language students to become foreign language teachers.

Calling for more aggressive, organized, and creative recruitment techniques to attract postsecondary foreign language students into colleges of education, Rosenbusch et al. (2000) suggested that one way of combatting the foreign language teacher shortage would be to have all foreign language professors from both colleges of arts and sciences and colleges of education form an alliance to recruit foreign language students to become foreign language teachers. For example, faculty in foreign language departments should identify promising foreign language students and make them aware of the job opportunities in teaching a foreign language. Faculty in colleges of education should also visit postsecondary foreign language classrooms to share with students the rewards of a career in teaching. According to Long (2000), in order to expand K-12 foreign language teacher recruitment, postsecondary faculty in colleges of

education must be joined by their colleagues in foreign language departments to promote K-12 foreign language teaching as a possible career choice.

In addition to the benefits of such collaborative efforts to enrollment in colleges of education, Long (2000) argued that colleges of arts and humanities, where foreign language departments are traditionally housed, and colleges of education would simultaneously benefit from more students taking foreign language courses in colleges of arts and humanities as they work toward licensure or seek professional development credits. An additional and long-term benefit of intercollegiate teacher recruitment efforts would be that more K-12 students, having been taught by qualified foreign language teachers, would continue their study of foreign languages at the postsecondary level, thus further increasing enrollment in foreign language departments. Long also argued that by easing the foreign language teacher shortage, postsecondary foreign language departments would be helping to ensure the stability of their own teaching staff. Lecturers in foreign language departments are often lured by higher salaries to teach full-time in K-12 settings (Long, 2000).

Obstacles to Collaboration across Institutions

Despite the myriad of potential benefits that cross-college collaboration promises, research suggests that foreign language departments in colleges of arts and humanities do little to promote a career in teaching to their foreign language students (Labaree, 1999; Long, 2000). Long (2000), for example, reported that many professors of foreign languages and literature in colleges of arts and humanities do not wish to associate with colleges or schools of education. As a possible explanation for this reluctance, Labaree (1999) stated that teacher education is often perceived by foreign language professors as their students’ second choice in careers, and professors in colleges of education are viewed as “second-class citizens.” Supporting such claims, Long refers to the “pervasive snobbery” in foreign language departments where professors of foreign language literature look down upon those who teach foreign language skills and foreign language pedagogy (Long, 2000, p. 434).

According to Ortega (1999), tension between foreign language faculty with an expertise in literature and faculty in foreign language teacher programs has resulted in the creation of two separate language “camps,” and this tension prevents foreign language departments from broadening their educational perspectives. Thus, the relative prestige and autonomy sometimes afforded to literature faculty in foreign language departments, prevents those same departments from considering the advantages of expanding their curriculum to include other subject areas and disciplines (MLA, 2007).

In its report, the MLA (2007) recently concluded that the hierarchical nature of foreign language departments, where literature courses traditionally dominate advance-level curriculum, is no longer useful and needs to evolve. To attract students from other fields and students with interests outside literary studies, the report by the MLA (2007) suggests that foreign language departments should offer courses that address a broader range of interests. Heritage language learners¹ and students returning from a study abroad experience, for example, who are not majoring in a foreign language and who are not interested in literary studies, could still be drawn to interdisciplinary courses. Likewise, business programs are now focusing more attention on adding an international dimension to their curricula and would benefit from the availability of non-literary foreign language courses.

Interdisciplinary courses allow non-traditional foreign language students to develop their language skills and cultural knowledge, and may expose them to future careers that require foreign language use. Interdisciplinary courses would also increase enrollment in foreign language departments. Furthermore, in addition to attracting new students, according to the MLA (2007), interdisciplinary courses would develop alliances and connections between departments and colleges and would counter the marginalization experienced by many foreign language departments at American universities.

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Collaboration by Design : FREN 3050/4050

In the fall of 2006 a French faculty member with over 30 years of experience in the foreign language department at a large university in the southeastern United States approached a colleague who had been recently hired to fill a joint position in the College of Education and the foreign language department in the College of Liberal Arts and Sciences. The experienced faculty member was excited about the prospect of having a new and junior faculty member join the ranks of the French faculty in her department. She mentioned that the current French-speaking faculty members had all been in the department for many years, and that prior to this recent hire no new faculty member had been added to the French program in over 20 years. She went on to express concern that due to the age and experience of the current faculty members, the French course offerings may no longer meet the needs and interests of current students. With this in mind, she encouraged the recently hired faculty member to apply for a curriculum development grant and to develop a new and innovative French course.

Although the bulk of his responsibilities resided in the College of Education preparing K-12 foreign language teachers, the new faculty member was intrigued by the discussion with his more experienced foreign language colleague. With the idea in mind of developing a new French course that would also encompass his interests in teacher education he initiated a participatory, qualitative research project in the spring of 2007. In this project he sought the support and assistance of a colleague in the foreign language department, who also had experience as a French teacher, and a colleague in the college of education who had experience and interests in second language teaching.

From a foreign language perspective, the main purpose of the alliance was to develop a new and innovative French course that would be of interest to non-traditional students whose interests lay outside the study of foreign language literature. It was noted that the current course sequence required of French majors was very traditional, focusing heavily on grammar, culture, and literature. Of the 11 required French courses, four dealt specifically with grammar and composition, three addressed literature, one focused on culture and one dealt with phonetics. Students were also to take two advanced-level French electives. Course requirements for French minors were even more restrictive. Of the seven required French courses, four focused on grammar, and the remaining three addressed literature, culture, and phonetics, respectively. No electives were included.

The education faculty members involved in the project, on the other hand, were interested in developing a course that would generate student interest in becoming a French teacher, and would thus possibly serve as a teacher recruitment tool. The education and foreign language faculty also felt that the course would serve as a bridge between the two departments and two colleges and could result in further collaborative efforts in the future.

To initiate the project, the faculty member with a joint position in both the College of Education and the foreign language department in the College of Liberal Arts and Sciences secured a curriculum development grant to create an interdisciplinary, postsecondary French course for the foreign language department of the university

involved in the study. This faculty member was a former French teacher and had previously taught several methodology courses to French teachers in Canada.

The new course was advertised in the university’s course calendar, as well as via flyers posted across the campus. The flyers described the new course as one that would introduce students to the possibility of a career in teaching French, as well as further develop their reading and writing skills in French. The flyer also highlighted the convenience-related benefits of taking the online course by pointing out that the above-mentioned goals could both be accomplished from the comfort of one’s home. More detailed and formal letters and e-mail messages were also sent to all current students who were registered as pursuing a major or minor in French. These messages provided an overview of the course content and assignments and informed students of the pre-requisites necessary to take the course. Prerequisites included intermediate to advanced reading and writing skills in French, the completion of at least one intermediate (second-year) French course, such as FREN 2201, and regular access to the Internet, whether on campus or at home, as well as access to transportation to carry out clinical observations. The letter and e-mail message also described the qualifications of the instructor, a former French immersion teacher from Canada with over 10 years of experience teaching French in both online and face-to-face settings.

Course Description

The interdisciplinary online course aimed to introduce students to the possibility of a career in teaching French in a K-12 setting and to further develop their language skills. The course was offered online to be more accessible to non-traditional students who may not be able to attend traditional, face-to-face classes. In the spring of 2008 the three-credit-hour and semester-long course was offered to undergraduate students. As previously stated, to be eligible for the course students must have previously completed an intermediate (second-year) French course.

The course required that students complete 10 modules of work that addressed teaching French in an elementary, middle, or secondary school. All topics were introductory in nature and served to expose students to the following issues: (1) teaching methodologies, (2) communicative language teaching, (3) factors influencing second language acquisition, (4) motivation, (5) classroom management, (6) the integration of French culture in the classroom, (7) the use of technology in second language learning, (8) assessment, (9) the standard course of study for second language instruction, and (10) lesson planning. In each module students were assigned online readings.

All readings were in French with the exception of the state’s standard course of study, which was not available in the target language. In each module, to enhance student comprehension of the topics addressed and to practice and improve French skills the students were required to respond in French to related questions via online postings. Students were also required to respond in French to the comments made by their classmates in each of the 10 modules in order to encourage discussion. In an effort to reduce student anxiety to communicate in French and so as not to stifle creative and expressive use of the target language, the course instructor refrained from overtly correcting student errors—using instead a recasting method of error correction (see Tedick & de Gortari, 1998). In other words, when encountering an error in a

student's writing, the instructor would respond to the comment in French using the correct form of the language. In each module students were also presented with a realistic case study drawn from the instructor's experience as a K-12 French teacher. For each of the case studies students were required to respond in French explaining how they would address the situation in light of what they have learned throughout the module. A translated version of the rubric used to evaluate student participation and student writing is provided in Appendix A.

A final component of the course required students to spend 10 hours observing in a K-12 French classroom and to write a reflection in French based on their experience. The reflection was also evaluated by the instructor on its content and the correct usage of the French language.

Interviews

Upon completion of the first semester in which the course was offered, one faculty member from each of the colleges involved in the study explored student participants' perceptions of a potential career in teaching French in a K-12 setting via semi-structured open-ended interviews. As previously stated, we explored student attitudes' toward becoming a French teacher by means of personal interviews with all student participants. Questions asked included

1. What are your thoughts about one day becoming a French teacher?
2. Have your attitudes toward teaching French changed as a result of this course?
3. Do you feel you are better prepared to be a French teacher after taking this course?
4. Was the possibility of being a French teacher ever presented to you in prior French courses?

For exploratory purposes, a series of additional open-ended questions were asked of the students to learn more about their overall experience taking the course, their satisfaction with the course, and their reasons for taking the course. Below is a list of the additional questions asked of the student participants:

1. Why did you decide to take this course?
2. How did you learn about this course?
3. Describe your overall experience taking this course.
4. Did you enjoy taking the course? Why?
5. Was the course beneficial to you? If so, how?

The 30-minute individual interviews were conducted by one of the researchers at the end of the semester once students had received their final grades. This was done to ensure that the students did not feel obliged to participate and to reassure them that failure to participate would in no way affect their final grade.

Analytic Method

As is typical in qualitative approaches to classroom-based research, data analysis was an inductive, recursive, and ongoing process that accompanied data generation and continued afterwards (Bogdan & Biklen, 2003; Wolcott, 1994, 2001). The

practical methodological processes for approaching data generation and analysis outlined by Emerson, Fretz, and Shaw (1995) informed the ensemble of the specific data management and analytic procedures. Specific data compression and analytic strategies included close reading; open and focused coding of interviews; in-process analytic writing; initial and integrative memo writing; and, content analysis of archival data. In coding our data, we did not employ a priori categories. Rather, in open coding, we read interview transcripts one line at a time using the comment function in Microsoft Word or a pencil to assign tags to individual pieces of data.

To Teach or Not to Teach

All students enrolled in the interdisciplinary French course were invited to participate in the study. A total of six students enrolled in the course in the spring of 2008 and all six agreed to participate in the study.² The participants represented a diverse group of individuals. The age of the students ranged from 29 to 57. Four of the students were heritage learners of French who had been living in the United States for an extended period of time. These four students had not used French as their primary language for many years. Three of these four students were originally from Africa, and one moved to the United States from Haiti more than 20 years ago. The two remaining students were from the United States and had some secondary and postsecondary experience studying French.

As a result of their diverse life experiences, the six students possessed a wide range of proficiency levels in French. Even among the heritage learners of French, there were significant differences in French language skills. While all four could express themselves very well orally in French, their writing skills varied greatly. Having not used the language for an extended period of time, three of the four students expressed some trepidation about communicating in French and indicated that their skills were somewhat out of practice. The two American-born students had the weakest French skills. Although they were able to express their ideas in French, their writing contained frequent grammatical and vocabulary-related errors. One of these students had twice spent a month living in France but had since taken only three French courses at the postsecondary level prior to now. The other American-born student was also taking a French literature course at the time of the study, but before that semester had not taken a French course in several years. Five of the participants were female and one was male. For all six participants involved in the study, this was their first online course. Four of the students were majoring in French. One student was pursuing a degree in history and the remaining student was a communications major. All six students enrolled in the course had some prior or current experience teaching or tutoring. Two students in the course had taught English abroad and one student currently taught French in a local high school. The three remaining students either served as tutors in the university's tutoring center or were considering a career in teaching. For a more complete description of participant characteristics see Table 1 on the next page.

While the idea of pursuing a career in teaching French was not new to these students, a majority of the students (5/6) reported that the course led to an improved attitude toward becoming a French teacher and that the course provided solid preparation for how to teach. All the students reported that the course gave them a more concrete

understanding of how to teach and how to succeed as a classroom French teacher than before taking the course.

Table 1. Demographic Data on Student participants

Participant	Sex	Age	Country of Origin	Heritage Learner	French Major or Minor
1	female	41	Congo	Yes	Yes
2	female	47	United States	No	No
3	female	43	Congo	Yes	Yes
4	male	57	Haiti	Yes	Yes
5	female	30	Togo	Yes	Yes
6	female	29	United States	No	No

Students were unanimous in stating that the content of the course helped them have a better understanding of how to teach French and what it takes to succeed as a teacher. The international students who had completed education degrees abroad stated the course better prepared them to teach in the United States while American-born students and students with no prior pedagogical training stated the course gave them a theoretical framework for how to approach the practice of teaching a foreign language. For example, Participant 5, a female student from Togo stated, “I learn a lot how to teach French to students in the United States because I did not know anything about that before” (Participant 5). Participant 3, an international student with a degree from the Congo, reported that she felt more prepared to teach because the course taught her the methods for teaching foreign language. An American student (Participant 2) stated that the course “explained all the different kinds of theories, pedagogies, whatever manners and styles and the theories of intelligence” that, in her words, “were really laying the foundation to explain, okay, this is where you begin, this is the beginning/foundation” for teaching.

Several students with experience as teachers or tutors described how the course helped them improve their pedagogical skills. Participant 4, who worked as a French tutor and who was considering a career in teaching, stated that the course helped him feel more confident in his teaching skills. He commented, “I can actually go in a class and refer to some of the things that we have done in the course.” The same student said, “Even when tutoring, I have noticed that I refer to the class and the methods and the things that we studied to try and apply efficiently and that helped.” Participant 2, an American-born student who tutored English, also explained that she felt the course benefited her work as a tutor: “I tutor over at the writing center with graduate students and undergraduate students, and so just pedagogy in French, English, understanding the different theories, everything was just completely interesting to me and actually beneficial to where I am going regardless of how I use French [in the future]”. Finally, the other American-born female (Participant 6), who was already working as a French

teacher, stated that the course helped her improve her teaching and that “the course was really parallel with the class [she was teaching] and it made it so much easier.”

All the students felt the course helped them become aware of the practical issues associated with teaching. Students explained that the observations allowed them to witness daily issues faced by many teachers: discipline, student motivation, engaging different learning styles, and working environment and schedule. The observations along with the theoretical foundations covered in the discussions gave students a fuller picture of teaching as a career and helped them develop more informed opinions about teaching as a career. Participant 2 provided the following explanation:

All the students felt the course helped them become aware of the practical issues associated with teaching. Students explained that the observations allowed them to witness daily issues faced by many teachers: discipline, student motivation, engaging different learning styles, and working environment and schedule.

A positive [of the course] would be that you sort of, in my opinion, did a really good comprehensive job of touching on theory, pedagogy, and then doing the practical things of a traveling teacher in and out, and so you hit on the practical in that. So, maybe in thinking about it, it [teaching career] was sort of laid out for them more clearly versus being just ‘I wonder what it is like, I don’t know what I have to do.’ So, if you laid it out, they are either going to like it or not.

According to the participants, the course gave them a realistic vision of what a teaching career entails and allowed them to evaluate that career. On the one hand, Participant 3, who had previously taught English in the Congo, reported the online course reignited her desire to teach. On the other hand, Participant 1, who was also from the Congo, reported that her classroom observations and a low teacher’s salary confirmed her desire not to pursue teaching.

In the interviews, the students elaborated on how the course affected their desire to teach, referring to their prior experience and views about the teaching profession. Participant 3, who said the course increased her desire to teach, explained:

It makes me more interested to teach in the States. [...] Just like I say before, it just brought back ... because I used to do that back home and it brought back this information... and when I did observation, then it just give me more passion to go teach the way the teacher was and the way the student was taught. It made a difference. This teacher just had a way and the student paid attention to him.

Participant 1, who stated that she did not intend to pursue a career teaching French, explained that when she taught English in the Congo she had been discouraged by student apathy toward the subject there. She described lack of student motivation in the classes she observed as off-putting “I sort of see things I had when I first entered teaching in my previous college” and “When we had the student teaching, and I was like ‘You guys are not doing your work right’.”

Interestingly, this same student described being drawn to the challenge of motivating students and trying to find ways to reach them. She questioned what she

could do to help her struggling and unmotivated students. She described asking herself, “What can I do to change that?” and “So, the same thing is happening [as happened in her English classes in the Congo] but now it is not English, it is French. So, here that was the first motivation for me: can I change?”

Student comments during the interviews reveal that the majority, four out of six, had not received encouragement to pursue teaching as a career from their French professors and advisors in the foreign language department.

“If You Want to Waste Your Money...”

Student comments during the interviews reveal that the majority, four out of six, had not received encouragement to pursue teaching as a career from their French professors and advisors in the foreign language department. Students also had mixed responses with respect to the advising they received from foreign language faculty about the online course. Their comments revealed a lack of communication or connection between the education and foreign language programs. Although the students could take the course as an elective while pursuing a major in French, this was not made clear to them by foreign language faculty and advisors. Students reported feelings of frustration and confusion about how to get adequate information to fulfill their requirements and to find courses that suit their interests and needs.

While the majority of students stated that the possibility of teaching had never been presented to them in their French classes, two native-speaking French students reported that they had been encouraged to consider teaching French. These students speculated they received encouragement because they were native speakers. Participant 3, a female student from the Congo who had taken ten courses in the language department, stated that her advisor told her that she would make a good teacher “because you are native-speaking.” However, Participant 1, another native speaker of French from the Congo described being actively discouraged from considering teaching as a profession. That student stated her advisor told her teaching French “is too much work and it is too demanding.” Participant 4, a male native-speaker from Haiti, speculated that teaching as a career had not been mentioned to him because his French professors probably assumed he would pursue teaching as he was a native speaker: “No, they did not really mention that. I do not recall them mentioning to be a teacher. Maybe because they are thinking automatically that because we are taking French class and because I am a native speaker, I will teach it.”

For the specific course under consideration in this study, two students reported being actively discouraged from enrolling by one French professor who served as their advisor. The 41 year-old female from the Congo (Participant 1), who was discouraged from enrolling in the course, said her advisor told her to drop the course because “it is not going to give you anything” and “if you want to waste your money [by enrolling in the course], go do it.” The other female from the Congo (Participant 3) said the same advisor discouraged her from enrolling in the course, while a second French professor encouraged her to take it and told her “it was a good class to take.”

Additional student remarks indicate that students often spoke with two advisors or faculty members about enrolling in the course, one advisor in the language department

“A total disconnect:” Disciplinary divides and the teaching of French

and one in the education department. Student comments suggest that the advisors may not have been in full communication. They describe being sent from one advisor to another when one advisor was unfamiliar with a course. The female student from Togo (Participant 5) commented: “My advisor mentioned the course to me. I talked to my advisor, he said he did not know anything about the class, so I had to go to my other advisor and she told me it was very interesting.” Participant 3, a female student from the Congo, described how one faculty member in the French department never followed through on getting more information about the course for her: “Then, in a class, I asked Madame X if she knows the class. She says she would check [...] but she never did.” The same student stated that a second French faculty member did in fact encourage her to enroll in the course.

Discussion: “A Total Disconnect”

Data analysis clearly demonstrated that the course engaged students to seriously consider teaching French as a potential profession. Even the 41 year-old female from the Congo (Participant 1), who expressed the most reservation about entering the teaching profession was still stimulated by the challenge of motivating students, but ultimately said teacher salaries were too low for her to choose teaching as a profession. Ironically, 18 months later this same student was actively looking for a job as a French teacher and nearing completion of all required education coursework to gain licensure to teach the language. It appears as though the course may have had some impact upon even the most resistant of students.

Separate Camps

In support of Long (2000), in addition to suggesting improved attitudes toward teaching French, the students’ comments also suggested that foreign language departments do little to encourage students to pursue a career in teaching. It is noteworthy that in the weeks leading up to the beginning of the semester, more than two dozen students had registered for the interdisciplinary course only later to withdraw prior to the first day of class. Student comments during the interviews revealed that some students were discouraged from taking the course. Just after the Drop/Add period during which enrollment in the course fluctuated from a high of 24 students to a low of two, one of the researchers contacted 11 students who had initially registered but later dropped the course to better understand why so many students were dropping the class from their schedules. Two students mentioned they thought the course would be too challenging once they saw the modules and the remaining nine learned from their advisor that the course was not required and subsequently dropped. An additional person contacted her advisor in the College of Education and mentioned that her advisor in the foreign language department knew nothing about the course.

This phenomenon of students having to speak with different advisors about a course and receiving conflicting

This phenomenon of students having to speak with different advisors about a course and receiving conflicting advice from faculty members suggests there may be some lack in communication between colleges and even among faculty within the same department.

advice from faculty members suggests there may be some lack in communication between colleges and even among faculty within the same department. Reminiscent of the previously mentioned comments by Ortega (1999) relating to the existence of two separate language camps, Participant 4, a French education major from Haiti, stated explicitly that he felt there was a “disconnect” between the two programs. He described having to figure out on his own how to navigate between the two to place himself in the appropriate program:

There is a disconnect, not a little bit. It is a total disconnect because when I first come, in fact I know people [i.e., fellow students] who were not in the right program because they not really understanding the connection. I was one of them. I had done some research. There is a disconnect (Participant 4).

It should be noted that any “disconnect” in the present study could not be due to physical distance as the College of Education and the foreign language department occupy the same building and are only one floor apart.

Interdisciplinary Courses

Although it was not a stated goal of the study to explore the benefits of interdisciplinary foreign language courses, the data gathered provide greater strength to the call for the further development of such courses. Even though a large number of students who registered to take the interdisciplinary course withdrew prior to the beginning of the semester, the fact that so many students initially expressed interest in the course speaks to the potential draw of courses outside of the realm of foreign language literature. Furthermore, it is noteworthy that the group of students who decided to pursue the course consisted of heritage language learners, adult students, and students from other disciplines, such as history and communications. One of the students who was discouraged from taking the course was neither majoring nor minoring in French, but rather had just returned to the United States after backpacking throughout France and wanted to further hone his French skills. It is this very type of non-traditional student that the MLA (2007) reported foreign language departments need to attract and cultivate to maintain and even expand student enrollment. Greater development of interdisciplinary courses such as the one described in this study could serve to tap into the pool of non-traditional foreign language students and hence to ensure the sustainability of foreign language courses and programs.

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Interdisciplinary courses provide opportunities for language learning in a meaningful context and for a real-world purpose.

In addition to the enrollment benefits of interdisciplinary courses, the goals of these courses align with current thinking in second language acquisition theory. Interdisciplinary courses provide opportunities for language learning in a meaningful

context and for a real-world purpose. According to Krashen (1981), language learning is most effective when it is meaningful, attached to prior knowledge, and for a real-world purpose. In the case of this study, the 6 students who completed the interdisciplinary course were further developing their French skills in a meaningful context in which they all had prior experience as language teachers, tutors, or learners. They were also being exposed to a real and practical career in teaching French in a K-12 setting.

The creation of interdisciplinary courses also aligns with national foreign language standards. According to the *Standards for Foreign Language Learning in the 21st Century* (1999), one of the 5 main goals for second language learning is for students to make connections between the foreign language and other disciplines. That is to say, students learning foreign languages in the United States are expected to reinforce and further their knowledge of other subject areas through foreign language instruction.

Implications and Applications

To clarify, we do not suggest that traditional literature-based foreign language courses be replaced by collaborative and interdisciplinary courses. Some students are interested in literature and should have the option of taking literature courses at various stages of their degree. However, as was suggested in the report by the MLA (2007) and in this study, not all students wishing to take a foreign language course are interested in studying foreign language literature. The needs and interests of these students should also be addressed. In the required course sequence of French majors and minors options should be made available to students. In the case of this research project, if the interdisciplinary French course could have been taken by students as an alternative to one of the required French literature and culture courses needed to graduate, the practical reasons for taking it would have been inarguable and perhaps more students would have registered for and completed the course.

In support of the recommendations by Rosenbusch et al. (2000) and Long (2000), this study has demonstrated that collaborative efforts between teacher education and foreign language faculty have, at their best, the potential to improve attitudes toward a career in teaching a foreign language. At minimum, such a course exposes students to the possibility of a potential career choice that they subsequently might or might not choose to pursue. In this research project, as the students learned more about the teaching of French, their attitudes toward the profession seemed to change. That is, all students involved in the study noted their increased interest in learning more about a career teaching French. After completion of the course, three of the six students have in fact enrolled in the College of Education at the participating university to become a French teacher. To address critical teacher shortages in other areas such as mathematics and science, similar courses could be developed in other departments across universities.

Analysis of the data also indicated a need for more interdisciplinary alliances involving more faculty members, not just those directly involved in, for example,

...this study has demonstrated that collaborative efforts between teacher education and foreign language faculty have, at their best, the potential to improve attitudes toward a career in teaching a foreign language.

this collaborative project. Students are very influenced by teacher encouragement with respect to subject choice (Kissau, 2007; McGannon & Medeiros, 1995). In our context, foreign language faculty did very little to encourage students to consider a career in teaching.

As a caveat, we note that simply improving student attitudes does not necessarily equate with increased teacher recruitment. Furthermore, the time limitations of the study only allowed the researchers to learn that three of the six students enrolled in the interdisciplinary course had subsequently enrolled in the College of Education in order to ultimately become a French teacher. A longitudinal study to look at the number of students whose attitudes toward teaching change and later go on to become teachers would be much more informative.

We also note that interviews with students who completed the course and follow-up communication with students who dropped the course revealed that some students were encouraged, sometimes strongly, by academic advisors in the foreign language department to drop it due to its optional nature. Ironically, the small numbers of students who actually enrolled in and completed the course were indicative of what we consider to be one of the study's most important findings. The fact that students were persuaded not to pursue the course by faculty members in the foreign language department clearly supports the previously mentioned claim by Ortega (1999) that separate language "camps" exist in teacher education programs and foreign language departments.

The large presence of non-traditional and heritage language learners who ultimately completed the course and participated in the study is, of course, not representative of the traditional, postsecondary foreign language classroom. However, it is again very interesting to note that in the recent report by the MLA (2007) the possibility of attracting non-traditional students was stated as one of the main reasons for developing interdisciplinary foreign language courses. The large percentage of students who participated in the course and who represent non-traditional foreign language students underscores this untapped resource pool of potential foreign language students and draws further attention to the need to integrate similar interdisciplinary courses into the mainstream foreign language curriculum.

Foreign language departments need to broaden their curricula or course offerings beyond the confines of foreign language literature in order to meet the needs of non-traditional foreign language students and thus to help ensure their sustainability.

Unmet Potential

Foreign language departments need to broaden their curricula or course offerings beyond the confines of foreign language literature in order to meet the needs of non-traditional foreign language students and thus to help ensure their sustainability. With a clear shortage of foreign language teachers in the United States that is only expected to worsen as foreign language enrollment in K-12 schools continues to grow, the interdisciplinary research study described in this article has provided a possible model to achieve both of these goals.

Despite the positive nature of these findings, the results of the study have also demonstrated that the success of the model is clearly influenced by the strength of the alliance between the participating departments. Had potential students not been discouraged from enrolling in the interdisciplinary French course by individual faculty in the foreign language department, more students may have experienced similar positive perceptions. For Long (2000) and also in our institution, there is indeed a disconnect between foreign language faculty members in the College of Liberal Arts and Sciences and their foreign language colleagues in the College of Education—and caught in the middle are students who might otherwise become teachers of French or other foreign languages. While we feel that the interdisciplinary course had great potential to both change student attitudes about teaching French and to attract new, non-traditional students to the foreign language department, ultimately its full potential was not met. Finally, we note that due to a lack of communication between the participating colleges, an unwillingness on the part of the foreign language department to allow the course to be taken as an alternative to a required literature course, and low enrollment in the pilot the interdisciplinary course, FREN 3050/4050, has not been offered since its inception in 2008. Should we choose to offer a non-literature based, interdisciplinary course in the future, we would need to work harder to promote the course inter-departmentally. Looking back, we believe that had our colleagues been more aware of the strengths of the course, they may have been more encouraging of students to enroll in FREN 3050/4050. We also realize that it will be necessary to continue to reach out to our colleagues in the foreign language department in order to strengthen our relationship and meet our shared goal of serving the needs of our students.

Notes

1. The term heritage language learner refers to someone who has had significant exposure to a language other than English outside the education system. It most often refers to someone with a home background in the language, but may refer to anyone who has had in-depth exposure to another language (Webb & Miller, 2000).
2. The same group of students participated in a separate research study investigating their willingness to communicate in an online environment (see Kissau, McCullough & Pyke, 2010).

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Appendix A Evaluation Rubric

Elements	1	2	3
Comprehension of content	Student demonstrated weak understanding of the content of the module.	Student demonstrated some understanding of the content of the module.	Student demonstrated strong understanding of the content of the module.
Provision of details and examples	No details or examples were provided to support ideas.	One or two details or examples were provided to support ideas.	Several details or examples were provided to support ideas.
Completion of work	Student failed to submit the assignment by the deadline and/or did not respond to all of the task requirements.	Student submitted the assignment by the deadline but neglected to respond to one or two of the task requirements.	Student submitted the assignment by the deadline and responded to all of the task requirements.
Contribution to discussion	Student failed to mention or address comments made by classmates and therefore did not contribute to the discussion.	Student occasionally mentioned or addressed comments made by classmates and therefore made some contribution to the discussion.	Student regularly mentioned or addressed comments made by classmates and therefore significantly contributed to the discussion.
Quality of French	Numerous and significant errors in vocabulary and grammar often impeded comprehension of the student's message.	Errors in vocabulary and grammar rarely impeded comprehension of the student's message.	Occasional, minor errors did not impede comprehension of the student's message.

Efficacy and language teacher attrition: A case for mentorship beyond the classroom.

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Abstract

Teacher retention is problematic, especially where foreign language educators are concerned. In an effort to study if a relationship exists between foreign language teacher efficacy and retention, the author created a new quantitative instrument to measure foreign language teacher efficacy ($N = 441$) in the southeastern region of the United States. The Foreign Language Teacher Efficacy Scale was tested in 11 states in the Southern Conference on Language Teaching (SCOLT) region and was found to be valid and reliable, indentifying two dimensions of teaching languages, content knowledge and the facilitation of teaching. Results show differences between novice and veteran teachers in the areas of instructional strategy, classroom management, and student engagement. The findings provide implications for foreign language teacher preparation as well as teacher retention and professional development.

Introduction

Research surrounding teachers' sense of efficacy — “a teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 233) — has spanned more than 40 years and has led to

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many significant findings for both teachers and students. Teachers' efficacy perceptions have been linked to a variety of outcomes such as student achievement (Armor et al., 1976), teachers' classroom management strategies (Ashton & Webb, 1986), student motivation (Midgley, Feldlaufer, & Eccles, 1989; Woolfolk, Rossoff, & Hoy, 1990), and teachers' willingness to try innovative methods (Guskey, 1988; Rangel, 1997). Additionally, efficacy beliefs are said to influence teachers' persistence when things are not going well and their resilience in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2001). Greater efficacy can be associated with teachers' capacity to be less critical of students when they err (Ashton & Webb, 1986) and teachers working longer with struggling students (Gibson & Dembo, 1984).

Research has shown that educators with higher self-ratings of efficacy demonstrate greater commitment to teaching (Coladarci, 1992), exhibit greater enthusiasm for teaching (Hall, Burley, Villeme, & Brockmeier, 1992), and tend to remain in the teaching profession longer than educators who report lower self-efficacy (Burley, Hall, Villeme, & Brockmeier, 1991), which are important findings considering the high attrition rate of educators. In the United States, almost one-third of the teachers leave the profession sometime during their first three years of teaching, and almost half leave after five years (National Commission on Teaching and America's Future: NCTAF, 2002), suggesting that novice educators, those in their first five years of teaching (Theobald & Michael, 2001), are at a higher risk of leaving the profession than veteran educators. For individuals who decide to enter teaching through an alternative route, such as emergency certification, the attrition rate can be as high as 60% (Darling-Hammond, Berry, & Thoreson, 2001) within the first two years of teaching (Lauer, 2001; Raymond, Fletcher, & Luque, 2001).

In the United States, almost one-third of the teachers leave the profession sometime during their first three years of teaching, and almost half leave after five years

Research Rationale

In the United States, teacher shortages are reported typically in the areas of mathematics, science, special education, bilingual education, and foreign language (Bradley, 1999). Yet while it is commonplace to hear about the need for science and math instructors, to a large extent the plight of language educators has been ignored by the media despite research showing that foreign language (FL) teachers are in great demand here and abroad (American Association for Employment in Education, 2006; Holloway, 2004; Learner, 2001; Press, 1997; Sains, 1999; Towse, Kent, Osaki, & Kirua, 2002). Moreover, while overall teacher attrition rates are startling, the rate of attrition for FL teachers can be even higher than for teachers in other content areas including special education, math, and science (Georgia Professional Standards Commission, 2006; Konanc, 1996; Murphy, DeArmand, & Guin, 2003).

Past research indicates teachers' efficacy beliefs warrant more research (Chacón, 2005) because "teachers' sense of efficacy is an idea that neither researchers nor practitioners can afford to ignore" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 803). As noted earlier, teachers' efficacy beliefs have been found to play a pivotal role in teacher retention and there is a shortage of FL teachers nationally (Swanson,

2008). In order to study FL teachers' sense of efficacy, I developed an instrument to measure FL teacher efficacy and investigate the differences between novice and veteran educators.

Teacher Efficacy and Its Measurement

Teacher efficacy is a conceptual strand of self-efficacy theory, which emphasizes the exercise of human agency, that is, the idea that individuals can exercise some influence over their actions.

Teacher efficacy is a conceptual strand of self-efficacy theory, which emphasizes the exercise of human agency, that is, the idea that individuals can exercise some influence over their actions (Bandura, 2006). According to the theory, people are self-organizing, self-regulating, self-reflecting, and proactive. People set goals, predict likely outcomes, monitor and regulate their actions, and then reflect on their personal efficacy. From this perspective, self-efficacy affects people's goals and subsequent behaviors, and it is influenced by environmental factors. Moreover, self-efficacy beliefs shape how much effort people exert, how long they will persist in the face of obstacles, their resilience dealing with

failures, and how much stress or even depression they experience when managing demanding tasks.

Researchers have argued that teacher efficacy is subject-matter specific, situation specific, multidimensional, and varying across tasks (Cantrell, 2003; Emmer & Hickman, 1990; Skaalvik & Bong, 2003). According to Bandura (1997), self-efficacy theory predicts that teachers with a higher sense of efficacy work harder with students and persist longer even when students are challenging to teach, partly because these teachers believe in themselves and in the students with whom they work (Woolfolk, 1998). Some research indicates that students of highly efficacious teachers outperform other students on the Iowa Test of Basic Skills (Moore & Esselman, 1992), the Ontario Assessment Instrument Pool (Ross, 1992), and the Canadian Achievement Tests (Anderson, Greene, & Loewen, 1988).

Research has identified four types of influences on efficacy beliefs: mastery experiences, social persuasion, physiological reactions, and vicarious experiences (Woolfolk, 1998). Of the four types, Pajares (1997) posits that mastery experiences tend to be the most influential because outcomes viewed as successful tend to raise self-efficacy, whereas those interpreted as failures tend to weaken it. Past performance appears to be the single greatest contributor to one's confidence and ability to achieve in school. Bandura (1997) suggests that if students have been successful at a particular skill in the past, they probably will believe that they will be successful at the skill in the future. Once strong self-efficacy is cultivated from one's personal accomplishments, occasional failures may not have a negative effect.

Social verbal persuasion is said to increase an individual's sense of self-efficacy when the person who conveys efficacy information is trusted to be competent and reliable. While hearing a teacher inform a student that he or she can perform well may increase student belief, verbal persuasion is not as strong as mastery experiences (Bandura, 1986). Short-term effects of verbal persuasion need to be accompanied with real successes and the persuader's trustworthiness, expertise, and credibility are

directly related to the influence of the verbal persuasion (Bandura, 1986; Schunk, 1989a). Physiological reactions (e.g., physical symptoms such as heart rate, fatigue, sweating) are signs of anxiety that may destabilize people's confidence of success at a specific task. Conversely, if individuals feel relaxed or excited prior to encountering a new situation, their efficacy may increase toward the upcoming task (Bandura, 1986).

Finally, vicarious experiences deal with observing modeled behaviors. That is, while observing others' attainments, individuals compare themselves as performers in the same situation (Bandura, 1997). Schunk (1989b) notes that this source of self-efficacy can become influential when individuals are uncertain of their abilities or when they have limited or no prior experience with the activity. Similar to mastery experiences, observation of successful performances of tasks by others like oneself promotes individuals to make judgments about their own capabilities. However, self-efficacy based on observing others succeed will diminish rapidly if observers subsequently have unsuccessful experiences of their own.

A person's sense of self-efficacy not only affects expectations of failure or success, but also influences motivation and setting goals. Woolfolk (1998) adds that if individuals have a high sense of efficacy in any given area, they tend to set higher goals, be less afraid of failure, and persevere longer in the face of obstacles. Conversely, if individuals have a low sense of efficacy, they may admit defeat easily when difficulties arise or may avoid the task altogether.

A person's sense of self-efficacy not only affects expectations of failure or success, but also influences motivation and setting goals.

Additionally, efficacy expectations appear in some cases to influence teachers' feelings and thoughts and their selection of classroom activities (Cantrell, 2003). These beliefs provide a base of human motivation, well-being, and personal accomplishment; unless people believe that their actions can produce desired outcomes, they have little incentive to act or persevere when confronted with difficulties (Erdem & Demirel, 2007).

Beginning in the 1960s, researchers investigated the topic of teacher efficacy. Working on behalf of the Rand Corporation, Rotter (1966) began by composing a rather lengthy Likert-scaled survey and included two statements that would be used to identify internal and external factors: (1) "When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment" and (2) "If I really try hard, I can get through to even the most difficult or unmotivated students". These two statements "turned out to be among the most powerful factors examined by Rand researchers in their study of teacher characteristics and student learning" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 784). Later, other researchers developed instruments to measure teacher responsibility for student achievement (Guskey, 1981, 1982, 1988) and teacher locus of control (Rose & Medway, 1981), of which the latter was reported to be a better predictor of teacher behaviors than Rotter's scale.

Building upon the success of these previous studies, the Webb scale (Ashton, Olejnik, Crocker, & McAuliffe, 1982), the Ashton vignettes (Ashton, Buhr, & Crocker, 1984), and Gibson and Dembo's (1984) teacher efficacy scale were developed to

research various aspects of this construct. However, all of the research tended to focus on teacher efficacy from a non-content specific perspective and the aforementioned instruments supported the notion that teacher efficacy contained at least two separate dimensions of teachers' perceived efficacy: Personal Teaching Efficacy, the teacher's belief that he or she can affect student learning, and General Teaching Efficacy, one's belief that the profession in general brings about student change.

However, almost two decades later, Tschannen-Moran and Woolfolk Hoy (2001) developed the Teachers' Sense of Efficacy Scale (TSES, formerly called the Ohio State Teacher Efficacy Scale) over the course of three separate studies (reported as a single research article), which became popular with other efficacy researchers. Like the previous research instruments, the TSES employed a Likert-type scale that contained an expanded list of teacher capabilities. Their final study yielded for the first time three factors: teacher efficacy for instructional strategies, classroom management, and student engagement. For construct validity, participants in the final study not only took the TSES, they also answered items from the Rand scale and a 10-item adaptation of the Gibson and Dembo (1984) scale. Tschannen-Moran and Woolfolk Hoy (2001) reported positive correlations between their scale and the other measures. They concluded that the TSES addresses some of the limitations in the other scales because the TSES "assesses a broader range of teaching tasks" (p. 801).

While the majority of teacher efficacy research tended to focus on efficacy in a general sense, a few investigators began to study teacher efficacy in context-specific domains such as efficacy for teaching special education (Coladarci & Breton, 1997), the differences in efficacy for teaching science and for teaching chemistry (Rubeck & Enochs, 1991), and prospective primary teachers' efficacy beliefs with respect to teaching mathematics (Philippou & Charalambous, 2005). Of interest to the present study, two studies of teacher efficacy were conducted in the domain of FLs. Chacón (2005) added specific language teaching-related items to Tschannen-Moran and Woolfolk Hoy's (2001) TSES and administered it to 100 teachers of English as a Foreign Language in selected schools in Venezuela to examine participants' self-reported English proficiency and use of pedagogical strategies to teach English. She reported that a positive relationship existed between teacher self-efficacy and language proficiency. That is, the more proficient the participants judged themselves across the four skills (reading, writing, speaking, listening), the higher their sense of efficacy was. Specific to English instruction among middle school teachers, Chacón reported that the higher the participants' sense of efficacy the more likely they were to use communication or grammar-oriented pedagogical strategies.

The second study, using qualitative inquiry methods, centered on the teaching experiences, beliefs, and teacher efficacy of L2 native and non-native graduate teaching assistants of French (Mills & Allen, 2008). Tschannen-Moran and Woolfolk Hoy's (2001) TSES was used to gather initial data in addition to a background questionnaire and a set of efficacy protocol questions. Among the findings, the authors reported that native speakers of French responded with higher scores on average than non-native speakers, suggesting that content knowledge plays a role in FL instructors' conception of teacher efficacy and that steps should be taken to develop teacher efficacy in non-native speakers. Additionally, the researchers reported that an extended network of

resources available to teachers, inclusion of vicarious experiences, observations of expert teachers, and the creation of low-anxiety teacher training situations may assist in the development of strong teacher efficacy beliefs.

Whereas these two studies incorporated an efficacy instrument, neither of the samples, which were small, attempted to measure FL teachers' sense of efficacy in a broader context that would be applicable to a general FL teacher population. That is, the researchers used an instrument that was not designed for FL teachers specifically and the research appears to not be generalizable to the FL teachers. Further, neither study assessed the construct's dimensionality for FL teachers nor investigated relationships among the different factors associated with the educators' sense of efficacy teaching languages. In the present study the Foreign Language Teacher Efficacy Scale (FLTES) was created to measure FL teacher's sense of efficacy and answer the following questions:

1. What is the level of efficacy for FL educators in the southeastern United States?
2. Is FL teacher efficacy a multidimensional construct?
3. Is there a significant difference in efficacy between novice and veteran foreign language teachers?

Methods

In order to ensure content validity, participants took both the FLTES and the TSES. The FLTES was pilot tested and then administered to 441 FL teachers in the southeastern United States. Two unique factors of FL teaching efficacy emerged and these factors were found to correlate significantly to known factors of general and personal teaching efficacy.

FL Efficacy Instrument Development

To avoid the generality of what most measures of teachers' sense of efficacy offer (Bandura, 1997), the survey items focused on teachers' self-perceptions of their abilities identified as components of the Communication goal of the National Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999). The three modes of communication are Interpersonal, Interpretive, and Presentational. Formerly viewed as the Four Skills (speaking, writing, reading, and listening), the first two skills composed the language production skills where as the second two were known as receptive skills. Currently, language learning is now reconfigured with a focus on the interactive process rather than any one skill being addressed in isolation. The Interpersonal mode "is characterized by active negotiation of meaning among individuals" (p. 36). That is, it focuses on two-way interactive communication, which is most apparent in conversation, but also includes reading and writing, such as the exchange of information via letters and emails. However, the Interpretive mode centers on one-way communication such as the reading or listening of texts, movies, and speeches, where "there is no recourse to the active negotiation of meaning with the writer or the speaker" (p. 36). The Presentational mode addresses the clear transmission of a message from one person to multiple people such as giving presentations or even writing for publication.

Researchers argue that FL educators not only need a high level of language proficiency using the aforementioned four modalities in the target language (Peyton, 1997), but they also need the ability to understand contemporary media in the target language, both oral and written, and interact successfully with native speakers (Phillips, 1997). Therefore, survey items centered on discrete language structures such as phonology, morphology, syntax, grammar, and lexicon of the L2 seemed limited to measure efficacy teaching FLs and I did not include them because the three modes of communication tap into teachers' assessments of their competencies across the range of linguistic skills taught in FL classrooms. Further, survey items designed to measure specifically the teaching of culture were not included because culture is imbedded in instruction and is not considered a skill (Lee & VanPatten, 2003).

In addition to the measurement of teacher's self-perception about their abilities in using the L2, items were written that addressed teachers' efficacy in helping students learn at beginning and advanced levels, reducing student anxiety, fostering interest in learning FLs, and increasing student achievement and motivation. Four additional items focused on teachers' perception of the support from administrators, students, parents/guardians, and an overall perception of efficacy teaching languages.

Because the decision of how to measure teacher efficacy presents a thorny issue (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998), social-cognitive researchers recommend using a rating scale that ranges from 0 to 100 (Pajares, Miller, & Johnson, 1999; Shell, Murphy, & Bruning, 1989). These 100-point scales are familiar to teachers who use them to evaluate students and they allow for greater discrimination than scales with narrower response options because such they are psychometrically stronger than a scale with a traditional Likert-type format (personal communication, F. Pajares, March 14, 2007) and are grounded in Bandura's (1997) guidelines for instrument construction. Furthermore, Bandura warns: "scales that use only a few steps should be avoided because they are less sensitive and less reliable" (p. 44). Therefore, I developed a scale beginning at 0 (*cannot do at all*) to 100 (*highly certain can do*) for all items. The final part of the instrument was the participant demographic sheet requesting information on age, gender, ethnicity, highest degree earned, state in which the participant teaches, language(s) taught, years of teaching, and length of time studying abroad, and three lines for any additional comments.

The last step in the instrument development process included adding all of the items from Tschannen-Moran's and Woolfolk Hoy's (2001) TSES. I included this scale for construct validity purposes because it has been shown to correlate strongly with other measures of teacher efficacy. The complete survey consisted of the TSES (12 items), the FL Teacher Efficacy Scale (10 items), the items asking about perceived support and overall confidence teaching languages, and the participant demographic sheet. Formatted in concert, the two instruments sought to measure efficacy in the areas of classroom management, student engagement, instructional strategy, and FL teaching (see Table 1 for the survey items).

Sample

Four hundred and forty-one in-service K-12 FL educators from 11 states in the southeast United States (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA) participated

in this study. Average age was 41.61 years ($SD = 11.98$) and participants reported having taught FLs for an average of 12.92 years ($SD = 9.68$) with 13% having taught FLs for more than 30 years. More than a quarter of the sample (28%) reported teaching languages for 5 years or less, which places these individuals into the novice category as defined in the literature (Theobald & Michael, 2001). Women (83%) outnumbered men (17%), and participants reported their ethnicities as Caucasian (73%), Latino (14%), African-American (3%), Asian (1%), and other (9%).

Thirty-nine percent reported having only a bachelor’s degree and slightly more than half of the participants (53%) reported having earned a master’s degree. Seven percent of the sample reported to have a doctoral degree. Over three quarters of the sample reported teaching either Spanish (62%) or French (17%), and a total of eight different languages (Spanish, French, German, Latin, Japanese, Chinese, English, Arabic) were reported as taught. Seventy-six percent of the sample reported having studied FLs outside of the United States, and the average amount of time spent studying abroad was 12.81 months.

Procedure

I created both a paper and online version of the instrument. State FL organizations in the SCOLT region and representatives of these organizations agreed to post requests for online participation on their respective states’ listserv systems. Seventy-six percent of the participants ($n = 334$) responded using the online protocol. In an effort to increase participation among FL educators, the Executive Director of the Southern Conference on the Teaching of Foreign Languages granted permission for data collection during the 2008 conference in Atlanta, Georgia. An additional 107 participants filled out the paper version of the survey for a total study sample of 441 participants.

Results

Data Analysis

I entered data into a statistical software program (*SPSS 17.0*) and first calculated reliability coefficients¹. Similar coefficients to those reported by Tschannen-Moran and Woolfolk Hoy (2001) were found for the 12-item TSES scale (.90) and its three dimensions: student engagement (.81), instructional strategy (.86), and classroom management (.86). The reliability for the FL Teacher Efficacy Scale was .91, indicating satisfactory consistency.

Next, I calculated means and standard deviations² to investigate the sample’s sense of efficacy for the 22 items. Table 1 shows the survey items in rank order. The two highest ratings were found for perceived confidence in (1) writing a personal

Table 1. Means and Standard Deviations for Survey Items by Instrument

Foreign Language Teacher Efficacy Scale	Sample		Novices		Veteran	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
How much confidence do you have in your . . .						

ability to write a personal letter to a pen pal in the language(s) you teach who is living in a foreign country?	94.34	10.28	94.16	9.47	94.76	9.93
ability to read and understand a newspaper printed in another country in the language(s) you teach?	92.56	12.05	91.90	11.37	93.03	12.01
ability to help students learn at the first year level of the language(s) you teach?	91.70	11.54	90.54**	11.24	92.31	11.84
ability to have a conversation with a native speaker in the language(s) you teach?	91.47	13.53	90.03	13.87	92.37	12.99
own knowledge of the language(s) you teach that you can lower your students' anxiety about learning the language(s) you teach.	90.00	9.96	88.35*	10.48	90.61	9.59
ability to fully understand a movie that only uses the language(s) you teach?	89.73	13.58	88.82	13.35	90.27	13.53
own knowledge of the language(s) you teach that you can foster your students' interest about learning the language(s) you teach.	88.23	11.62	85.65**	13.32	89.37	10.71
own knowledge of the language(s) you teach that you can motivate your students to learn about the language(s) you teach.	88.15	12.17	86.14**	12.81	89.33	11.10
ability to help students learn at highest levels of the language(s) you teach?	87.59	14.09	84.32**	15.20	89.24	13.16

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own knowledge of the language(s) you teach that you can increase student achievement in your classes?	87.46	11.17	85.11**	12.69	88.46	10.26
	Sample		Novices		Veterans	
Teachers' Sense of Efficacy Scale	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
How confident are you that you can . . .						
provide an alternative explanation or example when students are confused? [IS]	91.70	9.87	88.82***	12.49	93.68	7.26
use a variety of assessment strategies? [IS]	88.97	12.58	84.64***	16.68	90.65	10.84
craft good questions for your students? [IS]	87.46	11.53	84.74**	12.45	88.75	11.05
get children to follow classroom rules? [CM]	86.15	13.51	83.96*	15.25	87.03	13.28
establish a classroom management system with each group of students?[CM]	86.09	13.95	83.64**	15.98	87.60	13.02
implement alternative strategies in your classroom? [IS]	85.85	13.01	82.00***	14.91	87.11	12.54
control disruptive behavior in the classroom? [CM]	84.89	14.68	80.64***	18.37	86.91	12.84
calm a student who is disruptive or noisy? [CM]	83.56	14.52	80.90**	17.75	84.67	12.86
get students to believe they can do well on school work? [SE]	82.07	13.19	79.77*	14.37	82.67	13.35
help your students value learning? [SE]	80.25	14.87	76.65**	16.57	81.36	14.76

assist families in helping their children do well in school? [SE]	78.27	17.74	74.84***	19.16	79.65	17.25
can motivate students who show low interest in school work? [SE]	74.17	17.90	70.25***	18.94	75.40	17.83
Perceptions of confidence and support						
What is your perceived confidence to use the language(s) you teach?	91.28	11.55	88.92**	13014	92.21	10.83
Rate the level of support you feel you receive from your students.	82.16	15.81	80.25	23.93	79.51	22.61
Rate the level of support you feel you receive from your administrator(s).	80.01	22.61	78.21***	17.75	83.85	14.73
Rate the level of support you feel you receive from your students' parents/guardians.	75.84	20.99	74.01	21.81	76.61	20.76

Level of significance reflects difference in means between responses from novices and responses from veterans. IS = Instructional Strategy. CM = Classroom Management. SE = Student Engagement. * $p < .05$. ** $p < .01$. *** $p < .001$.

letter in the FL(s) the participant teaches and (2) reading and understanding a newspaper printed in another country in the language(s) taught. Those two items were part of the FL Teacher Efficacy Scale. The two lowest ratings were found for perceived confidence to (1) motivate students who show low interest in schoolwork and (2) assist families in helping their children do well in school, which are part of the TSES scale.

Dimensionality of Teacher Efficacy

Following the preliminary analyses, I conducted an exploratory factor analysis procedure³ to identify the latent constructs underlying the items on the FLTES following factor analysis guidelines recommended by Fabrigar, Wegener, MacCallum, and Strahan (1999). Additionally, expert statistical recommendations from Henson and Roberts (2006) and Thompson and Daniel (1996) on the use of factor analysis were followed by applying multiple criteria in the selection of the number of factors (Cattell, 1966; Horn, 1965; Kaiser, 1960; Turner, 1998). Lastly, I chose to employ parallel analysis because “it has been shown to be among the most accurate methods for determining the number of factors to retain (Zwick & Velicer, 1986) and generally

superior to the scree plot and eigenvalue greater than one rule” (Henson, 2001a, p. 14).

An oblique principal component Oblimin procedure on the TSES items was first conducted and three factors (a.k.a. dimensions) emerged accounting for 72.90% of the variance in the respondents’ scores. Inspection of the factor loadings revealed that the three factors were the same as those identified as by Tschannen-Moran and Woolfolk Hoy (2001), with the Instructional Strategy factor accounting for the majority of the variance (52.94%). The other two factors, Classroom Management and Student Engagement accounted for 10.19% and 9.76% of the remainder of the explained variance, respectively. Guarding against incorrect interpretation of the factors (Graham, Guthrie, & Thompson, 2003), supplemental examination of the communalities focusing on both the structure and pattern matrices as well examining the screen plot confirmed that three dimensions were present and that each survey item was only measuring one aspect of teaching efficacy.

After examining the results from the TSES, a second factor analysis was carried out using only the 10 items of FL Teacher Efficacy Scale to investigate its dimensionality. The same statistical procedures were used and two strong factors (FL Teacher Content Knowledge, variance = 52.48% and FL Teacher as Facilitator, variance = 20.77%) were found that accounted for 73.25% of the total variance. Table 2 displays the structure coefficients in descending order and the factor structure appeared sound for the aforementioned reasons and because there were at least three survey items in each dimension (Velicer & Fava, 1998) and the sample met the minimal size requirements for factor analysis (MacCallum, Widaman, Zhang, & Hong, 1999).

Table 2. Structure Coefficients and Communalities for Each Instrument and Its Dimensions

Item	FLTES				TSES					
	CK		TF		CM		IS		SE	
	λ	h^2								
1. How much confidence do you have in your ability to read and understand a newspaper printed in another country in the language(s) you teach?	.92	.84								
2. How much confidence do you have in your ability to fully understand a movie that only uses the language(s) you teach?	.90	.82								

3. How much confidence do you have in your ability to write a personal letter to a pen pal in the language(s) you teach who is living in a foreign country?	.87	.76							
4. How much confidence do you have in your ability to have a conversation with a native speaker in the language(s) you teach?	.83	.70							
5. How confident are you in your own knowledge of the language(s) you teach that you can increase student achievement in your classes?			.85	.76					
6. How confident are you in your own knowledge of the language(s) you teach that you can foster your students' interest about learning the language(s) you teach?			.83	.73					
7. How confident are you in your own knowledge of the language(s) you teach that you can motivate your students to learn about the language(s) you teach?			.83	.69					
8. How confident are you in your own knowledge of the language(s) you teach that you can lower your student's anxiety about learning the language(s) you teach?			.80	.66					

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9. How confident are you that you can help your students learn at the first year level of the language(s) you teach?			.61	.39					
10. How confident are you that you can help your students learn at highest levels of the language(s) you teach?			.62	.39					
11. How confident are you that you can calm a student who is disruptive or noisy?					.91	.82			
12. How confident are you that you can get children to follow classroom rules?					.88	.54			
13. How confident are you that you can control disruptive behavior in the classroom?					.87	.76			
14. How confident are you that you can establish a classroom management system with each group of students?					.84	.72			
15. How confident are you that you can use a variety of assessment strategies?							.80	.65	
16. How confident are you that you can implement alternative strategies in your classroom?							.76	.57	
17. How confident are you that you can provide an alternative explanation or example when students are confused?							.72	.52	

18. How confident are you that you can craft good questions for your students?							.71	.51		
19. How confident are you that you can get students to believe they can do well on school work?									.89	.79
20. How confident are you that you can help your students value learning?									.81	.66
21. How confident are you that you can motivate students who show low interest in school work?									.76	.58
22. How confident are you that you can assist families in helping their children do well in school?									.54	.36

Construct Validity

Following factor analysis, correlation analyses were performed to investigate relationships among the scales and their dimensions. First, zero-order correlation coefficients⁴ were computed between the TSES and its three subscales (see Table 3).

Table 3. Zero-order Correlations of Teachers’ Sense of Efficacy Scale and its Subscales to FL Teacher Efficacy Scale

	Instructional Strategy	Classroom Management	Student Engagement	TSES	FL Teacher Content Knowledge	FL Teacher as Facilitator
Classroom Management	.60	-	-	-	-	-
Student Engagement	.63	.61	-	-	-	-
TSES	.83	.87	.87	-	-	-

FL Teacher Content Knowledge	.40	.20	.29	.35	-	-
FL Teacher as Facilitator	.91	.56	.64	.75	.43	-
FLTES	.81	.49	.57	.68	.80	.88

Note. All correlations significant at $p < .001$

Coefficients ranging from .60 to .63 indicated that the three subscales were related and that the TSES was strongly correlated with the three subscales ($r = .79$ to $.89$), supporting earlier findings by Tschannen-Moran and Woolfolk Hoy (2001). I conducted correlation analysis between the FLTES and the TSES and found a positive relationship ($r = .75, p < .01$), suggesting that the construct of teacher efficacy was measured successfully. Next, correlation analysis between the subscales of the two instruments revealed that the FL Teacher as Facilitator subscale was more strongly correlated ($r = .85, p < .01$) with the TSES than the FL Teacher Content Knowledge subscale ($r = .37, p < .01$). Additionally, of the three TSES dimensions, the Instructional Strategy factor was more strongly related to the FL Teacher as Facilitator subscale ($r = .89, p < .01$).

Finally, once satisfied that the FLTES was measuring the same construct as the TSES, which was found to be related to other regarded teacher efficacy instruments (Tschannen-Moran & Woolfolk Hoy, 2001), reliability coefficients were calculated. Satisfactory Cronbach alphas for both the FL Teacher as Facilitator subscale (.90) and FL Teacher Content Knowledge subscale (.93) indicated that the coefficients were acceptable for not only research purposes (alpha values above .80) but also equal and above the alpha value of .90 that is considered appropriate for clinical or educational decisions (Henson, 2001b).

Differences among FL Educators

One-way ANOVAs⁵ were conducted after statistical assumptions to perform such tests were met in order to examine the relationship between the independent variables of gender, FL taught, having studied abroad, and ethnicity for the two FL factors. Results indicated that there were not any significant differences among the groups. However, the ANOVA was significant $F(2, 418) = 4.10, p < .01, \eta^2 = .03$ for FL Teacher Content Knowledge and highest degree attained. The results of these calculations support the notion that highest degree earned has a differential effect on FL Teachers' Content Knowledge. Further analysis revealed significant yet weak correlations between FL Teachers Content Knowledge and time spent studying FLs abroad ($r = .20, p < .01$) and for years teaching FLs ($r = .13, p < .01$). A second statistically significant and weak positive relationship was discovered for FL Teacher as Facilitator and years teaching FLs ($r = .12, p < .05$). Evidence from these analyses support the belief that time spent teaching FLs and studying abroad have an impact on increased FL teaching efficacy.

I examined differences between novice and veteran educators for both scales (See Table 1 for means and standard deviations). All of the items of the TSES showed statistically significant differences between novice and veteran FL teachers as did the six items from the FLTES measuring the Teacher as Facilitator factor. There were no statistical differences between novice and veteran teachers for the items measuring content knowledge. Overall, there was a statistical difference between the two groups when asked about the perceived confidence to use the language(s) that the participants teach and the level of perceived support from administrators where veterans reported more confidence and support than novices.

Discussion

The present study was conducted to measure the level of efficacy for FL educators in the southeastern United States, investigate distinct factors associated with teaching FLs, and determine if there are significant differences in efficacy between novice and veteran FL teachers.

The present study was conducted to measure the level of efficacy for FL educators in the southeastern United States, investigate distinct factors associated with teaching FLs, and determine if there are significant differences in efficacy between novice and veteran FL teachers. To ensure the accuracy of construct measurement, the TSES (Tschannen-Moran & Woolfolk Hoy, 2001) was used alongside the FL Teacher Efficacy Scale for construct validity purposes. The TSES behaved in the same manner psychometrically as described by Tschannen-Moran and Woolfolk Hoy, bolstering the findings from the TSES development studies.

Factor analysis of the FLTES revealed two distinct factors of FL teacher efficacy: (1) Teacher as Facilitator and (2) Content Knowledge. Data analysis clearly supports the conceptualization of teacher efficacy as a multidimensional construct. Further investigation showed that construct validity was achieved because marked correlations were found between the FLTES, its two subscales, and the TSES. Additional analyses indicated several interesting differences among FL teachers. First, participants' content knowledge confidence was greater than their confidence in facilitating instruction. Specifically, differences among the groups for highest degree earned indicated that those who have earned a master's degree have a higher sense of efficacy than those with only a bachelor's degree. Individuals with a doctorate have the highest perceived efficacy of the entire group. Second, length of time teaching FLs and studying abroad appear to have an impact on efficacy. While it may not seem novel that increased education in the language and studying abroad affect teachers' sense of efficacy, such a finding is still significant because it underscores the importance of school districts having salary schedules that award teachers for continuing their education. Additionally, schools should encourage in-service teachers to apply for quality study abroad opportunities and reward them upon completion. There are a variety of study abroad options available to teachers at times when school is not in session as well as scholarship opportunities to study/teach abroad. The data clearly indicate the benefits to one's sense of efficacy in teaching languages.

The participants reported a strong sense of efficacy in their content knowledge abilities, and they reported a lesser sense of efficacy in the areas of classroom management and student engagement as measured by the TSES. In fact, the means for the items measuring student engagement (motivation) showed that participants expressed having the least amount of efficacy in that area. Clearly, the emphasis on content knowledge, which is a possible effect of the *No Child Left Behind* legislation, was demonstrated here. While content knowledge is crucial for teachers, the perceived ability to motivate students in the classroom is important, and has been found to be related to teacher efficacy (Midgley, Feldlaufer, & Eccles, 1989; Woolfolk, Rossoff, & Hoy, 1990) and may contribute to one's persistence in staying in the field of education. One implication that comes from this research is the recommendation that during pre-service education, more emphasis be placed on teaching strategies focused on building student intrinsic motivation to learn and acquire languages as well as classroom management strategies.

Research has shown that teacher efficacy is related to teachers' persistence when things are not going well and to their resilience in the face of setbacks (Tschannen-Moran & Woolfolk Hoy, 2001) and teachers' patience to work longer with struggling students (Gibson & Dembo, 1984). Perhaps FL teachers would be less likely to leave teaching if they had more knowledge of how to motivate their students to embrace language learning. Furthermore, the profession should work collaboratively to induct the newest members of the profession as well as those veterans who feel they would benefit from mentorship. While mentorship traditionally takes place at school during the workday, perhaps it is time to investigate collaboration from a different perspective.

Research has shown that teacher efficacy is related to teachers' persistence when things are not going well and to their resilience in the face of setbacks and teachers' patience to work longer with struggling students.

Comprehensive induction programs have been created for novices because these individuals are faced with the same responsibilities as their veteran counterparts (Feiman-Nemser, 2003). While Sarason (1990) notes that schools historically have not been set up to support the learning of novice or veteran teachers, there has been a surge of research on and creation of induction programs. The NCTAF (2002) reported that 28 states had some type of mentoring program for new teachers, but only 10 states mandate mentorship programs and support the requirement with funding. NCTAF further reported that those who have access to intensive mentoring by expert colleagues were much less likely to leave teaching in the early years. For example, California's Beginning Teacher Support and Assessment Program, which encourages local school districts, county offices of education, and colleges and universities to collaborate in providing new teacher induction programs, successfully reduced teacher attrition rates by two-thirds over a five-year period. This program reduced the attrition rate to 9% in contrast to 37% for new teachers who did not participate in such programs (National Governors Association Center for Best Practices, 2002).

It might be wise to establish mentorship programs that take place at venues other than schools and in the late afternoon or evening. Research indicates that teachers are social creatures (Swanson, 2008) and that by broadening mentorship to include the

FL professional community at large (e.g., professors, retired teachers), transformative learning experiences about student engagement and classroom management could conceivably occur through deeper levels of communication which may not be able to happen during regular school hours in more social settings. FL teachers could collaborate with faculty in higher education, leaders of state, regional, and national organizations after school or during professional development days to discuss strategies to increase teacher efficacy in the areas of student motivation to learn languages and classroom management.

...the combination of professional development that moves beyond the classroom and an increased emphasis in the areas of motivation and classroom management could lead to structured mentorship that helps increase FL teacher efficacy.

Further, the combination of professional development that moves beyond the classroom and an increased emphasis in the areas of motivation and classroom management could lead to structured mentorship that helps increase FL teacher efficacy. Such a chain of events might help retain more quality FL educators at a time when they are needed in U.S. classrooms. Findings from this study suggest that novice educators, who are most susceptible to attrition, may benefit the most from mentorship. Teachers with a greater sense of efficacy have a greater commitment to teaching (Coladarci, 1992) and are more likely to remain in teaching (Burley et al., 1991).

While this research has shown differences between novice and veteran FL educators, questions still remain. It would be informative to know what changes take place in the efficacy of FL pre-service teachers through their training and first five years as certified teachers, and how these differences correspond to FL teacher attrition. It would also be beneficial to know what the level of efficacy of FL educators deciding to leave the profession is as compared to those who remain. While the present study highlights new and interesting phenomena in the profession, it does have its limitations. This research was limited to participants who responded to listservs or who attended a professional conference, which may indicate a more select population of FL educators. Gathering contact information for all FL teachers currently working in schools would allow for a more diverse sample and perhaps allow for broader generalizations of the findings. Additionally, the data were self-reported and the limitation of such data is that researchers have no way of verifying the accuracy of the respondents' answers to the survey. Thus, observing teachers in the classroom may help improve the correspondence between individuals' perceptions of their teaching ability and their observed teaching performance.

Although the current study's methodology is rigorous, it is important to note that this is only one possible method for investigating the issue of teacher non-retention. Using the FLTES in conjunction with qualitative interviews of FL teachers who quit the profession might be an avenue to explore. Moreover, focus groups of FL educators who have survived the profession for many years may provide some interesting findings too.

Notwithstanding the limitations of this research, a teacher shortage remains. Up to this point, a specific instrument to measure FL teachers' sense of efficacy was not available. The FLTES is a psychometrically sound instrument that can be used to measure FL teacher's efficacy beliefs. For example, it can be used with pre-service educators in teacher preparation programs as well as in school districts with novice FL teachers to identify perceived strengths and weaknesses teaching languages. Once identified, work can begin with these individuals to improve aspects of their content knowledge and/or facilitation of instruction in an effort to retain more FL teachers at this time of a teacher shortage. I call for more research not only to arrest the decline of in-service teachers but also to develop more innovative teacher recruitment and retention strategies as a means to increase the number of efficacious educators.

Notes

1. Reliability indicates the consistency of measurement and the coefficient range is from 0.0 (low) to 1.0 (high).
2. Standard deviation is a measure of central tendency that shows the spread of a dataset around the mean of the data.
3. A statistical procedure that reduces a large number of questions in a topic area to a smaller number of basic factors
4. Correlation coefficients or (r) range from -1.0 (an inverse relationship) to +1.0 (a perfect relationship).
5. A statistical method that makes simultaneous comparisons between two or more means to verify if a significant relationship exists between variables being tested.

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What is taught in the foreign language methods course?

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Abstract

In foreign language (FL) teaching since the mid 1990s, a number of changes have been inspired by national standards for student learning and by standards for teachers and programs that prepare teachers. The FL methods course is a key delivery point for knowledge required of teachers in these fields, but the content and manner of delivery vary widely across the US. The authors undertook a survey of instructors of FL methods courses to determine whether and to what extent recent recommended changes have been incorporated. Results indicated that the most instructed topics were contextualized instruction of grammar, second language acquisition theories, and use of authentic materials. Other topics reflecting the Standards for Foreign Language

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Learning in the 21st Century (National Standards in Foreign Language Education Project [NSFLEP], 2006) were also frequently taught. Instructor comments are included in the summaries.

Introduction

Since 1990 the field of foreign language instruction has seen a number of significant changes. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines - Speaking were revised in 1999, and the ACTFL Proficiency Guidelines - Writing were revised in 2001. Perhaps the most important event was the appearance in 1996 of the Standards for Foreign Language Learning: Preparing for the 21st Century (SFLL), also known as the Five Cs. A collaborative effort among ACTFL and 22 professional organizations, the SFLL describe what students are expected to know and be able to do in terms of five goal areas: communication, culture, comparisons, connections, and communities. Benchmarks for grades 4, 8, and 12, along with learning scenarios, provide guidance to teachers and students of foreign language. In 2006, after a decade of familiarization with the standards, the profession saw the revision of the standards and the addition of Arabic in the new edition entitled Standards for Foreign Language Learning in the 21st Century (2006). Along with expectations for minimal student language proficiency, new models of classroom assessment were developed, based on rubrics that describe performance as measured against expectations.

In addition to the standards for student performance, standards for teacher preparation were released in 2002 and workshops were held to assist institutions of higher education that prepare foreign language teachers (American Council on the Teaching of Foreign Languages [ACTFL]/National Council for the Accreditation of Teacher Education [NCATE], 2002). Another new development in foreign language education was the release of new Advanced Placement Exams in French and Spanish by Educational Testing Service and the development of a new Praxis II exam¹ intended to closely align with the new ACTFL/NCATE standards.

Underlying many of these changes is a changing view of how learning happens. Calling upon research in socio-cultural theory (Appel & Lantolf, 1994; Brooks, 1990; Lantolf, 1994; Rogoff, 1990; Vygotsky, 1978, 1986; Wells, 1998; Wertsch, 1994), Shrum

The methods course is a key delivery point where beginning teachers encounter a systematic body of knowledge about teaching and learning.

and Glisan (2010) point out that learning and development are as much social processes as cognitive processes, and occasions for instruction and learning are situated in the discursive interactions between experts and novices. Besides learning from speakers of the target language, students find that an explosion of technological innovation has meant that language learning has become pervasive — any time or any place — wherever students can access the Internet.

The methods course is a key delivery point where beginning teachers encounter a systematic body of knowledge about teaching and learning. The content in this course is already extensive since it provides for beginning teachers the knowledge, skills, and dispositions gathered from psychology, applied and sociolinguistics, anthropology, and educational research.

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The changes in our profession since the 1990s inspired us to pose questions about whether and how innovation, change, and policy recommendations become part of changing professional cultures for FL teachers (Markee, 1997).

As the systematic body of information on language teaching has multiplied, the need to examine how and to what extent the methods course has accommodated these changes is the focus of this study. The research question that guided this study was: How and to what extent are methods instructors incorporating instruction topics suggested by recent research and development of new standards into the FL methods course? To understand these challenges for content delivery by today's FL methods instructors, we examine the body of research that inspired the question.

As the systematic body of information on language teaching has multiplied, the need to examine how and to what extent the methods course has accommodated these changes is the focus of this study.

Review of literature

Early 20th century. Investigation about how people learn languages and how to best teach languages is a relatively young field, with the most active academic fervor on the topic emerging in the 1940s and 1950s when findings of psychological research led to the use of stimulus-response drills and the audio-lingual method. Spurred by Public Law 85-864, the National Defense Education Act (1958) workshops to increase teacher proficiency in the target language and to update teaching practices resulted in the shaping of foreign language methods-of-teaching courses, commonly called 'methods' courses (Axelrod, 1966). Brooks (1964) was among the first to describe the goal of teaching languages:

The comfortable grammar-translation days are over. The new challenge is to teach language as communication, face-to-face communication between speakers and writer-to-reader communication.... A constant objective is to learn to do with the new language what is done with it by those who speak it natively. (Brooks, 1964, vii)

With the goal of teaching language for communication in mind, Brooks developed a list of topics to be included in the methods course: theory of language; the phone/phoneme/morpheme; mother tongue vs. second language; general theories of learning; position of the language teacher in the school; culture in the classroom. With regard to the curriculum, Brooks (1964) pointed out that "Before the end of Level III, the student will have read and worked with many pages of text chosen for their cultural content or literary merit" (p. 128). In broad strokes he suggested a teaching methodology that included pattern practice as a cardinal point. He described how to teach reading and writing in one 16-page chapter, and he described the use of a language lab. As for tests and measurements, he described dictation, pattern practice, and fill-ins. His book described the shape of the early methods course and provided discussion about how to build our profession by considering questions about the relationship of language teaching to literary study and scientific study of learning, instruction, and technology.

Guidelines: 1966 and 2006. A strong impetus for the education of FL teachers came when the Modern Language Association (MLA) recommended a course in the methods of teaching modern foreign languages. Such a course should comprise the “study of approaches, methods of, and techniques to be used in teaching a modern foreign language...[including] the use of the language laboratory and other educational media” (MLA, 1966, p. 344). Four decades later the ACTFL/NCATE standards (2002) reiterated that programs preparing foreign language teachers should include

A methods course that deals specifically with the teaching of foreign languages and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues (p. 3).

Several texts appeared that served to guide the instructor of the methods course, giving beginning teachers techniques and strategies for daily teaching. In the 1980s, methods textbooks and course content began to reflect the research base of the field, blended with teaching practices and field experiences in schools. As part of the ACTFL/NCATE standards, the methods course became the primary site for delivery of the SFLL.

Topics in methods courses. Grosse (1993) identified the following in her survey of foreign language methods course instructors: professionalism and pride, culture, testing, methods, developing oral proficiency, planning lessons, theories of language learning, writing, listening, grammar, and reading. Tedick & Walker (1995) pointed to problems that were endemic to teaching foreign and second languages, despite progress that has been made in defining the field and the content of the methods course. They signal that we have yet to resolve these concerns: interdependence between L1 and L2, fragmentation and isolation of teachers, language taught as an object, and the language/culture connection. They suggested that teacher education programs be organized around coursework, experiences, and portfolios.

After the appearance of the SFLL (2006), methods course content attempted to show beginning teachers how to teach what the SFLL, the Five Cs, indicated that their students should know and be able to do. Allen (2002) surveyed 2923 midwestern FL teachers to see how the standards were being understood and integrated into their classrooms. She found that teachers had more familiarity with the standards if they were involved in ACTFL and one other professional organization, or at least two other professional organizations. Teachers agreed with the following statements that are consistent with the standards: foreign language learning is for all students, the target language should be the language of instruction, and foreign language learning should be available in early elementary grades.

Cooper (2004) went beyond familiarity with the standards to see what competencies teachers found most important in their pre-professional preparation. In the group of 341 teachers he surveyed, these topics were mentioned: proficiency in the TL; using the SFLL; classroom management techniques; planning for instruction; meeting needs of diverse students; knowledge of target culture(s); aligning instruction and assessment; evaluating speaking skills; evaluating other language skills such as listening, reading, writing; understanding learning styles; and using technology in FL teaching. Cooper's

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study does not indicate where teachers gained these competencies. It does report that his participants viewed certain courses as not helpful. Too much theory and not enough practice were problematic in education courses such as educational psychology, foundations of education, and history of education. Courses that were too theoretical and not applicable to high school students included some courses in methodology, literature, phonetics, and linguistics. Not helpful in communicative use of the language were language and literature courses. By contrast, Cooper's participants indicated that the following experiences were helpful: student teaching, study abroad, foreign language classes emphasizing grammar/language conversational skills; courses that taught storytelling; professional conferences and workshops. Cooper's participants pointed out that they needed more time in schools in practical teaching experiences, training in classroom discipline and management, and study abroad.

Cooper focused on the beliefs held by FL teachers about what was beneficial in their pre-service training. By contrast, Wilbur (2007) conducted a study among 32 instructors of methods of teaching foreign languages courses at postsecondary institutions to determine what FL methods courses emphasized for pre-service candidates. Data were collected via surveys and syllabus analysis from all 32 instructors, with follow-up questionnaires for ten of the instructors. Results indicated the recognition of the importance of the research-based national SFL, but implementation of them is accomplished in varied ways. Wilbur's study affirmed the findings of an earlier study by Velez-Rendón (2002); that is, consensus exists around the development of language proficiency and cultural awareness as the main goal of second language learning, but there was considerable variation about how to accomplish this goal. Wilbur found that 30 different types of instructional theories and 38 unique classroom strategies were mentioned in the syllabi. More than half of the syllabi reflected a belief in the importance of the use of standards in lesson planning, instruction, and assessment, but fewer than half of the syllabi included practical ways to apply them. A third of the syllabi emphasized oral interpersonal and presentational skills, the writing process, pre- and post-reading, culture, use of authentic materials, teaching culture through literature, grammar in communicative teaching, error correction, incorporating vocabulary, making instruction comprehensible, and varying teaching strategies to meet the needs of diverse learners. However, seven did not mention specific strategies for delivery of instruction. Two essential elements of the SFL are the interpretive, interpersonal, and presentational modes of communication, representing the goal area of communication. Only one of the syllabi examined by Wilbur organized course content around the three modes of communication. Another goal area of the SFL, culture, suggests organizing teaching and learning around the paradigm of the 3 Ps, that is, products, practices, and perspectives. Wilbur found that none of the syllabi did so. Thirteen of the syllabi encouraged active membership in professional organizations.

Wilbur's study reminds us of demographics that have implications for teacher preparation. She points out that today's in-service teachers were taught in high school or college by practicing teachers who received their professional formation well before the adoption of national standards in 1996. Their methods were thus based on some personal philosophy about teaching that might not have been consistent with the current standards. Pre-service teachers are strongly influenced by those who taught them in high school or college, which may partially explain the persistence of some

... in practice, shifting to standards-based methodologies requires that teachers gain knowledge of instructional and assessment practices to support these methodologies.

practices or beliefs found in Wilbur's study, e.g., a belief that covering a textbook is a goal.

Schulz (2000) suggested that more changes would be accomplished via consensus around the standards than by any other means. Wilbur concluded that there is consensus about the standards, and that methods textbooks support the standards. However, in practice, shifting to standards-based methodologies requires that teachers gain knowledge of instructional and assessment practices to support these methodologies. Wilbur also found that in 2007 there yet

remained inconsistencies about appropriate use of TL in classroom, how to address learner diversity, and how these intersect with standards-based assessment and instruction.

Summary of methods course topics

Schulz (2000) stated that the profession needs to define, research, and agree upon appropriate teacher competencies in language proficiency and professional knowledge. With the appearance of the ACTFL/NCATE program standards in 2002, the first stages of the process became available to the profession but research and revision continue to be necessary processes. Allen (2002) and Cooper (2004) showed the pervasiveness of the SFL, and Wilbur (2007) showed that there is consensus on 'what' should be included in a methods course but not 'how' to accomplish standards-based instruction. Hedgecock (2002) pointed out, however, that action research in their classrooms would help engage new teachers in understanding classroom processes. Whether or not action research should be a topic in the methods course is not clear, and there is still variation in the 'how' of teaching, that is, in the best practices to be adopted. Throughout, the methods course remains a key point at which professional knowledge is provided for beginning teachers. Markee (1997) points out that change that is promulgated from within, via a bottom-up, grassroots, consensus-building process is more likely to be implemented than other types of change, such as change orchestrated from a top-down administrative source. The changes in standards, proficiency guidelines, and assessment have been developed and disseminated by teachers at all levels of the FL teaching field. Zimmer-Loew (2008) proposes that the professional competence of present and future language teachers should include the Standards for Foreign Language Learning (2006) and proficiency guidelines for assessment of language competence. We ask then, whether and to what extent the new knowledge is being incorporated into the FL methods courses. To that end, the authors prepared a survey querying what is the content of twenty-first century foreign language/second language methods course(s).

Methodology

Eight topics formed the survey that was distributed to foreign language teacher educators throughout the country. The topics were generated by the researchers from the review of literature, and from analysis of several contemporary textbooks on teaching FL methods (Hall, 2001; Horwitz, 2007; Lee & VanPatten, 2003; Hadley, 2001; Shrum & Glisan, 2005). In addition, the researchers sought confirmation of the

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topics by sharing them with recognized experts, textbook authors, officers in national and regional professional organizations, and members of national accreditation teams in foreign language education. In broad categories, those topics include pedagogy, standards, licensure issues, professional development, technology, levels of instruction, assessment, and language policy. Investigators created an online survey using SurveyMonkey (2007) to generate a national discussion of methods courses. The survey was approved by the Institutional Review Board (IRB) at the University of Arkansas at Little Rock prior to distribution. A random sampling of foreign language education faculty at all state land-grant institutions, state system universities, and a sampling of private institutions formed the pool of respondents. Anonymity was guaranteed through the IRB process, and participants were informed of the benefits of participating in the survey to discuss a common core of content knowledge that may be taught among foreign language methods faculty. Investigators distributed the link to the web survey through regular mail and 32 responses were received out of the 200 requests for a 16% return rate. Furthermore, preliminary results were presented at the 2007 annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) where authors sought anecdotal confirmation of the findings from among the 55 session participants. Given the low return rate on the survey, it is clear that conclusions may not have broad implications. Nevertheless the data do provide insights on a profile of what is being taught in today's foreign language methods classes.

In broad categories, [the] topics [in this study] include pedagogy, standards, licensure issues, professional development, technology, levels of instruction, assessment, and language policy.

Results

In the survey, we asked respondents to indicate whether or not a particular topic is instructed within the methods course, then to rank order the importance of that particular topic as extremely important, very important, important, not very important, or not at all important. We also asked them to indicate the percentage of time spent on these topics within the course. Categories for the percentage of time allocated to a given topic were 0-5%, 6-10%, 11-15%, 16-20%, and 21-25%. Respondents provided specific comments for each topic. Here we report a summary table for each topic, along with interpretation by the researchers, indicating which topics were taught in the methods course by a large percentage of the respondents, which were reported as least taught, the percentage of respondents who thought this topic was extremely important, and the amount of class time they allocated to that topic. Comments from respondents comprise the final portion of our reporting for each of the following topics. Respondents also provided general comments after they completed the survey. We report these comments at the conclusion of all of the topics discussions.

Expectation I: Pedagogy

The focus of pedagogy over the past fifty years has caused rethinking of what is important and necessary for the training of future foreign language teachers. In the survey, participants indicated whether they include in their methods course a variety

of topics found in current pedagogical knowledge for foreign language teachers. What follows is a snapshot of what is taught nationally in FL methods courses, the level of importance assigned to each topic, and an approximation of the time devoted to the topic in the course as reported by respondents.

	Topic	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	SLA theories	97%	11-15 or 16-20%
	Interpersonal communication	94%	11-15%
	Contextualized grammar instruction	91%	11-15%
	Authentic materials	84%	6-10%
	Interpretive communication	84%	16-20%
	Input/output	77%	11-15%
	The 3 Ps paradigm (products/practices/perspectives)	77%	6-10%
	Learning styles	72%	6-10% or 11-15%
	Content-based instruction	69%	6-10%
	Multiple intelligences	53%	6-10%
Below 79%		Extremely Important	
	Presentational communication	84%	6-10% or 21-25%
	Modes of instruction	45%	3-5%

The topics included in the methods course, mentioned by more than 80% of the respondents and to which more respondents assigned extremely or very high levels of importance, and to which they dedicated 16-20% of their course time were

- second language acquisition theories, and
- interpretive communication.

Interestingly, presentational communication was mentioned by fewer than 80% of the respondents, but 84% ranked it of extreme or very high importance, and the amount of class time devoted to it was evenly split among those giving it 6-10% and those giving it 21-25%.

Other topics included in the course mentioned by more than 80% of the respondents

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and deemed by more than 80% of respondents as extremely important or of very high importance were, in order of class time devoted to them,

- Interpersonal communication
- Contextualized grammar instruction
- Input/output
- The 3 Ps paradigm (products/practices/perspectives)
- Learning styles
- Authentic materials
- Content-based instruction
- Multiple intelligences.

For 100% of the respondents, contextualized instruction of grammar, second language acquisition theories, and authentic materials play a role in methodology coursework. That second language acquisition theories leads the list of topics in terms of importance and time spent in the coursework is an indication that the profession is turning away from a “bag of tricks” or “bandwagon” approach. The profession is moving toward a knowledge base grounded in research and empirical studies. Furthermore, the instructors of the methods course acknowledge the effects of this knowledge base as expressed in the national standards. In light of a decade of national standards emphasizing interpretive, interpersonal, and presentational language and the products/practices/

That second language acquisition theories leads the list of topics in terms of importance and time spent in the coursework is an indication that the profession is turning away from a “bag of tricks” or “bandwagon” approach.

perspectives paradigm, most of the respondents indicate that preservice instruction in these student standards is an important component to which adequate time in the methods course is dedicated. Although some of the topics that are taught in the methods course vary in level of importance within the course, respondents felt that elements of the national standards such as the interpretive and interpersonal modes, and to a lesser extent the presentational modes and the 3 Ps paradigm of the student standards, are considered to be extremely important to the preparation of future foreign language teachers. Many teacher educators may find this encouraging as the national standards may be galvanizing an entire generation of language teachers. Topics such as the use of authentic materials, input/output, and contextualized grammar instruction all represent very important to extremely important components of the methods course. It appears that these pedagogical issues have become an accepted and expected part of the methods canon. Finally, modes of instruction and lesson plan construction such as Pathwise[®] (Educational Testing Service [ETS], 2002) or PACE (Shrum & Glisan, 2005) were mentioned by the smallest number of respondents, assigned the least level of importance and time. This may be attributed to the lesson planning mode adopted by their state or the textbook used.

Some of the comments offered by the respondents on the topics taught in methods courses included

- “ACTFL Standards for Foreign Language teaching and learning [sic] are the guiding and organizing principles in my methods course.”

- “The 3Ps of the cultural paradigm are also central to instruction of this course.”

Several institutions are now offering more than one methods course, particularly when the focus is on the split between P-8 and 7-12 instruction, thus giving them more opportunities to spend more time on this new knowledge.

Expectation II: Standards

The next section of the survey asked about the variety of standards available to the profession since the mid 1990s. These include standards for what students of language should be know and be able to do as well as standards for what professional teachers should know and be able to do. Since foreign language methods course often addresses preparation of teachers of English as a Second or Foreign language (ESL or EFL), standards for ESL were also included in the survey.

	Standards	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	Standards for Foreign Language Learning in the 21st Century	65.5%	21.25%
	American Council on the Teaching of Foreign Languages/National Council for the Accreditation of Teacher Education (ACTFL/NCATE) Standards for the Preparation of Foreign Language Teachers	41.4%	21.25%
Below 38%		Extremely Important	
	Interstate New Teachers Assessment and Support Consortium (INTASC)	12%	0-5%
	Teaching English to Speakers of Other Languages/National Council for the Accreditation of Teacher Education (TESOL/NCATE) Standards for P-12 ESL Teacher Education	20.8%	0-5%
	International Society for Technology Education (ISTE) Standards		
	PreK-12 English Language Proficiency Standards	18%	0-5%

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Respondents indicated that the Standards for Foreign Language Learning in the 21st Century (SFLL) (NSFLEP, 2006) and the American Council on the Teaching of Foreign Languages/National Council for the Accreditation of Teacher Education (ACTFL/NCATE) Standards for the Preparation of Foreign Language Teachers were ranked as extremely important. Furthermore, these standards occupied 21-25% of instructional time in the methods class. About a fourth of the respondents indicated that they taught the following standards²: Interstate New Teachers Assessment and Support Consortium (INTASC) for beginning teachers, Teaching English to Speakers of Other Languages/National Council for the Accreditation of Teacher education (TESOL/NCATE) for ESL teacher education programs, PreK-12 student standards for English language learners (ELLs), and International Standards for Technology Education (ISTE) for technology for teachers. Fewer than 21% of the respondents ranked these standards as extremely important; they also allocate very small portions of class time to them (0-5%). This result may indicate that the ESL teacher preparation programs are housed in different departments in a university. Likewise, ISTE standards are often covered in a required technology course for preservice teachers that is separate from the FL methods course.

A comment from one of the respondents indicates the dilemma facing methods instructors:

The methods class is the only class that I have with most of my preservice teachers before their teach [sic]. Mine is a very small institution and I am THE FL AND ESL person on campus! I am a FL specialist and constantly feel that I'm shortchanging the ESL people. With our small program, however, having an ESL person in the department isn't very economical.

Expectation III: Licensure issues

Respondents indicated that the common language provided by the ACTFL Proficiency Guidelines — Speaking and Oral Proficiency Interview (OPI) testing has become standard vocabulary for the methods course. The responses confirmed the existence of a common yardstick and nomenclature provided by the guidelines over the past 20 years. A preservice teacher from any corner of the country has some awareness of what student performance is for novice, intermediate, advanced, or superior levels of performance.

According to the respondents, beginning teachers learned about the proficiency guidelines and how to assist their students in developing proficiency. The impact of the guidelines has been felt even more strongly by teacher candidates who are enrolled in teacher education programs recognized by ACTFL/NCATE. These teacher candidates have been required to demonstrate a rating of Advanced-Low on an official ACTFL OPI (see endnote 2).

... the common language provided by the ACTFL Proficiency Guidelines — Speaking and Oral Proficiency Interview (OPI) testing has become standard vocabulary for the methods course.

	Licensure Issues	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	ACTFL Proficiency Guidelines	56.7%	21-25%
	ACTFL Oral Proficiency Interview (OPI)	34.5%	11-15%
Below 52%		Extremely Important	
	ACTFL Writing Proficiency Test (WPT)	20%	0-5%
	Praxis Test or other test required by the state	16.7%	0-5%

In addition, many programs have begun to use the ACTFL Written Proficiency Test (WPT) as an additional assessment to indicate knowledge and proficiency level of their teacher candidates. The ACTFL WPT, because of its relative newness, has not had the impact that the OPI test has had, but it is having some effect on licensure in some states such as Connecticut, Pennsylvania, Georgia, North Carolina, and Virginia.

Expectation IV: Professional Development

The need to instill a sense of professionalism in future foreign language teachers was evident in the responses from participants regarding attendance at regional or state conferences.

The need to instill a sense of professionalism in future foreign language teachers was evident in the responses from participants regarding attendance at regional or state conferences. Over 90% of the respondents indicated that conference attendance and membership in regional and national professional organizations were part of the methods course, though they did not spend much course time on this topic. The ACTFL/NCATE teacher preparation standards require that candidates engage in professional development activities. Members of the ACTFL/NCATE audit team report that many institutions have been meeting this standard by requiring attendance at the local or state foreign language conference (D.C. McAlpine and J. L. Shrum, personal communication, November, 2009). In terms of importance, more respondents ranked state FL organization memberships as extremely important (43.3%), while the regional memberships and national memberships were also considered important by 50% and 40% of the respondents, respectively. Moreover, membership in FL teaching organizations at the state, regional, and national level is highly encouraged in the methods course.

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Many respondents indicated that little attention was given to topic of professional development, perceiving that it was of more concern to teacher candidates once they left the university campus and entered the field as in-service teachers. As one respondent says, “I mention memberships and attendance at conferences as a WONDERFUL way of professional development, but I can’t focus all of my time on this when I have only one semester.”

It is interesting to note that certification by the National Board for Professional Teaching Standards, while growing, has not become part of the discussion of

	Professional Development	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	Attendance or presentation at conferences	36.7%	6-13%
	Regional FL organization memberships	30.0%	0-5%
	National FL organization memberships	33.3%	0-5%
Below 40%		Extremely Important	
	National Board Certification	4.3%	0-5%

professional development opportunities for beginning teachers; 40% of respondents ranked it as not important, and 60% of them spent 0-5% of their class time on it. This indicates that national board certification, since it applies to experienced teachers, is best reserved for a separate course and not for a tightly structured methods course for beginning teachers.

Expectation V: Technology

For years the major technological demand on the foreign language methods instructor was to teach the preservice teacher the use of the overhead projector and screen or use of a foreign language laboratory for instructional purposes. Today, fitting meaningful use of technological tools into a three-credit course has been often overwhelming for FL methods instructors. New tools have developed more rapidly than the research to determine their effectiveness for foreign language teaching and learning. Additionally, use of technology has been often taught in a generic course in a teacher education program and may not represent best practices in foreign language instruction.

New tools have developed more rapidly than the research to determine their effectiveness for foreign language teaching and learning.

Results of the survey indicated that instructors were still only expecting the use of word processing, presentational, and email software. Podcasting/vodcasting and course management programs such as Blackboard do not appear in the data table because they did not reach the criterion level for inclusion, that is, being mentioned by more than 65% of the respondents. However, 50% of respondents did mention them as tools that were instructed in the methods class, and 56% of them ranked the tools as important, but most respondents granted only 0-5% of instructional time to these tools. It is possible that the methods course of the future might be organized around the technological tools that best deliver the interpretive, interpersonal, presentational and cultural content to tomorrow’s digital natives.

Still, among the least instructed technological topics were blogs, commercial language learning solutions, wikis, document cameras, and smartboards. While document cameras may not yet have overtaken the popularity of overhead projectors, and smartboards may not be omnipresent in classrooms, methods instructors may need to consider devoting more attention to newer interactive technologies such as wikis, blogs, and social networking.

	Technology	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	PowerPoint	48%	0-5%
	E-mail	53.8%	0-5%
	WebCT/Blackboard	28%	0-5%
	Word processing	21.7%	0-5%
Below 34%		Extremely Important	
	Blogs	50%	0-5%
	Commercial language learning programs (Tell Me More, Rosetta Stone, etc.)	37.5%	0-5%
	Wikis	50.0%	0-5%
	Elmo/Document cameras	50.0%	0-5%
	Smartboard	31.8%	0-5%

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The challenge for language educators is to weigh the amount of time they can dedicate to instruct the proper use of technology given all the other issues that are more pressing in the preparation of today’s foreign language teacher. Often the instruction of this material comes from one chapter in the methods text on the importance of technology in foreign language teaching. One survey respondent indicated, ‘These [technology] items are not a focus of the methods class. There is a technology class that focuses on them. In the methods class we discuss the integration of technology, which is a required component of the lesson and unit plans.... We discuss technology applications as they come up naturally.’”

Expectation V: Levels of instruction

With the increased interest in foreign language programs in elementary schools, the investigators were interested to see if more instruction of PreK-5 pedagogical issues is included in the methods course.

	Levels of Instruction	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	Secondary instruction (9-12)	48%	21-25%
	Middle school instruction (5-8)	24%	16-20%
Below 69%		Extremely Important	
	Elementary school instruction (PreK-5)	18.5%	0-5%
	Higher education instruction (13-16)	12.5%	0-5%

Even though there is interest in early language learning, according to these respondents, the majority of instruction in the methods course still focuses on grades 9-12 instruction, ranked as extremely important, and receiving 21-25% of the class time. Teaching foreign languages in middle school was ranked as very important, receiving 16-20% of the instructional time. In the foreign language methods course, not much attention is given to the elementary school setting or to the higher education setting. Pfeiffer (2008) addresses the lack of professional development for collegiate instructors, an inattention to building professional knowledge and skills that begins in graduate school where the next generation of scholars/teachers are prepared. He points out that “While we pay more attention to teacher training now than in the past, issues of language teaching still play a minimal role in graduate education” (p. 297).

In response to developing interest in the full P-12 foreign language spectrum, one respondent noted, “I’m interested in dividing our current 3-credit K-12 course into two 2-credit courses K-8 and 9-12 and would like to know what other people out there are doing.”

Expectation VII: Assessment

With national interest in assessment and accountability, the foreign language profession is responding appropriately to measurements of student outcomes.

	Assessment	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	Authentic assessment	60%	21-25%
	Criteria/rubrics	46.4%	16-20%
	State FL standards, frameworks, assessment criteria	55.2%	11-15% or 21-25%
Below 45%		Extremely Important	
	Conducting action research	48.1%	0-5%
	Empirical research design	57.2%	0-5%
	Linguafolio	73.1%	0-5%

Because of the foreign language field’s long-standing interest in performance assessment, it is not surprising to see authentic assessment, based on standards and frameworks and assessed with rubrics, serve as a centerpiece of the assessment discussion in methods courses and ranked as extremely important. Respondents also dedicate large percentages of their class time to these topics. The ACTFL Proficiency Guidelines, the OPI, the ACTFL Writing Proficiency Test (WPT), the *SFLL* standards for student performance, the ACTFL/NCATE teacher standards, and the Integrated Performance Assessment (IPA)³ have placed the foreign language profession years ahead of other disciplines with regards to formative and summative assessments. Portfolio assessment is also taught by 79.3% of respondents. Slightly more than a third of them rank it as important. Interestingly the time allocated for portfolio assessment ranges from 0-5% to 21-25%.

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Since 46.2% of respondents reported that Linguafolio is not at all important, this may mean that those who instruct in methods courses are not yet familiar with such an assessment tool that is being used in an increasing number of K-12 and university settings.

Reiterating the importance of assessment for today’s FL methodology course, one educator comments, “assessment is taught in the K-12 methods course but students have several other experiences in the program where they apply assessment to learning, create and design authentic assessments, reflect on the use of the assessments, write case studies about the assessments, etc.” Another proof of the importance of this topic is a comment that “We focus on assessment in a separate second language assessment course.”

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Expectation VIII: Language Policy

In response to the changing demographics in American public school systems, the survey asks respondents to comment on language policy issues. Future foreign language teachers must adapt to a changing academic environment no longer composed of traditional school populations; therefore, the investigators wanted to know whether any instruction occurs on language policy issues including literacy, immigration, social justice, and heritage or home background language learners.

	Language Policy	% of respondents who ranked importance level	Most respondents allocated this % of time to this topic
More than 80% of respondents teach these topics		Extremely Important	
	Heritage or home background language learners	55.2%	0-5%
	Language policy	51.9%	0-5%
	Literacy	30.4%	0-5%
	Social justice	34.6%	0-5%
Below 45%		Extremely Important	
	Immigration	37.5%	0-5%

Respondents include in their instruction issues surrounding heritage or home background learners. Topics such as literacy, immigration, and social justice may be discussed in foreign language methods classes that also include preparation of teachers of English as a Second Language. The instructors see the importance of the language professional aiding in the development of literacy within a school, perhaps as a result of the importance placed on literacy by the No Child Left Behind Act (2001). Due to the lack of a national language policy and the time required to instruct future teachers, the amount of instructional time spent on this issue is minimal. As one person states “geographic location makes these issues less stressed than basic instruction and the consideration of ALL students’ basic need for recognition as individuals and taught to access their best skills.”

Final thoughts from survey respondents

Especially telling are the final overall comments that support many of the statements from the survey. Written by respondents after they completed the survey, these comments underscored the breadth of content in the foreign language methods class, especially when the class is designated for preparation of teachers of foreign languages as well as English as a Second Language.

- One semester just isn’t enough time to get in everything that needs to be taught. I already feel that I’m working their fingers to the bone without the things that I don’t teach. And the added challenge of being the NCATE person for both FL and English as a Second Language (ESL), at the undergrad and grad level, is working my fingers to the bone. Oh, and I teach mostly lower level language classes. Too busy to focus most days.
- The focus of our K-12 methods course is on articulation of language programs and language instruction for proficiency development. Many programs in our state are moving toward longer sequences of uninterrupted study beginning in the early grades, and it is imperative that teacher candidates understand curriculum design, teaching and assessment practices, national and state standards, literacy development at all levels, program models and the variety of needs of each program, advocacy for programs (and the different philosophies of administrators at each level), etc. This knowledge is applied through a variety of experiences beyond methods. It is a very complex task!
- This survey makes me realize there’s lots to do but so little time to do anything exceptionally well. If there’s only 1 methods course students take, well, lots does NOT get covered!

Summary of findings

The survey shows that in the profession there is much agreement among the respondents in terms of topics, their importance, and the time allocated to them in the methods class. Bearing in mind that Markee (1997) reports that the acceptance of innovation in educational systems can take from 8 to 50 years, the student standards (NSFLEP, 2006) as well as the teacher standards (ACTFL/NCATE, 2002) have made a relatively rapid impact on the profession, having appeared in the late 1990s and already

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ranked as extremely important and occupying 21-25% of class time. The profession appears to have reached consensus (Schulz, 2000) with regard to standards and the corpus they represent for what students as well as their teachers need to know and be able to do. Furthermore, the profession appears to be moving toward a knowledge base about language teaching that is anchored in research and standards. Guidelines and instruments used to assess proficiency, e.g., the ACTFL OPI, are given high priority. While the focus of most of the instruction in the methods class still is on high school, the importance of middle and elementary school language instruction is receiving strong attention. Ongoing professional development for language teachers can provide support for continued growth in instructional practices for all levels of language learning as well as meaningful incorporation of technology into language learning. Assessment of student learning occupies a large portion of the methods class, and some institutions have already begun a separate class on assessment. Instructors of methods classes struggle to find time to explore adequately those issues related to language policy and to the aspects of teaching English as a Second Language that are different from teaching a foreign language such as French, Latin, Japanese, or Spanish.

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Implications for research

This study provides merely an indication of changes in the methods of teaching foreign languages course for beginning teachers. Implications for future research indicate a need for replication of the study with a larger sample that would allow for additional statistical analysis. It may be that the respondents were all from innovative programs in which these topics are regularly included in the methods class. In addition, the perspective of teacher candidates should be explored as they experience the methods class and as they begin their careers as teachers. Input from that group of practicing teachers who work with beginning teachers would be beneficial as well.

Conclusion

While many topics of the foreign language methods course were queried in the survey, three topics appear to dominate the content of today's FL methods course: (1) the impact of a variety of national standards, (2) a focus on new assessment techniques, and (3) the emergence of technology-enhanced instruction. Having worked with the various standards for two decades, the profession is at a good point to launch into the future with a knowledge base for what beginning teachers and their P-12 students should know and be able to do. At this writing, ACTFL has begun to assess the impact, of the *SFLL* (Phillips, Magnan, Robinson, Glisan, & Abbott, 2009) in terms of their visibility in the professional literature, institutions, and

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professional development. Additionally, groups are forming to examine the ACTFL/NCATE standards so that they will reflect the goals of the profession that will approve revisions by 2013. Other standards groups (ISTE, INTASC) are regularly revisiting and revising standards. Working from a flexible but common ground is a good sign for the future development of the profession, and offers consistency and reliability for beginning teachers, their students, and experienced teachers alike.

Because of the national focus on accountability, the foreign language profession has embraced performance-based assessment as indicated by survey results. Very few FL candidates will be able to enter the profession without being able to demonstrate proficiency in the authentic use of language, in how to interpret literary texts, and in how to analyze cultural perspectives. Methods instructors must include significant instruction on the variety of tools and techniques necessary to assess student communication in the target language.

One more prominent result of the survey indicates the importance of technology-enhanced instruction in the FL classroom. The methods instructors' main goal is to guide pre-service teachers judiciously in the use of the technology in order to provide authentic language learning opportunities.

Instructors of methods classes will be empowered to explore this knowledge base in greater depth as beginning teachers come to the methods class having been taught in high school and college by teachers/professors who are informed of contemporary standards and best practice.

Acknowledgments

We wish to thank the participants in our survey for their time and generous comments. We also thank the anonymous reviewers who contributed important suggestions. We assume responsibility for the information presented here.

Notes

1. The Praxis series of exams is a part of teacher licensure in over two-thirds of the states. The series consists of three tests: Praxis I, which is a test of general knowledge; Praxis II, which is a test of content specific knowledge, e.g., German content knowledge; and Praxis III, which is a test of pedagogical knowledge. Praxis I and II tests are not generally discussed in methods classes because these exams intend to test content knowledge that is typically learned in general education or language/literature/culture classes. Only five states require Praxis III. See <http://www.ets.org> for further information.
2. For additional information about these sets of standards see the following URLs:
 - Standards for what programs preparing foreign language and ESL teachers should ensure that their graduates know and are able to do are those developed and adopted by the (1) American Council on the Teaching of Foreign Languages/National Council on the Accreditation of Teacher Education (ACTFL/NCATE) available at <http://www.actfl.org/i4a/pages/index.cfm?pageid=3384>; and the (2) Teachers of English to Speakers of Other Languages/National Council on the Accreditation of Teacher Education (TESOL/NCATE) available at <http://www.tesol.org>

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www.tesol.org/s_tesol/seccss.asp?CID=1794&DID=9599.

- Standards for what beginning teachers should know and be able to do are the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, developed by the Council of Chief State School Officers, available at http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/
 - Standards for what teachers should know about using technology are those developed by the International Society for Technology in Education (ISTE), available at <http://www.iste.org>.
3. Integrated Performance Assessments (IPAs) were designed by ACTFL to measure student progress as defined in the *ACTFL Performance Guidelines for K–12 Learners* (1998). An IPA consists of a series of tasks at each of three levels: Novice Learner, Intermediate Learner, and Pre-Advanced Learner, in a series of three interrelated tasks, each of which reflects one of the three modes of communication, and integrates another goal area of the standards (e.g., Connections or Cultures). Each task provides the information and elicits the L2 interaction necessary for students to complete the subsequent task (Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2003). A unique feature of the IPA prototype is its cyclical approach to language instruction, which includes modeling, practicing, performing, and feedback phases (Shrum & Glisan, 2010, see pp. 420-423).

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Reviews

Edited by Thomas S. Conner, St. Norbert College

The Northeast Conference makes available in its *Review* evaluations of both products and opportunities of interest to foreign language educators. These evaluations are written by language professionals at all levels and representing all languages. The opinions presented by reviewers are by respondents (publishers, tour operators, webmasters, association leaders, etc.) are their own and in no way reflect approval or disapproval by the Northeast Conference.

We will accept reviews of

- Software
- Videos and films
- Textbooks, instructional packages, and ancillaries
- Websites
- Grant opportunities
- Programs of study, both abroad and in this country, targeting both educators and students
- Reference materials
- Other

Adams, William J. *¡Odio ese trueno!/Hate that Thunder!* Poinciana, FL: Mandy and Andy Books, Inc., 2006. Pp. 50. Price: \$10.95. ISBN: 0-9772757-1-X.

_____. *Vamos al zoológico/Going to the Zoo.* Poinciana, FL: Mandy and Andy Books, Inc., 2007. Pp. 58. \$10.95. ISBN: 978-0-9772757-2-4.

_____. *Visitando la granja/Visiting the Farm.* Poinciana, FL: Mandy and Andy Books, Inc., 2008. Pp. 58. \$10.95. ISBN: 978-0-9772757-4-8.

For ordering information, visit www.mandyandandybooks.com.

Songwriter, record producer, and newspaper man William J. Adams has created a delightful series of Spanish-English bilingual flip books featuring twin siblings Mandy and Andy, colorfully brought to life by illustrator Tom Stiglich. The first book in the series, *¡Odio ese trueno!/Hate that Thunder!*, was inspired by a poem written in response to Adams's wife's and grandchildren's fear of thunder. After the poem had been published in a magazine and had developed a successful fan base, Adams, encouraged by family and friends, turned the poem into a children's book, *Hate that Thunder!* Then, recognizing the ever-increasing need for bilingual education in the United States, he worked with bilingual elementary school teacher Marisela Brombin to produce the Spanish version of the original poem, thereby giving birth to the first bilingual flip book, *¡Odio ese trueno!/Hate that Thunder!*

Focusing on a common childhood fear of thunder to which all children are able to relate, *¡Odio ese trueno!/Hate that Thunder!* is told through the eyes of Mandy in a catchy, rhyming verse. Mandy is sleeping deeply when she is suddenly awakened by thunder. She contemplates hiding under the bed but reasons that thunder is Mother Nature's way of saying that a rain shower is coming and that rain is necessary for grass and flowers to grow. As the story's message is clearly written, it is a solid foundation upon which to build student interest in learning Spanish. As opposed to a side-by-side bilingual book where children would be tempted to home in on the English version of the story, the flip-book format allows for children to be immersed in the story's

engaging rhyming verse and colorful illustrations, thereby introducing them to the sounds and structures of the Spanish language in as natural and gentle a manner as possible.

The second book in the Mandy and Andy series, *Vamos al zoológico/Going to the Zoo*, sends the twins on an exciting tour of a zoo, where elephants have giant floppy ears and monkeys swing from bar to bar. Children will have fun comparing the names of animals from one language to another and may even be inspired to wonder why the word “flamingo” is the same in both languages. However, teachers should be aware that some of the Spanish equivalents may be difficult for younger children to pronounce, such as *escalofriante* (“creepy”). The trick will be for the teacher to have fun pronouncing the more difficult words with the children. Perhaps, as the Mandy and Andy series becomes more well-known to teachers and parents, the publishers will consider packaging a read-along CD with the books. As a result, teachers and children alike could hear the voice of Adams in the English version as well as that of his translator Marisela Brombin in the Spanish version.

The latest book in the series, *Visitando la granja/Visiting the Farm*, brings the twins to their grandparents’ home for a day-long visit. This story is a wonderful follow-up to *Vamos al zoológico/Going to the Zoo* and gives children the opportunity to compare and contrast zoo animals with those typically found on a farm. A glossary and *glosario* in the middle of all three flip-books clearly demarcate the Spanish and English versions of the stories.

Also available in the series are coloring books for two of the three books that allow children to be creative with their favorite pages (*Visitando la granja/Visiting the Farm* – ISBN: 978-0-9772757-5-5 and *Vamos al zoológico/Going to the Zoo* – ISBN: 978-0-9772757-3-1). By coloring in each page, children will learn the color vocabulary; it would be interesting for teachers to see if the children retain the same colors used by illustrator Stiglich in the full-length books. A suggestion for teachers would be to have their students produce their own flip books with the coloring pages or even a storyboard display for all to enjoy. The coloring books are twenty-six pages in length and have the English and Spanish text on the same page and the glossary on the back cover. The price of the coloring books is \$3.95 each. This reviewer hopes that Adams will soon be able to offer *¡Odio ese trueno!/Hate that Thunder!* in the coloring book format.

Whether the goal is to introduce students to Spanish or to expose them to well-conceived prose on common childhood themes, Adams’s Mandy and Andy series is highly recommended for the early elementary levels. Its memorable characters and illustrations are sure to make a lasting impression on young learners.

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Al-Batal, M., A. Al-Tonsi, and K. Brustad. *Al-kitaab fii Ta alum Al-Arabiyya with DVDs. Part I.* Washington, DC: Georgetown University Press, 2007. Includes 3 DVDs. ISBN: 1-58901-104-X.

Al-Kitaab Fii Taallum al-Arabiyya with DVDs, Part 1, is a 493-page Arabic textbook in twenty chapters, including glossaries, appendices, a grammar index, and three DVDs. Each chapter is divided into 6 parts: Vocabulary, Story, Grammar, Listening, Colloquial Egyptian, and Culture. In their introduction the authors explain the concept and the rationale behind this organization, which is to help students develop sufficient Arabic language proficiency in order to accomplish the following tasks with ease:

- Read texts on familiar topics and understand the main ideas without a dictionary;
- Have confidence in their ability to use context to guess the meaning of new words;
- Speak about themselves, their lives, and their environments, as well as initiate and sustain conversations on a number of everyday topics;
- Be capable of making themselves understood by paraphrasing;
- Be able to understand native speakers of Arabic;
- Write paragraphs on familiar topics of everyday life, including correspondence;
- Form sentences using all the basic Arabic grammatical structures;
- Become familiar with the differences between written and spoken Arabic;
- Develop an awareness of Arabic culture, especially everyday life.

In the introduction, the authors promote the “spiraling concept,” according to which each new grammatical topic is introduced to students multiple times, adding depth with each reiteration. However, in the earlier chapters the authors use vocabulary that is almost certainly above a beginner’s proficiency level.

Although the authors state that they use induction, analogy, hypothesis formation, and testing, most of the grammar presentations are, in fact, based on a deductive approach. Other activities rely too heavily on memorization rather than on critical thinking. In the textbook there are also numerous verb charts that provide a comprehensive overview of all the different tenses and measures for commonly used verbs. The authors insert these charts at the appropriate place, either at the beginning of each grammar section or towards the end of a chapter to summarize its theme.

At the end of each chapter the authors provide the learner with review exercises to go over the topics just introduced. These exercises, collectively, are a tool for the student to consolidate what was learned in the chapter and include a section to highlight the most important topics, vocabulary, and concepts in the chapter, titled “Remember These Words.” In the last chapter the authors provide the learner with a review list of all the grammatical topics covered in the earlier chapters. It is a good tool for students to measure how well they have learned these topics, which they should be aware of by the time they finish the book.

English is used very wisely in this book. The first few chapters use English to give instructions for every exercise even where the answers will be in Arabic. Gradually, English disappears and is replaced by Arabic.

The book is printed in black and white but might be far more effective if it were more colorful. Color would highlight different topics better, especially grammar. The pictures and diagrams could also be made more attractive, to help students better see details, in particular with regard to Arabic script.

DVDs support the book, so students can work on their own. However, none of the stories is “authentic,” and the narrator speaks at a slower pace, to make it easy for the students to follow. S/he also uses a mix of MSA and the Egyptian dialect, which is presented as MSA. The DVDs do not allow the learner to navigate to another activity until the chosen activity has been completed.

In general, this book is a good self-study textbook for Arabic as a second language. It introduces many aspects of Arabic grammar and culture, especially Egyptian culture. It introduces Egyptian Arabic and MSA, but the MSA is still mixed with some Egyptian dialect. It would also be better for learners if each chapter had its own learning objectives to help them judge their own progress. *Al-kitaab fii Ta alum Al-Arabiyya with DVDs* is a useful book for teaching a classroom course on spoken MSA, Egyptian dialect, and culture. It offers many activities; although some are mechanical drills, others are more meaningful. The textbook provides both learners and teachers with the proper tools for developing basic Arabic Language proficiency; however, as always, teachers have the task to provide feedback to students and to evaluate their progress.

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* All views expressed in this paper are the author’s and not those of the United States Department of Defense Language Institute.

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Alosh, Mahdi. *Ahlan wa Sahlan. Functional Modern Standard Arabic for Beginners. 2nd edition. New Haven and London: Yale University Press, 2010. ISBN: 9780300058543. Includes a Workbook, CD-ROM, and DVD.*

The second edition of *Ahlan wa Sahlan* is a revised and expanded version of the author’s first edition and is “designed to take learners from the absolute beginner stage to the intermediate range” (xxi).

The Arabic used in the textbook is Modern Standard Arabic, also called Classical or Literary Arabic in the West (Arabic: *al-Fusha*), as distinguished from the varied dialects known as Colloquial Arabic.

The material is presented in a package containing the textbook, *The Letters and Sounds of the Arabic Language* workbook (sold separately), a DVD Program of short film clips, a CD-ROM with audio files from the textbook, and an online set of exercises. There is an additional workbook, as well.

According to the authors, “*Ahlan wa Sahlan*, along with the supplementary materials that accompany it, attempts to provide a learning environment conducive to effective acquisition of specific language abilities” (xxvii). The authors follow a topical-interactive approach to Arabic similar to the approaches used in ESL and communicative language courses. “The text and workbook present an engaging story that involves Adnan, a Syrian student studying in the United States, and Michael, an American student studying in Cairo. In diaries, letters and postcards, the two students describe their thought and activities, revealing how a non-American views American culture and how Arab culture is experienced by an American student” (back cover). Other actors include students studying in Damascus and Aleppo, Syria.

To give the reader a flavor of what to expect in this text, let’s look at a sample from Lesson 7. The objectives are introduced first and include “Requesting and declining things politely, describing daily activities expressing likes and dislikes.” Drawings illustrate common verbs and food items (135). A short dialogue introduces polite requests using these words (136). A detailed grammatical explanation follows in English with an abundance of examples given in Arabic (136-138). A series of short readings follows, further meeting the stated objectives. All readings and dialogues are on the CD-ROM included (138-139). A variety of exercises follows, some with an audio component: listen and recognize (multiple choice) [140]; true or false questions based on the readings (141); short answer questions (141); odd word out; matching (142); and sentence completion (143). There is also a verb chart (145) followed by more exercises, a unit on plurals with exercises (149), a sample restaurant menu (150), a review of possessives, and, finally, listening comprehension exercises (151-153). The chapter ends with a vocabulary list also available on the CD-ROM accompanying the text (153-155). Verbs are given in the citation forms, including *masdars* (verbal nouns), and nouns are given with their plurals.

The chapters follow this format, stating objectives followed by an Arabic text and exercises. Most of the Arab texts are readings rather than conversational dialogues, however. Video conversations, loosely related to the textbook chapters, are provided on a separate DVD, which is also included.

These components illustrate the authors’ goals and methodology: “All these components are designed to work in concert, offering you a variety of sources that address and enhance the different skill sets of reading, writing, listening, speaking and culture. We designed *Ahlan wa Sahlan* to guide you along on the most direct learning path to achieve functional language goals and proficiency” (xx).

To the instructor, the authors describe the basic goals of the program as follows: “*Ahlan wa Sahlan*, Second Edition, provides learners with basic structural and lexical knowledge that will enable them to function completely in Arabic. The ability to perform language functions such as greeting others, thanking someone, introducing oneself, describing one’s background, seeking and providing information, etc., in real

life or lifelike situations is developed by engaging the learner in structured, practical activities and grammatical exercises.” (xxi)

The authors seem to follow a version of the natural approach and input hypothesis or the direct method in the course materials. According to the input hypothesis, language acquisition can only take place when a message which is being transmitted is understood, i.e., when the focus is on what is being said rather than on the form of the message. This could be referred to as the “Great Paradox of Language Teaching”: language is best taught when it is used to transmit messages, not when it is explicitly taught for conscious learning (Krashen and Terrell 55).

In *Ahlan wa Sahlan*, grammar is logically related to the learners’ experience or “schema,” to use Omaggio Hadley’s terminology: “Students need to learn language in logical contexts, either through authentic discourse-length input or language materials that simulate authentic input using sentences that following logical sequence” (Omaggio Hadley 161).

Ahlan wa Sahlan makes grammar lessons part of a larger lesson plan that actively involves the learners in a realistic situation where Arabic is a tool for transmitting a message or solving a problem. Activities allow a natural exchange of information in Arabic.

The authors emphasize vocabulary and arrange it in a topical sequence. Current acquisition theory supports increased emphasis on vocabulary learning since “we acquire morphology and syntax because we understand the meaning of utterances” (Krashen and Terrell 155). Students focus on the meaning of the material and begin to develop a feel for the word building process and the overall grammar. Vocabulary is not just listed and drilled, but included in all components of the material. A complete glossary is also included.

Ahlan wa Sahlan is organized by topic, as well as by grammatical topics. For example, the table of contents for chapter 13 includes the following:

- “What does Haala Bustaani do every day?”
- “Adnan Martini’s Journal”
- “Partitive Nouns and Phrases”
- “Negating Imperative Verbs” (242)

Ahlan wa Sahlan is communicative and relies on topics as well as structures for its framework. Concepts, structures, vocabulary, and themes are introduced through readings and dialogues at or near the beginning of each chapter. Ample exercises are included; in fact, users may need to decide which ones to assign in order to progress through the material in a timely manner. The videos are authentic; the actors speak Modern Standard Arabic and provide realistic situations that the learner may encounter while living or traveling in the Arab World.

Ahlan wa Sahlan is designed to be used in a first-year program (three quarters or two semesters), taking the students from beginner to intermediate level (xxi). However, it seems more applicable to an intensive or semi-intensive program. Assuming three contact hours per week, it would take two years or more for an average class to work through the material. The textbook examples are mainly reading passages; more dialogues in the book would be helpful. Dialogues are provided on the DVD, but

there is no script, and the videos are one or two chapters ahead of the class level. In an intensive program, the videos would be an excellent lab; students could act out the scenes and even write their own short plays.

Also, the audio files do not always match the texts. For example, the word *makhbar* is on the audio, but the word is spelled *mukhtabar*. Both words mean “lab” and are derived from the same root (23). The teacher needs to be aware of this fact when assigning passages for study.

The text reads right to left like a typical Arabic book, and the page numbers are in Arabic, rather than in English, which lends a sense of authenticity to the text as a whole.

The Workbook is sold separately. Accompanying videos teach conversational interchanges while students are working through the writing system with the help of the CD-ROM. The Workbook, which carries the subtitle *Letters and Sounds of the Arabic Language*, introduces learners of Arabic to the language’s sound and writing systems and provides them with basic structural and lexical knowledge that will enable them to communicate in Arabic and maintain interest in the study of the language” (xi).

The Appendix to the *Workbook* contains a chart of the alphabet and diacritical marks, scripts for the videos, vocabulary and keys to the exercises. Each chapter teaches common greetings that students can practice as they are learning the writing system. The alphabet is not taught in order, however. The letters are taught in groups according to shape. Students are taught to recognize the letters in words even though the words contain letters that they have not yet learned. The *Workbook* is designed to be used with the main text, but it may be used by itself; however, instructors may choose to use their own materials. ESOL literacy methods work well with Arabic; the class can begin learning on the “sight words” (i.e., words that the reader recognizes as a unit without phonetic decoding), visual discrimination, and conversation skills necessary for a first-year Arabic class (Magrath 245).

As the introduction makes clear, “*Letters and Sounds of the Arabic Language*, used in conjunction with *Ahlan wa Sahlan* and the accompanying supplementary materials, attempts to provide a learning environment conducive to effective acquisition of specific language abilities” (xi). This workbook is a useful addition to *Ahlan wa Sahlan*. But this reviewer recommends additional materials, including charts to teach the alphabet in order, common greetings, and sight words to aid learners in acquiring the writing system. In conclusion, the learning package provided by the author of *Ahlan wa Sahlan* offers a complete course in Modern Standard Arabic valid for a one-year intensive or a two-year or longer regular course.

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Publisher's Response:

I would like to thank Professor McGrath for his thorough and insightful review of the new edition of *Ahlan wa Sahlan*. We are very proud of the new edition, which includes a DVD video filmed in Syria, an online exercise program, expanded textbook and workbook exercises, and a full-color design. Another important component is the Annotated Instructor's Edition of the textbook, which is available to instructors who are considering course adoption. I would like to respectfully differ with Professor McGrath's statement that the materials are best suited for either an intensive course or a two-year or longer regular course. While it is true that there is a wealth of material in the *Ahlan wa Sahlan* package, the materials have been used very successfully in many regular one-year programs, though instructors may have to choose which material to assign.

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***¡Al rap!* Austin, TX: Holt, Rinehart and Winston (Now Holt McDougal), 2008.**

¡Al rap! is an interactive DVD program by former publishers Holt, Rinehart and Winston, now Holt McDougal, that features a unique approach to learning elementary Spanish vocabulary and structures through a series of animated rap songs. The program is organized so that each rap song's theme, vocabulary, and grammatical structures correspond to a chapter in the textbook *¡Exprésate! Spanish I*, by the same publishers. However, the vocabulary and grammar presented are generic in nature and very typical of elementary Spanish courses; therefore, the program can be used to enhance any elementary Spanish textbook. The program contains ten chapters, and each of them includes a rap song, which can be viewed with or without captions; a karaoke track; an interactive activity based on the content of the song; and a PDF worksheet that includes the song's lyrics and a fill-in-the-blank exercise.

The program's interface is user-friendly and highly intuitive, and it possesses a strong visual and auditory appeal as a result of the use of colorful animation and catchy music. The main menu divides the program into two parts. The first part includes Chapters 1-5, and the second part includes Chapters 6-10. Each chapter contains a title and an icon for each feature of the program: animated rap songs, karaoke tracks, and interactive activities. Additionally, PDF worksheets are accessible from the program folders in the user's computer.

The animation for each rap song is fun for students to watch and includes a full representation of the lyrics that, together with the use of maps and written cues, help students to better understand the words. In addition, a chorus is repeated several times throughout each song, making the lyrics catchy and easy to memorize.

Following every rap song, students complete an interactive vocabulary activity that is different for each chapter. The types of activities include multiple choice questions, puzzles in which students match words and images, fill-in-the-blank exercises, and activities in which students match audio files and images. When students give the wrong answer to a question, the program does not provide the correct response; instead, it takes them back to the snippet of the rap song that corresponds to that question and gives them multiple opportunities to answer correctly. Additionally, when audio files are involved, students can play them as many times as they need until they figure out the correct answer.

These capabilities make the interactive activities one of the most useful features of this program. However, it needs to be noted that each activity contains only four questions. When completing them, this reviewer was left wanting more practice and felt that the activities should be expanded to better cover the content of the entire rap song. Similarly, this reviewer felt that the PDF worksheets including lyrics and fill-in-the-blanks activities could be further developed. An option would be to include reading-comprehension activities and post-reading exercises, such as a series of guidelines to help students create their own rap songs using the chapter's vocabulary. Both *¡Exprésate! Spanish 1* and *¡Al rap!* are intended for middle and high school language courses. In effect, when one uses the program, it soon becomes evident that the songs and animations are intended to appeal to the taste of pre-college language learners. Older students would most likely prefer to see a real rapper perform the songs.

The main strength of *¡Al rap!* is the use of hip hop music to teach Spanish to young students. The motivational value of this approach lies in the fact that students listen to this kind of music outside of class, making language learning an entertainment activity, rather than an academic chore. Also worthy of mention is the program's effective use of visual aids, which allow students to make form-meaning connections without going through their first language. Moreover, the music, rhythm and rhymes of each rap song serve as mnemonic devices that aid in the acquisition of Spanish vocabulary and structures. Finally, the language is presented in a contextualized manner so that students see how all the individual items covered in a unit work together to convey meaning.

As far as the Spanish is concerned, it needs to be noted that although the lyrics of the songs are grammatically correct and easy for students to understand, a few constructions sound awkward to a native speaker. Some examples are the question "*¿Qué tal si un sándwich de atún pruebas?*" and the sentence "*la quisiera mucho probar*" (talking about food), both in Chapter 6, and the expression "*la plaza de comida*" in Chapter 8. These by no means detract from the benefits of the program, but this reviewer suggests that the language be edited in future versions of the DVD in order to avoid literal translations from English.

The above mentioned features make the program a fun and engaging alternative to traditional listening comprehension exercises. In effect, thanks to the inclusion of lyrics and karaoke tracks, this program goes beyond developing students' listening skills and helps them to also become proficient in reading and speaking. Finally, the interactive

nature of the vocabulary activities allows students to work either individually, in a self-paced manner, or collectively, in a teacher-led classroom.

All things considered, *¡Al rap!* is an excellent tool to be utilized in the 6-12 Spanish curriculum. It mirrors the type of entertainment that students in that age group seek outside of school and provides a dynamic and fresh approach to learning the target vocabulary and structures. In addition, its strong pedagogical foundation makes *¡Al rap!* a great alternative to vocabulary lists and traditional listening exercises.

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Berlitz. *Hide This French Book 101. French Book 101. A Countdown of the Hottest French Expressions.* Singapore: Berlitz Publishing, 2006. ISBN: 981-246-760-2.

This is a fun little book that most everyone in the academy will find both useful and entertaining (and, I hope, not too offensive). A word to the wise: be aware that this is not the language of Racine; rather, it's like something straight out of the prophetic 1995 film *La Haine*, featuring three more or less obnoxious malcontents in the Parisian suburbs whose vocabulary is largely limited to a basic panoply of slang and unimaginative obscenities. As the stamp on the cover of the book makes clear: "WARNING: contains highly inflammatory language. Use with caution." Unlike Vinz and the motley crew of *abrutis* he "hangs with," Berlitz's language is both imaginative and humorous, and the book brings together an amazingly rich potpourri of expressions and words representing the full gamut of everyday life in the *métropole* (and not only in less "*favorisés*" neighborhoods such as Seine-Saint-Denis).

The 89 "fun size" (remember the candy bar!) pages of this book correspond to 89 choice expressions and are organized into just five sections: "The Basics," "Romance," "Lookin' Good," "Havin' Fun," and "Tech Talk." Each page consists of a particular expression or vocabulary item, sometimes accompanied by an illustration or symbol. It is the sort of book you can keep tucked away in your book bag and take out for a chuckle or two when you are feeling bored. Although I would not recommend using all of these expressions with the natives (since it is easy to offend even when you are just trying to fit in), it is good to understand what people around you are saying. Even if you don't hang with Vinz, the chances are that you will hear choice epithets like his at one time or another during your stay in the *hexagone*.

Most all of us are thrilled to learn something *insolite*, like slang and a smattering of more or less obscene expressions. We delight in suddenly feeling empowered by knowing something that not everyone knows; why, it's just like speaking another language. Incidentally, there is very little *verlan* (the particular slang that consists of creating new words by inverting syllables in already existing words [e.g., *mec* becomes *keum*]).

There is a little bit of something for everyone in this book, and even a frequent traveler to *vieux Paname* (an increasingly obscure nickname for Paris) like myself, who once taught in "*neuf trois*" (as Seine-Saint-Denis is known after the official

administrative number of the *département*, 93) and rightfully took pride in his command of *le français insolite des banlieues*, felt “totally out of it” more than once while perusing *Hide This French Book 101*.

Let me give you a flavor of what to expect by providing a small sampling of expressions below:

Salut mec, ça boume: Hey dude, how’s it goin’?

Tu schlingues: You stink

Je suis pompette: I’m tipsy

On s’en grille une?: Let’s have a smoke?

@+ (*à plus tard!*)

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Blake, Robert J. *Brave New Digital Classroom*. Washington, DC: Georgetown University Press, 2008. ISBN: 978-1-58901-212-7.

Robert J. Blake is a respected and active scholar in the fields of second language acquisition and computer-assisted language learning. His book is timely and fills a need as a resource that will help instructors and administrators seek innovative approaches to improve student learning outcomes. One goal of the text is to encourage instructors to acquire technology skills and motivate them to think about creative and effective ways to use technology tools that best complement the needs of face-to-face classrooms and distance learning environments.

The text is broken down into six chapters. They address technology in relation to second language acquisition (SLA), basic terms and background on the use of the Internet within the foreign language context, a history and overview of computer-assisted language learning (CALL), a discussion of the various aspects of computer-mediated communication (CMC), the potential of distance education and foreign language learning, and a closing synthesis of the implications for the future of foreign language and technology appropriately paired in the curriculum. A series of thought-provoking questions for reflection and discussion are included at the end of each chapter. The final section of the book consists of a glossary of terms, a thorough index, and an extensive list of references cited.

The introductory chapter lists and explains common myths about “technology” that tend to hinder its implementation in the foreign language classroom. It mentions advantages associated with the use of appropriate technology, such as the fact that it piques the interest of young learners accustomed to using technology tools in their everyday lives, provides a venue for real-life interactions, gives access to authentic resources, and contributes to student control of their own learning.

Chapter Two gives a background on technical aspects of the Internet, including basic terminology and acronyms that one should be familiar with. Emphasis is placed

on how the Web has provided a format that enables and promotes student-centered learning. He argues that the Web alone as a classroom tool is not of value, but must be accompanied by teacher-prepared pre- and post-activities for Web use in order to be effective and keep students on the target task. The best use of the Web is with activities that provide alternative and better options over standard print approaches through the use of multimedia glosses, student collaboration for authoring, and online research of current events and primary resources. The author discusses the pros and cons of a Web-based grammar focus and content-based instruction through authentic material within an interactionist framework.

The topic of Chapter Three is a summary and history of computer-assisted language learning (CALL). Here Blake discusses the issue of the computer as tutor versus the computer as a tool and the problems associated with the drill-and-kill image that is attached to CALL. He presents advantages and disadvantages of CALL past and present. The following chapter on computer-mediated communication (CMC) is divided into categories of asynchronous first-generation tools such as e-mail, listserves, and discussion boards, as opposed to second-generation tools, which include blogs and wikis. Blake then describes the advantages and limitations of synchronous text and audio tools, and suggestions are given for different products or Web tools such as Wimba, Skype, YackPack, and others. The perspectives of interactionist and sociocultural theory as they apply to foreign language and technology are compared and contrasted.

The chapter on distance education reports data on the growth of online learning enrollment, the most notable increase being in two-year institutions and large public universities. Some of the barriers to further growth are the faculty's unwillingness to accept this type of course delivery for foreign language and the demands required for independent learning. Research shows a small number of online courses and even fewer evaluative studies of these types of courses, a problem that leaves faculty even less convinced of their quality and worth. The remainder of this section addresses types of distance learning, such as blended, completely virtual, and teleconferencing. The benefits and drawbacks of each are covered, and there are brief summaries of results of significant studies conducted on each type. A case study of "Spanish Without Walls" is described, and a citation for distance learning foreign language guidelines is provided.

In the last chapter the author highlights the main themes he aimed to convey in the preceding chapters. There are a wide variety of ways to integrate appropriate and effective technology into the foreign language curriculum. The use of technology should focus on "how" to use it appropriately in the context of SLA, and not "what tool" to use. Technology should help support a more student-centered environment where students are interacting and becoming producers of technologically enhanced materials. And finally, the technology should be used to advance students to a higher level of language acquisition and intercultural communicative competence. *Brave New Digital Classroom* is an easy to read and well documented source and guide to help foreign language professionals to innovate the curriculum and their teaching practices in order to better prepare learners for the challenges of the digital age. It is an excellent resource for use in foreign language methodology courses to better prepare

entering foreign language educators to learn and teach using twenty-first century skills. The text also serves as a valuable tool for foreign language faculty open to learning about the potential technology has for the language classroom or as a review for those already knowledgeable in the field but desiring an overview of the historical trajectory of technology as it relates to foreign language.

Even after an initial reading, this reviewer found that text valuable as a summary of key research on SLA, the computer, and technology issues and their implications for the classroom throughout recent decades and at present. It is a resource that recommends a variety of available free software and online tools. The book presents research-based information and examines multiple perspectives on SLA theory and technology use while encouraging contemplation of multiple options. I liked the author's point of integrating distance learning into the curriculum as a way to benefit learners where possible and best suited, without taking the all-or-nothing implementation route. Also, his point is well taken about the need for technology use to be accepted by all professionals and taken seriously as an appropriate addition to foreign language instruction without question or doubt about its worthiness.

I would strongly recommend the use of this text in foreign language methodology classes and for anyone interested in exploring and discovering the potential benefits of technology and second language acquisition. Though a text can focus on only so many themes, I can think of a few issues that might have been interesting to include or to write about in a future publication. It could be useful to have a chapter or two offering advice on how to deal with programmatic and departmental issues related to technology, how to cope with administration and faculty resistance to technological advances, and how to gain support for the use of technology. Thoughts on ways to determine and ensure appropriate investments in technology and a discussion of specific research recommendations for the future might also be useful. My hope is that much reflective discussion will be the result of this publication, to help the academy move toward preparing global citizens that are multilingual and multicultural through the optimal combination of SLA theory and the best use of technology.

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Colakis, Marianthe and Mary Joan Masello. *Classical Mythology and More: A Reader Workbook*. Wauconda, IL: Bolchazy-Carducci, 2007. ISBN: 978-0-86516-573-1.

This helpful workbook and overview of Classical Mythology offers an interesting, chock-full, and accessible assemblage of information that effectively addresses a variety of learning styles by incorporating images, information boxes, straight prose, exercises, discussion questions, etc. The sheer range of methods employed to present information is pedagogically effective and keeps the reader interested and engaged.

This workbook is the product of Marianne Colakis, a Ph.D. from Yale University and a well-known teacher-scholar, and Mary Joan Masello, an experienced elementary, middle, and high school teacher. The book's primary purpose is to "help middle school, junior high, and early high school students and their Language Arts, English or Classics teachers discover the excitement and modern relevance of the mythological world of the ancient Greeks and Romans." It is organized primarily around personalities--first a variety of deities, then a small group of heroes, such as *Ædipus* and *Odysseus*. The workbook is rounded out with easy-to-understand charts of the deities, including genealogies, and a glossary of names and their pronunciation. The workbook also offers a teacher research section that provides interdisciplinary resources, as well as ideas for in-class activities.

Anyone even slightly familiar with Greek mythology will know that "organizing" and "categorizing" the myths is daunting and even impossible. Greek mythology is a misleading notion—as if the ancient Greeks had so systematized and thoroughly charted out their stories into a "belief system." With this in mind, introducing "Classical Mythology" to high school students is something this workbook does well. The authors approach the topic with relish and lack of self-consciousness, and are never bogged down with justifying categorization or definition, which would be well beyond the scope of a high school introduction.

The authors have achieved a thoughtful, clever and effective synthesis of reading, writing, humor, and reflection. Each chapter is accompanied by creative and varied exercises to reinforce vocabulary, etymology, and an understanding of important mythological themes. The authors regularly make interesting connections between the myths and contemporary popular culture. Each chapter begins with a prose passage retelling a series of myths and/or stories. The subsequent chapter components are as follows:

- A. "Review Exercises" consisting of matching, multiple choice, fill-in-the-blank type exercises, etc.
- B. "The Musings" section contains thoughtful questions which can be related to the themes or details of the stories.
- C. "Words, Words, Words" explores etymologies.
- D. "How 'Bout That?" looks at other cultural connections.
- E. "Who's Who?" refers readers to the genealogical charts at the end of the book.

I was most impressed by the "Musings" and "How 'Bout That" sections, which were more challenging and subtle. One "Musings" question from the "Jason and the Argonauts" chapter asks: "Imagine that you are a divorce lawyer for either Jason or Medea. How would you convince a judge that your client is the best choice for custody of the children?" (167).

But what this workbook does well—connect to pre-college students and be relevant—is also where it disappoints. For a majority of high school students who have already read standard editions of *The Antigone* or *Ædipus*, the prose adaptations fall a little flat and appear unsophisticated. One example from the chapter called "Thebes and *Ædipus*" recounts the calling of *Tiresias* this way:

One of the Theban elders suggested, “Maybe the blind seer Tiresias can help.”
“I have already sent messengers twice to him. I wonder why he has taken so long.” (231).

The quality of the visual aids is also inconsistent. Some works of art are reproduced, as well as excellent examples of political cartoons, maps, diagrams, and advertisements. However, some stories and exercises are illustrated with less than impressive ink line drawings. Thus, at times its approach seems more appropriate for a middle school audience. In comparing its vocabulary, presentation, and perspective are compared with other high school texts, this book definitely has more of a juvenile feel. Experienced instructors will be able to discern proper use, and it is possible that the workbook can supplement other materials and/or be used selectively. With that in mind, *Classical Mythology and More: A Reader Workbook* is certainly the best Classical Studies resource this reviewer has seen for a middle school curriculum. I highly recommend it for that environment.

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Davis, Fernande K. *Girl in the Belgian Resistance: A Wakeful Eye in the Underground*. Wayne, PA: Beach Lloyd Publishers, LLC, 2008. Pp. 164. 38 photo illustrations. 56 discussion questions and five pages of references. Softcover 5 ½” X 8 ½”. Price: \$19.95. ISBN: 978-0-9792778-9-4.

_____. *Girl in the Belgian Resistance: A Wakeful Eye in the Underground—The Author Highlights Her Book*. DVD. Wayne, PA: Beach Lloyd Publishers, LLC, 2009. Total approximate play time: 60 minutes. Price: \$30.00.

For orders and information, contact: Joanne S. Silver, Mgr., Beach Lloyd Publishers, LLC, P.O. Box 2183, Southeastern, PA 19399-2183. Tel: (610) 407-0130 or toll-free (866) 218-3253, ext. 8668. Fax: (775) 254-0633. E-mail: beachlloyd@erols.com. Website: www.beachlloyd.com.

Fernande K. Davis’s *Girl in the Belgian Resistance: A Wakeful Eye in the Underground* deftly draws attention to the suffering and courage of the Belgian people during the Second World War. Davis was a teenager when the Germans invaded Belgium and the village where she and her family lived: Montzen (roughly twenty kilometers from Aachen, Germany) was annexed by Germany. Even before the German invasion, her father, who had served in the Belgian army during the First World War and knew which way the wind was blowing (“During the winter months, I worried about Papa. He had been gassed during World War I, and the injuries inflicted at the battle of Verdun left him with a slight limp.” [12]), and, knowing that war was imminent, had made preparations to protect his family. Most important, he wanted to get his daughter out of Montzen since she was old enough to be recruited to work in the factories to support the German war machine. Separated from her beloved family for the majority of the war with only a few secret visits to her family, she not only

escaped from having to work for the Germans but also became an active member of the Belgian Resistance.

Davis's memoir is divided into the following five parts:

1. Before the War – 1939;
2. Evacuation and Occupation – 1940;
3. Drafted – The First Leap of Faith – 1942;
4. Liège and the Resistance – 1942-1944; and,
5. The Liberation – 1945.

Students will be able to relate to Davis's courage in the face of danger (most especially when, after being drafted to work in an ammunition factory in Danzig, Germany, she jumps from the train headed for Germany) but also to her feelings about war and the lessons to be learned: "I hated war, not the people who were made to fight it. From childhood, we were taught in school that Germans were our enemies. People hated them for the devastation they left behind in Belgium in 1918. Teachers had nothing good to say about the people or the country. Gestapo, Wehrmacht, *Boches*, Nazi—Germans were to be feared and hated. However, we were told to learn German in case the enemy returned to our land: we would need to be able to defend ourselves!" (128). The power of knowing a second language is so perfectly illustrated in her book and her DVD when she explains that, while on a Resistance mission, under the cover of escorting a small boy to the Shrine of Banneux, she was held at gunpoint by two members of the Gestapo. When asked where she worked, she explained "We were in the French-speaking zone of Belgium, and he certainly expected that I would not understand his German question and would answer him in French.... In the best German that I could muster, I boldly retorted, 'Can you not read German? The answer is written on the card, in German.' Then lowering my voice I added, 'I work over there,' pointing to the tuberculosis sanatorium" (68). Another poignant memory for Davis is that her false work card was signed by a German nun (55).

While this memoir is written in English, with key memories associated with words rendered in either French or German and a translation immediately following, the DVD has both a French and English option. Each option is approximately thirty minutes in length, and both options come with French and English subtitles. Teachers of French will want to use the French video version with their classes as a supplement to the written text, bringing Davis to life and enhancing classroom discussion in the target language. Also available for adopters of the text and DVD is the teacher's packet of suggestions for using Davis's memoir in the French classroom, prepared by Emily Z. Wagner. Twenty-five pages in length, the packet is filled with worksheets (i.e., discussion questions on the story, French-English glossary, grammar worksheets based on translated portions of the text, and skits to write and perform) and samples of student work. Most impressive is how the grammar worksheets move sequentially from easy to moderate to difficult tasks, including but not limited to adjective agreement, *passé composé* vs. *imparfait* vs. *passé simple*, and pronouns.

In sum, Fernande K. Davis's *Girl in the Belgian Resistance: A Wakeful Eye in the Underground* is ideal for bringing attention to the much neglected role of Belgium during the Second World War. Connections can be made not only to lessons of history

and geography but also to those of morality and social justice. In the words of Davis: “If you are convinced of the difference between right and wrong, and have the courage to act and resist outside pressures, you can bring about important changes. You can make a difference. It has nothing to do with age” (back cover of DVD).

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Publisher’s Response

The reviewer has captured some of the highlights of this memoir and pointed out very effectively and in detail the made-to-order pedagogical materials which make it a powerful tool for teaching French in context. Reading the book in English outside of class would assure students’ understanding. Viewers of the DVD may recognize the introductory music, the Belgian national anthem; the ending, Bing Crosby’s “The White Cliffs of Dover,” poignantly speaks to the Allies’ role and the love story in Madame Davis’s final chapter, “Liberation.”

Beach Lloyd Publishers

Dees, David B. *Quick Spanish for Emergency Responders: Essential Words and Phrases for Firefighters, Paramedics, and EMTs*. New York: McGraw-Hill, 2006. Includes a companion 60-minute audio CD. ISBN: 0-07-146022-5. For ordering information, visit www.books.mcgraw-hill.com.

For those who teach Spanish and are looking for ways in which to make interdisciplinary connections to the medical fields, David B. Dees’s *Quick Spanish for Emergency Responders: Essential Words and Phrases for Firefighters, Paramedics, and EMTs* is a great resource, whether as part of laboratory exercises or supplementary activities to motivate students studying pre-medicine, an allied health-related field, or social work. It is also recommended for the instructor who wants to brush up on specialized vocabulary. This compact book (it measures 4”x 7”) contains over 2,000 important words and phrases, pronunciation keys supplemented by an audio CD, bilingual dialogs in the context of real-life scenarios (i.e., fire or auto accidents, heart attacks, and poison control), and practical information on Latino culture (i.e., countries and nationalities), survival tips, and street Spanish.

Consisting of six main sections (Basic Spanish Vocabulary; Emergency Responder Vocabulary; Emergency Responder Commands and Key Questions and Statements; Emergency Responder Scenarios; Culture and Survival Tips; and Quick Reference), *Quick Spanish for Emergency Responders: Essential Words and Phrases for Firefighters, Paramedics, and EMTs* attacks the basic vocabulary of Medical Spanish in a highly insightful and engaging manner. For example, at the beginning of the section on “False Friends and Deceptive Words” (“*Los falsos amigos y las palabras engañosas*”), Dees explains: “False friends are words that are similar in English and Spanish but have different meanings. For example, a dispatcher hears *choque* and

thinks of choking—but it’s really a crash or shock. *Bomba* can mean ‘bomb,’ but it can also mean ‘fuel pump.’ Confusion can also result from a slight change in a word. Instead of saying *Tengo hambre* (‘I’m hungry’), one may say *Tengo hombre* (‘I have man’)” (246). This reviewer was extremely pleased to see that in order to reinforce this need for precision in language, especially when every second counts in a life or death situation, that all subject headings appear in both English and Spanish, as exemplified in the “False Friends” example provided here.

Furthermore, instructors who incorporate role playing or skits into their curriculum may want to use the bilingual dialogs presented in the fourth section as a point of departure for classroom activities. For example, for both a Medical Spanish and a traditional introductory Spanish course, the “Icebreakers” (“*Empezando una conversación*”) and “Personal Information” (“*Información personal*”) are extremely useful. Regarding “Icebreakers” (“*Empezando una conversación*”), Dees writes: “Project a positive image. The following icebreakers or conversation starters help you establish contact with victims or patients in non-emergency situations” (197). Then, with regard to “Personal Information” (“*Información personal*”), Dees observes: “In this scenario, you get basic personal information for incident reports. Ask the following one-liners. If you get blank stares following your attempts to communicate, show them this book and point to this section. You’ll gain confidence with experience” (198). Students are bound to respond well to the vocabulary as it is presented in the various scenarios and build upon them to create their own scenarios.

To conclude, David B. Dees has packed a wealth of valuable information into *Quick Spanish for Emergency Responders: Essential Words and Phrases for Firefighters, Paramedics, and EMTs* which can be easily accessed by students and instructors alike. It progresses nicely from basic Spanish vocabulary (i.e., days of the week, months of the year, seasons, the weather, numbers, dates, time expressions, the house--inside and outside--city buildings and places, body parts, etc.) to more specific terminology (i.e., emergency professions and work sites, emergency tools, techniques and equipment, accidents, injuries and illnesses, emotional state, etc). It even includes a section on Mexican vs. “Gringo” food. Given the plethora of needs of today’s students as they prepare for a career in a culturally diverse society, this easy-to-navigate reference book is a gem.

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Publisher’s Response

McGraw-Hill is very pleased to respond to Professor Angeline’s thorough review of *Quick Spanish for Emergency Responders*. We appreciate her praise of the book’s approach to specialized language learning. We regret to say that the print version of this book has gone out of print. Interested readers can still obtain this book in e-book format. Author David Dees has written another book in this series: *Quick Spanish for Law Enforcement* (ISBN: 978-0-07-146021-7) that takes the same approach to Spanish language-learning in a specialized profession. Like the title for emergency

responders, this book also progresses from basic to specialized vocabulary and features an insightful look at false cognates that emphasizes the importance of precision in learning a foreign language. There are numerous real-life dialogs related to the profession of law enforcement that can be used for role-playing scenarios in a classroom. These scenarios are drawn from author David Dees' many years experience developing Spanish language-learning materials for law enforcement and emergency response professionals. We at McGraw-Hill hope that this companion book will also be of interest to teachers who want to make interdisciplinary connections in the Spanish classroom.

Karen Young
Acquisitions Editor
McGraw-Hill Professional

Forester, Lee, David Antoniuk, Olga Antoniuk, Pennylyn Dykstra-Pruim, and Christina J. Wegel. *Auf Geht's! 2.0*. 2nd edition. Live Oak Multi Media, Inc., 2009. Includes: Full Color Textbook, Interactive CD-ROM, Instructor Support. ISBN: 978-1-886553-15-6. \$149.95.

Minimum requirements: Win98, Pentium II, 64MB Win2K, Pentium III, 128MB WinXP, Pentium III, 128MB 1024 x 768 monitor CD-ROM, 400 MB space on HD. Power Macintosh G3 running OS X (10.2.8, 10.3.9, 10.4.6 or later), 128 MB RAM, 1024 x 768 monitor CD-ROM, 400 MB space on HD.

For more information please contact Dr. Lee Forester, Evia Learning Inc.; 36 W. 8th St. Suite 250; Holland, MI 49423; forester@evialearning.com; phone: 616/393-8803.

The majority of basic German instruction in the U.S. is dominated by approximately six textbooks bundled with a great variety of ancillary audiovisual materials for classroom use and loosely supported with a reference Website. However, there is a rapidly rising demand for technology-mediated, post-secondary distance/modular instruction in all fields, and foreign language instruction will not be exempt from this trend. *Auf Geht's! 2.0* is already at the forefront of this movement. Termed “post-communicative,” this proficiency-based program is designed expressly to engage a new generation of mobile, wired, visually inclined college students and aims to help them first and foremost in achieving crosscultural competence through mastery of German at intermediate-low proficiency on the ACTFL scale. (A subsequent course titled *Weiter Geht's!* addresses higher levels.)

Unlike other text-centric curricula that provide multimedia as support material on CD-ROM, *Auf Geht's!* turns the tables by making the interactive software materials the driving force of instruction and placing the full color workbook in a support role. The premise is that students will engage with the interactive software outside of class in a non-linear, user-driven fashion and then use the “*Lernbuch*” (the learner book, as opposed to the German “*Lehrbuch*” or teacher [text]book) to organize and reinforce the materials, thus leaving classroom time for production and practice activities. Other distinctive elements of the curriculum include: a reduction in the amount of grammar covered to foster broad knowledge of the products and practices of both traditional

and popular German culture; a learner-focused system of multiple inputs whereby cognitive theory and research on learning pedagogy drive the use of technology; and an extensive media corpus consisting of hundreds of hours of interviews containing “sympathetic” input, imagery based on over 30,000 real-life photos, authentic print materials, typed and handwritten input, and person-to-person interactions.

The materials are organized into twelve chapters on level-appropriate topics, such as: greetings, family and friends, living space, personal interests and hobbies, food, and shopping. There is also an emphasis on German and European geography. Each chapter contains between four and seven modules for which objectives are clearly stated. Each module has several wellbroken-down steps that build from single instance, user-controlled input to group and random inputs to practice and application. Every page has an interactive element of input, or games with self-check features to encourage repeated use of materials.

The module pages are visually appealing with a great deal of white space lending an air of simplicity and organization, and with engaging photos promoting “visual intelligence.” Application activities are practical and utilize authentic realia to promote intercultural analysis while practicing language features, such as using license plates to practice letters and numbers. As somebody who has taught German for many years, I learned many useful things from going through the *Auf Geht's!* modules. Often overlooked skills such as correctly estimating height and weight using the metric system (a plus for a petite exchange teacher who once announced to her German colleagues that she was over six feet tall and placed a butcher shop order for what would have amounted to an entire cow!) and gauging clothing choices by temperature in Celsius are used as applied practice. This enables even a learner at the most elementary level to be actively engaged in meaningful, task-based instruction.

Another striking feature of *Auf Geht's!* is its recognition of the need to equip students with tools for curriculum-independent learning. It thus provides links to and addresses typical venues that students use to obtain information and teaches proper and effective use of Web-based tools such as German Google, Wikipedia in English and German, and online dictionaries and translators. Any German instructor left puzzled about students’ reports of the “traffic marmalade” (Barbe 2001) on the *Autobahn* will appreciate the foresight of this approach to translation tools as well as the acknowledgement that students drive their learning based on their own interests, assumptions, and personal needs.

An extensive, password-protected support Website is available for students and teachers using *Auf Geht's!* Here, one can preview and download PDF handouts in the categories of games, conversation activities, cultural readings, questionnaires, dialogs, realia, vocabulary, grammar, skits, role plays, and Web quests. A teacher’s handbook provides lesson plans for each chapter, thumbnail sketches of computer interactions, a photo index, assessment items, and additional in-class media. Adopting instructors are also granted access to related materials developed by current users in other university programs.

Auf Geht's! is an effective and engaging alternative for college-level German programs and one that should be given serious consideration. Given its use over 2-3 semesters to reach intermediate-low fluency, it is comparable in price to other

commercial packages. It heeds professional recommendations to reduce the size of and amount of grammar in German textbooks (Hook 1990). It posits foreign language learning as a tool for communication and information gathering as well as the examination of culture. It speaks to a tech-savvy generation of learners who seek connection in a world where native speakers are a click of a button away. Finally, it is particularly well-suited to the growing number of non-traditional classes and modes of teaching whereby students may spend the bulk of their time studying on their own and meeting in class or online once per week.

The only weak point of *Auf Geht's!* in its current format is a dearth of multiple support handouts for the textbook chapters. However, materials development is ongoing and several innovations based on notions of open source/freeware approaches point to growing success in this area as well. For example, teachers are encouraged to submit materials to the Website, and entire support curricula developed by current *Auf Geht's!* users are available for use and modification on a wiki-type platform for subscribers. This serves to disseminate quality instruction among college programs, maximizes the collaborative potential of educational technology, and lends itself to the creation of a living, breathing, user-based curriculum instead of a static textbook.

Wendy Ashby, Ph.D.

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*The views expressed in this article are those of the author and do not reflect the official policy of the Defense Language Institute Foreign Language Center, the Department of the Army, the Department of Defense, or the U.S. Government.

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Publisher's Response

Dr. Ashby's review shows a solid understanding of the *Auf geht's!* program's goals: to encourage students to learn and continue to learn real-life German while becoming more proficient intercultural communicators at all levels. In an *Unterrichtspraxis* article, Solveig Olsen surveyed college German teachers on their use of first- and second-year textbooks. Many deficiencies were noted, and well over a third of the respondents indicated that they were not satisfied with their current teaching materials, but could find nothing better. The 2005 publication of *Auf geht's!* provides a new curriculum that addresses many of the frustrations instructors continue to express with traditional textbooks.

Dr. Ashby noted that a lack of handout materials to support the individual units; we actually have approximately 300 handouts currently for additional class or homework and continue to develop new and improved handouts each year. Like Dr. Ashby, we

see *Auf geht's!* (and *Weiter geht's!*) as “living, breathing user-based” curricula and develop and improve both the handouts and software each year. We invite anyone interested in exploring *Auf geht's!* to visit our website at www.aufgehts.com.

Lee Forester
Evia Learning

Gordon, Ronni L. and David M. Stillman. *Repaso: A Spanish Grammar Review Worktext*. 2nd edition. Boston: McGraw-Hill, 2007. ISBN-13: 978-0-07-353436-7. For ordering information and assistance from a sales representative, contact McGraw-Hill World Languages at (800) 338-3987 or www.mhhe.com/worldlanguages.

Ronni L. Gordon and David M. Stillman, the well-known authors of such texts as *The Ultimate Spanish Review and Practice: Mastering Spanish Grammar for Confident Communication* and *The Big Red Book of Spanish Verbs*, along with equally solid French titles (such as *The Ultimate French Verb Review and Practice: Mastering Verbs and Sentence Building for Confident Communication*), now offer us the second edition of *Repaso: A Spanish Grammar Review Worktext*, a comprehensive Spanish grammar review geared toward students in intermediate grammar and composition courses at the undergraduate level or high school students enrolled in Advanced Placement Spanish language courses. *Repaso* would also serve advanced students well as a review manual or reference guide.

Repaso consists of twenty-four chapters divided among four sections and supplemented by four appendices, a Spanish-English glossary, and an index. Each chapter in *Repaso* provides concise and clearly presented grammar explanations followed by, on average, two to three exercises that address a specific point of grammar. The strength of the activities lies in the fact that they encourage students to see good grammar as the foundation of effective communication. For example, students will realize that the past participles of verbs are directly linked to adjective formation and that adjective formation is then directly related to adverb formation.

The text's four sections are: “Verbs—Forms and Uses;” “Nouns and Their Modifiers; Pronouns;” “Adverbs and Prepositions;” and “Interrogatives and Negatives.” Naturally, Section One: “Verbs—Forms and Uses” is by far the largest section and consists of fifteen chapters:

- Capítulo 1: Present tense;*
- Capítulo 2: Stem-changing verbs and verbs with spelling changes;*
- Capítulo 3: Ser and Estar;*
- Capítulo 4: Preterite Tense*
- Capítulo 5: Imperfect Tense;*
- Capítulo 6: Future and Conditional Tenses;*
- Capítulo 7: Past Participle and Perfect Tenses;*
- Capítulo 8: Passive Constructions;*
- Capítulo 9: Gerund and Progressive Tenses;*
- Capítulo 10: Reflexive Verbs;*
- Capítulo 11: Subjunctive: Present and Present Perfect;*

Capítulo 12: Subjunctive: Imperfect and Past Perfect;
Capítulo 13: Subjunctive in Adverb and Adjective Clauses;
Capítulo 14: Commands;
Capítulo 15: Infinitives.

Section Two: “Nouns and Their Modifiers; Pronouns,” the second largest section, has five chapters:

Capítulo 16: Nouns and Articles;
Capítulo 17: Adjectives;
Capítulo 18: Demonstratives and Possessives;
Capítulo 19: Pronouns: Subject, Object, Prepositional;
Capítulo 20: Relative Pronouns.

Section Three: “Adverbs and Prepositions” dedicates a chapter each to two grammatical points (*Capítulo* 21: Adverbs and *Capítulo* 22: Prepositions). Section Four: “Interrogative and Negatives” also has two chapters (*Capítulo* 23: Interrogative Words and Question Formation and *Capítulo* 24: Negative and Indefinite Words). The four appendices, all useful and practical, are: Numbers, Dates and Time; Written Conventions; Verb Charts; and Answer Key.

McGraw-Hill World Languages, publisher of *Repaso: A Spanish Grammar Review Worktext*, recommends using the Gordon and Stillman worktext under review here with one of their literary or cultural readers: *El cuento hispánico* (Sixth Edition) by Edward J. Mullen and John F. Garganigo (ISBN: 0-07-321197-4); *Lecturas literarias* by Anne Lambright, Sharon Foerster, and Ramonita Marcano-Ogando (ISBN: 0-07-321197-4); *Pasajes: Cultura* (Sixth Edition) by Mary Lee Bretz, Trisha Dvorak, and Rodney Bransdorfer (ISBN: 0-07-305171-3); *Pasajes: Literatura* (Sixth Edition) by Mary Lee Bretz, Trisha Dvorak, Carl Kirschner, and Rodney Bransdorfer (ISBN: 0-07-305170-5); and, *¿Qué te parece esta lectura?* by James F. Lee, Paul Michael Chandler, and Donna Deans Binkowski (ISBN: 0-07-296501-0). Although this reviewer has not had the opportunity to assess any of the McGraw-Hill literary or cultural readers listed above, it does make good sense for the potential adopter of *Repaso* to consider coupling the grammar worktext with a literary or cultural reader so as to incorporate reading selections that will both inspire and motivate students. As a result, students will not only improve their grammatical accuracy but also strengthen their cultural awareness and become able to communicate in the most effective and culturally sensitive manner possible.

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Heminway, Annie. *Practice Makes Perfect: Complete French Grammar*. New York: McGraw-Hill, 2008. ISBN: 978-0-07-148284-4. For ordering information, visit the McGraw-Hill Professional Publishing Website: www.mhprofessional.com

Practice Makes Perfect: Complete French Grammar by Annie Heminway is a wonderful and resourceful review tool for the advanced beginner to high intermediate student of French. As its title aptly suggests, practice and yet more practice is the only way to perfect one's grasp of French grammar.

Practice Makes Perfect: Complete French Grammar consists of twenty-seven chapters covering the following material: the present tense of regular *-er* verbs; the present tense of *-ir* and *-re* verbs; "to be" and "to have"; more irregular verbs; *Devoir* and its many uses; pronominal verbs; the *passé composé*; the *imparfait*; the *futur simple* and the *futur antérieur*; the *plus-que-parfait*; the present conditional and the past conditional; "could," "should," "would"?; the present subjunctive and the past subjunctive; the infinitive mood; the present participle and the gerund; the *passé simple*; the passive voice; indirect speech; the imperative mood; articles and nouns; all the pronouns; adjectives and comparisons; demonstrative adjectives and pronouns; relative pronouns; adverbs and expressions of time, frequency, and location; numbers; and, "*Pot-pourri*," a section on the French language. Verb tables, an English-French glossary, a French-English glossary, and an answer key are also provided at the end of the text. Chapters can be studied independently to review material covered in class and prepare for exams, for example. However, for the sake of consistency and in accordance with the author's goal of increasing students' vocabulary as well as reinforcing foundations in grammar, this reviewer would have preferred to see the titles written first in French and then, in parentheses maybe, in English. For example, why list the title of Chapter 9 as "The *futur simple* and the *futur antérieur*?" and then list the title of Chapter 11 as "The present conditional and the past conditional"?

This minor point aside, *Practice Makes Perfect: Complete French Grammar* does provide a format that will serve students well: one based on grammar explanations supported by comparisons to English grammar. For example, in Chapter 14, expounding on the present infinitive, Heminway provides the following explanation and examples: "You will come across the infinitif, the infinitive mood, on many occasions. It is used more frequently in French than in English. The *infinitif* can be used as the subject of a verb. (Note that the present participle is used in English instead.) *Faire la cuisine est son passe-temps favori./Cooking is his favorite pastime. Suivre des cours de cuisine est amusant./Taking cooking classes is fun*" (115).

Moreover, this reviewer was pleased that the directions for exercises were given in French. Equally impressive is the wide range of exercises to challenge multiple learning styles. For example, open-ended exercises promote not only the mastery of a particular grammar point but also the use of newly acquired vocabulary (vocabulary that is highlighted in grey boxes as part of grammar explanations or seamlessly integrated into the exercises). Heminway justly observes: "Learning another language requires dedication, time, and ultimately, frequent practice. By using what the students already know, by making connections with their first language, and by building on that base, the foundation for their future learning is strengthened. By including a number of cognates of English words in the vocabulary, both advanced beginners and intermediate students are given numerous opportunities to reinforce what they already know as they continue to advance their knowledge of French" (IX).

In conclusion, the strength of *Practice Makes Perfect: Complete French Grammar* lies in the fact that grammar is learned with the aid of contemporary language as well as clear and concise comparisons to English grammar. Anyone interested in a French grammar review is sure to find its crisp layout and reasonable price very attractive.

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Publisher's Response

I am happy to respond to Eileen M. Angelini's review of *Practice Makes Perfect: Complete French Grammar*. As she points out, what makes this book an effective learning tool is that it explains French grammar in terms of English grammar, which allows learners to build their studies on something with which they're already familiar. Another feature of the book that Dr. Angelini refers to is its variety of exercises, which is a key element of the *Practice Makes Perfect* series. By including a range of exercises, the books in the series better address students' different learning styles as well as help keep them engaged.

I appreciate the reviewer asking why grammatical terms in one chapter title are written in French while in another they are in English. Her suggestion to put all terms in French, with English translations in parentheses, is one that we will consider.

Complete French Grammar has proven to be a strong addition to the *Practice Makes Perfect* series in large part, I believe, because of author Annie Heminway's ability to inspire learners that they can master the subject at hand, whether it's gerunds, relative pronouns, or the subjunctive.

Garret Lemoi
Editor
McGraw-Hill Professional

Henderson, Jeffrey. *Aristophanes: Frogs*. Translation with Introduction and Notes. Focus Classical Library. Newburyport, MA: Focus Publishing, 2008. ISBN: 978-1-58510-308-9.

Roisman, Hanna M. *Sophocles: Electra*. Translation with Notes, Introduction, Interpretive Essay and Afterlife. Focus Classical Library. Newburyport, MA: Focus Publishing, 2008. ISBN: 978-1-58510-281-5.

Focus Publishing continues to produce excellent translations of ancient Greek dramas and comedies in their Focus Classical Library series. The two examples under review here, Hanna Roisman's translation of Sophocles' *Electra* and Jeffrey Henderson's translation of Aristophanes' *Frogs*, are certainly no exception in this regard.

Both translators render the original Greek language of their respective plays not only into clear, concise, smooth American English but also into an English full of energy that captures the symbolism and depth of the original Greek and, in Henderson's case, the honest vulgarity of Old Attic Comedy. All of this should please classical scholars

and help teachers who assign these books in their high school or college classes to grab the attention and interest of their students.

The translators have also provided for many aids to understanding these plays at a deeper level. Both books (especially Roisman's) contain footnotes that answer many of the questions a novice is likely to have about characters, chronology of events, symbolic phrases, references to aspects of Greek culture, and so on. Both Roisman and Henderson, in their introductions, explain the physical setting and staging of Greek theater. They include up-to-date bibliographies, though only Roisman provides an index.

Henderson traces the history of Greek comedy and the biography of the playwright Aristophanes, and also places the *Frogs* in its political and social context, suggesting the influences of that context on the events reflected in the play. He makes the case for Aristophanes as a sort of pioneer of literary criticism who pitted the style, themes, and methods of Aeschylus and Euripides against one another for the Athenian audience to evaluate; we should remember that average Athenians had practice at this, since any man might be selected for the panels of judges who rated plays for their prize-worthiness at each theatrical festival.

Roisman's introduction includes a survey of the myths and texts from which we know about the figure of Electra, but she goes even further: Electra's is one of those rare stories we learn about from the perspective of all three of the great Greek tragedians—Aeschylus, Euripides, and Sophocles—and Roisman takes the opportunity to compare and contrast the way the three playwrights present the issue of matricide. In an interpretive essay following the translation, she also dissects and analyzes Sophocles' play as it reflects questions of revenge, corruption, injustice, and familial duty, expressing her characterization of Electra as basically a bit unhinged, and concludes her book with a brief but intriguing discussion of the political, psychological, social, and theatrical reincarnations of Sophocles' version of Electra's story since the Enlightenment (for example, in Voltaire's *Oreste*, Jean Paul Sartre's *Les Mouches*, and John Barton's *Tantalus*).

There are, of course, a handful of editorial errors, the most glaring in Roisman's book being the absence of the section entitled "Some Words in Conclusion," which the Table of Contents places after the end of the interpretative essay. Otherwise, this reviewer would highly recommend assigning these excellent texts in high school or college courses on theater, Greek history, or literature.

Michael Lovano, Ph.D.
Assistant Professor of History
St. Norbert College
De Pere, WI

Publisher's Response

Thank you for the opportunity to respond to this review. First, the errors noted by the reviewer are ours. Rest assured they will be corrected in future printings. Our apologies to the authors. The Focus Classical Library is designed specifically for college-level courses taught in translation. Our translations differ from most others in that our primary goal is to provide translations close to the original which allow

students access to the works in their historical context. Although a more interpretative translation might make the reading easier, we ask our authors to adhere to the original and to provide notes, rather than embed interpretative solutions in the translation. Rather than make a translation funny, we ask our authors to explain what the Greeks thought was funny, etc. Thus, it is a pleasure to read that the two texts under review here manage to bridge two sometimes conflicting tasks--to make readable translations that are also faithful to the original texts.

Ron Pullins
Focus Publishing

Howard, Jiaying and Lanting Xu. *Huanying: An Invitation to Chinese*. 1st edition. Boston: Cheng & Tsui Company, 2009. ISBN: 978-0-88727-615-6. Accompanied by Teacher's Manuals, Workbooks, and online Audio Files.

As Chinese has become increasingly popular at the college level, many secondary schools have started teaching Chinese courses as well. For teachers and administrators who have found it challenging to find well-written teaching materials, Howard and Xu's *Huanying: An Invitation to Chinese* will be a good choice. It should meet all the needs of those teaching Chinese language to non-native speakers at the junior and high school level.

Huanying is a series of 4 volumes, each one including a textbook, 2 student workbooks (one for each semester), and 2 teacher's manuals (also one for each semester). All of the audio files for the textbooks are available online. Users are required to register their products on the publisher's Website before downloading the soundtracks.

Following the National Standards for Foreign Language Learning developed by the American Council on the Teaching of Foreign Languages, *Huanying* is well organized, with carefully designed textbooks to take students with minimal or no background in Mandarin Chinese to the intermediate-high level of language proficiency.

Each textbook consists of six units, with each unit containing five lessons and one unit review. If classes meet for one hour every day, one volume will require an entire school year.

The topics of *Huanying* are closely related to daily life and should appeal to students, ranging from talking about classmates to playing computer games. The grammar points and vocabulary are well presented in the textbooks. Each volume covers 500 high-frequency characters, which can form thousands of commonly used words. Many new vocabulary items like *yōupán* (USB flash drive), *shǒujī* (cell phone), etc., are introduced in the textbook, which makes the information in *Huanying* up-to-date and thus superior to other textbooks available on the market today.

Instead of using dull drills, *Huanying* puts students in real-life or quasi-real-life settings and helps students achieve the goal of communicating in Chinese accurately and appropriately. Performance-based communicative tasks enrich students' ability to solve problems in context and also encourage students to be creative. Pair and group activities and games such as bingo, puzzles, and word pyramids bring fun to teaching and learning.

It is rare to see Chinese textbooks use authentic materials at the beginning level, but *Huanying* is a notable exception. Among the large quantity of authentic materials utilized throughout these textbooks, rhymes and poems are good for practicing pronunciation, and business cards and signs can improve students' proficiency via recognizing Chinese characters and guessing meanings even if they haven't yet learned some of the characters before.

Huanying integrates reading, listening, speaking, and writing skills. Take writing as an example: In the workbooks for the first 2 years, in addition to a section designed to teach character writing in every lesson, more character writing exercises can be found in listening and reading activities. *Huanying* intentionally reduces the use of pinyin romanization gradually, which will force students to take characters as the means of written communication as soon as possible.

Another plus of this series is that abundant cultural material is introduced throughout the textbooks. From Chinese food to Chinese architecture, cultural knowledge not only is essential for gaining high language proficiency, but also has the power to motivate students to learn more about the target language and the target country.

The teacher's manuals in this series are a treasure trove, as all the activities and exercises from the workbooks are included in them, and all the answers and scripts are provided. The valuable sample teaching plans, practical teaching tips, and pre-designed quizzes and unit tests will save teachers a lot of time in preparation and focus more on teaching and engaging with students.

Color-printing makes the books more readable, and the large size of the books provides enough space for students to take notes and write down their own thoughts. However, the main Chinese font used in Textbook One is unusual and somewhat problematic. Some characters would be considered incorrect or non-standard if the book were published in China. For example, the right part of *qǐ* (as in *dūibuqǐ* [I am sorry]) is written as *yǐ* (already) instead of *jǐ* (self) as on page 41. However, in Textbook Two and in Workbook One's writing exercise section, the font is standard Kaiti, which is widely used in Chinese textbooks, and thus the characters are correct (compare the bottom of *hǔ*—tiger, in Textbook One, p. 117, with Workbook One, p. 74, and Textbook Two, p. 187). If all the books would use the same standard Kaiti font in further editions, that would be an improvement.

In the "Do you know" section in Unit 1 of Textbook One, the six methods of categorizing Chinese characters developed by Xu Shen in his *The Lexicography of Chinese Characters* are introduced (p. 23). However, the example used to explain the 5th method, borrowed characters, is not typical. The authors state that the character *dōng* (east) "originally depicted a bundle tied on both ends but was borrowed to refer to 'east'." In fact, Xu Shen himself treated *dōng* as a compound indicative character, "as the sun in the woods" which represents the sun seen through the trees in the morning.

There are also some typos in the textbooks. For example, Italian Jesuit Matteo Ricci is spelled as Mateo Ricci (Textbook One, p. 2), and Chinese philosopher Han Yu's name is printed with the incorrect Chinese characters (Teachers Manual One, xlili). Of course, those typos and minor imperfections do not affect the overall quality of *Huanying*, which has been successfully used by scores of colleges and high schools in the United States to introduce students to the Chinese language and culture. As the

first series of textbooks compiled by North American teachers for secondary students, and with so many great features, I am sure that *Huanying* will be welcomed by more and more educators and learners.

Ximin Fang, M.A.
Assistant Professor of Chinese
Defense Language Institute
Monterey, CA

Publisher’s Response

We are grateful for Professor Ximin Fang’s review of *Huanying: An Invitation to Chinese*. We agree that the topics discussed in *Huanying* are “closely related to daily life” and utilizes “authentic materials,” making it the first comprehensive secondary-school series written by experienced teachers in North American schools specifically for the North American classroom. It is sure to serve as a valuable, well-written, challenging and ultimately rewarding resource for both teachers and students. We look forward to facilitating Prof. Ximin’s prediction that *Huanying* “will be welcomed by more and more educators and learners.” For more information about *Huanying*, please visit <http://www.cheng-tsui.com/store/products/huanying>, or email editor@cheng-tsui.com.

Matthew Cooney
Cheng & Tsui Company

Pimsleur Levine, Julia. *Little Pim. Foreign Language and Fun. French. 3 DVDs. Part I. Eating and Drinking; Part 2. Wake Up Smiling; Part 3. Playtime.* Little Pim Corporation, 2007. ISBN: 0-94922-83271-9. Website: www.littlepim.com.

Little Pim is billed as “foreign language and fun” and is truly one of the most educational programs for young learners I have seen in a long time. Little Pim the Panda (and I assume his name is an homage by author Julie Pimsleur Levine to her father, the late Paul Pimsleur, well-known Ohio State University FL educator) is an ambitious little thing and fills his day teaching a panoply of foreign languages (when he is not gorging himself with bamboo, that is [pandas eat an incredible 20-40 pounds of the green stuff daily, we are told!]). There are programs in all the commonly taught languages, including Arabic, Mandarin Chinese, German, Hebrew, Italian, Japanese, Russian, French, and Spanish.

This groundbreaking DVD series is the result of two years of work by Julia Pimsleur Levine and her team of animators and filmmakers. In addition to being a mother, Pimsleur Levine is also an experienced language teacher, filmmaker, and president of her own company, Little Pim (www.littlepim.com), which markets a variety of foreign language learning products. Check it out for related products, such as CDs, iPhone apps, flash cards, free games, and activities, all featuring a certain furry black-and-white little fellow.

Julia Pimsleur Levine explains her motivation to develop the *Little Pim* series in these words: “When my son was born three years ago, I wanted him to be bilingual and

to have the same advantages I had in learning a second language from an early age. I searched for videos to reinforce the French I was teaching him at home, but found very few age-appropriate, high-quality products. I had high standards as a former filmmaker and language teacher myself. I wanted him to watch something that was entertaining, educational and with high production values. Something I would want to watch with him.” Manifestly, her efforts have been crowned by success; Little Pim will give your child a lot of fun as well the amazing gift of a second language.

The program comes with a how-to *Parent Guide* to help parents use the product with the best results and maybe learn something themselves at the same time. It includes various pieces of information and tips, as well as a resource section with valuable bibliographical links to useful articles, books, and Websites for otherwise hard-to-find resources for parents looking to give their child a head start in learning another language. Among other useful tips and advice, parents are urged to enroll their child in a language playgroup, which would get together weekly for songs, stories, and play in the target language. In addition, parents should try hard to engage their child in the target language whenever possible, which means using their favorite toys to teach vocabulary and to introduce new words in context around the house. Practice at home will keep their children motivated and engaged so that they are ready to study language when they start school.

Each DVD is easy to load and navigate and consists of thirty-five minutes and is divided into seven five-minute episodes to accommodate young learners’ lower-than-average attention span. The author points out that parents can stop the DVD at any time and interact with their child, to help reinforce vocabulary and pronunciation. After they have watched an episode once or twice, parents will have understood how the program is structured and can think of creative ways to make the material even more fun and interesting and maybe supplement it with their own activities. Children need constant stimulation, as all parents know, so the key is for them to get their child to want to go back and play with Pim the Panda. Doing a little bit every day is ideal; consistency is critical for learners of all ages but especially for young learners. Actually, it is enough to watch just one five-minute episode per day to see positive results; parents should repeat the episodes their child finds fun for maximum effect.

Little Pim’s method is total immersion. The entire DVD is in the target language, with subtitles optional. Phrases and sentences are broken down into simple parts and reinforced through periodic repetition. The pace is set for the young brain, with bright colors and easily recognizable objects for optimal learning. The program teaches vocabulary in context, illustrated by colorful images of real children playing, eating, or doing whatever.

It is a well-documented fact that children learn faster than adults. The question has been asked: “at what age do you start your child learning a foreign language?” Pimsleur Levine suggests sooner rather than later, since children’s ability to learn a new language dips around six or seven years of age. *Little Pim* is especially designed for babies, toddlers, and preschoolers (ages 0-5, according to the *Parent Guide*), but older children as well (including this reviewer!) can enjoy and learn from their furry friend. Another concern sometimes expressed by parents is that learning a foreign language will somehow negatively affect their child’s ability to learn his or her

native language. Not to worry: countless children around the world grow up learning more than one language (including me, and I came out ok [depending on whom you ask!]) and, if anything, they develop better cognitive skills than their monolingual classmates. In fact, research suggests that children who begin learning a second language in childhood develop more advanced language skills, even in their mother tongue. Multilingualism has been linked to superior reading and writing skills, as well as advanced analytical social skills. Bilinguals also have been shown to have an advantage over monolinguals in education and employment. It's a win-win situation. What do parents have to lose? Certainly children who have been exposed to this program will be at a distinct advantage when they begin school and, we hope, have the option of studying a foreign language in a more formal setting.

To give readers a flavor of what to expect when they invite this cute little panda into their home to play with their child, let's have a look at the first of the French DVDs.

As stated above, each DVD comprises easy-to-digest five-minute segments, each of which focuses on one or maybe two structures along with relevant vocabulary. The DVD introduces a total of around 60 new words, which is just about right for young learners. Surprisingly, the first segment does not bother with introductions but, rather, plunges straight into the heart of the matter, in this case, food. Pandas do need to eat, after all. So we immediately learn the phrase *je mange* and *je bois* (you will not go hungry in France in the event that you travel together with Pim or remember what he taught you). *Je mange une pomme (une banane, etc.)* and *je bois de l'eau*. Words are flashed across the screen but, true to the immersion method, there is no tiring explanation of hairy grammar (as if the child would understand the *article partitif* anyway [or the parent, for that matter]), only a steady stream of new images of real children eating and drinking interspersed with pictures of our animated friend Little Pim. Each panda skit is followed by sequences of real live kids expanding upon the vocabulary introduced, all in context, accompanied by brilliant images of fruit or drinks. Parents can replay each scene as often as they like since it is so very short. Really, all the child is learning is a basic structure. However, if parents are fluent in the language, they can also repeat each structure in context around the house—in the kitchen, for example—to teach their child additional vocabulary. Structure is fundamental, and vocabulary is the child's key to the world.

The way in which the speakers (all of them native speakers) model pronunciation is nothing less than superb: Their diction is clear and distinct, without ever appearing to be artificially slow. As the *Parent Guide* makes clear, adults should “model, not correct. If your child makes a mistake, try to be affirming and then model the correct word or pronunciation.” This is a tall order, but let's assume that the parent has a good enough grasp of the target language to be able to help constructively. Each DVD includes optional English subtitles, but obviously, it is a lot easier if parents know enough of the target language to be able to help their child along. Last but not least, the entire series is shot in HD video; images are sharp and crisp, greatly enhancing the child's visual pleasure and making it that much easier to learn.

I had a lot of fun reviewing this program and only wish I still had young children of my own with whom to discover the world in the company of Pim the Panda. This

little guy has a lot of spunk and means business and is a real pleasure to watch in action!

Tom Conner
Professor of Modern Languages and Literatures
St. Norbert College
De Pere, WI

Publisher's response

Little Pim is happy to respond to Professor Conner's positive and in-depth review of the Little Pim DVD series, and we are delighted that he concludes that young children will take real pleasure in viewing Little Pim in action.

Our goal is to set children up for successful foreign language learning and for them to reap the cognitive benefits of being multi-lingual. In creating Little Pim, and by watching my own kids, I knew that for a language-learning series for young children to be liked by kids, Little Pim had to be fun; and for it to be effective, it had to be systematic. With this in mind, I created the Entertainment Immersion Method™ which introduces simple words and phrases and strategically repeats them throughout the five minute episodes, while entertaining children with the antics of the series' teacher, Little Pim the Panda. We are thrilled to have received over 12 Consumer Awards as well as the Association of Educational Publishers Distinguished Achievement Award in World Language Curriculum.

Each DVD introduces 60 words and phrases, and can be used in any order, as they are all beginner level. The DVDs are centered around early childhood themes; the first three we released are: "eating and drinking," "wake up smiling" and "playtime". Recently we produced three more DVDs, also introductory level, for French, Spanish, and Chinese: "in my home;" "happy, sad and silly;" "and I can count!"

When we discovered that teachers were eager to use *Little Pim* in the classroom, we worked with an elementary school world language educator to create a Teacher's Guide, including lesson plans and student worksheets. There are also complete scripts available for each language on our Website. To go directly to the teachers' section of our site, go to www.LittlePim.com/teachers.

At Little Pim, we are passionate about giving kids a positive introduction to being multi-lingual. As Professor Conner correctly surmised, Little Pim was named as an homage to my father, Dr. Paul Pimsleur. Growing up bilingual was a lifelong gift my father gave me, and I am eager to make it easy and fun for children everywhere to get an early start on language learning with Little Pim.

Julia Pimsleur Levine
Founder and President
Little Pim Co.

Kumaravadivelu, B. *Cultural Globalization and Language Education*. New Haven: Yale University Press, 2008. ISBN: 978-0-300-11110-1.

As can be surmised from the title, the impact of cultural globalization on language education is the focus of B. Kumaravadivelu's third text, *Cultural Globalization and*

Language Education. The central theme of the book, as stated by the author in his preface, is the “cultural logic of the global and the local, along with its unfailing impact on language education,” that is, the impact of globalization on second/foreign language learning. The author attempts to dissect the major cultural concepts that have informed the teaching and learning of culture in the classroom, drawing upon anthropology, applied linguistics, cultural studies, and history, to name but a few disciplines.

The author, in blending personal narrative with academic discourse, makes the text accessible to a wide audience. This book will be of value to teachers, researchers, graduate students, and anyone else interested in the topic of cultural globalization and how it impacts language education.

The chapters of the text cover the following topics:

Chapter 1 The Lay of the Land

Chapter 2 Culture and Its Complexities

Chapter 3 Cultural Globalization and Its Processes

Chapter 4 Cultural Stereotype and Its Perils

Chapter 5 Cultural Assimilation and Its Delusions

Chapter 6 Cultural Pluralism and Its Deceptions

Chapter 7 Cultural Hybridity and Its Discontents

Chapter 8 Cultural Realism and Its Demands

Chapter 9 Cultural Realism and Pedagogic Principles

Chapter 10 Cultural Realism and Instructional Strategies

Chapter 11 Cultural Realism and Intercultural Communication

Chapter 12 The Map of the Territory

Kumaravadivelu fully explores the complex nature of culture—the idea of culture, culture and community, culture and language, and culture and language education. In Chapter 3 he provides us with an in-depth and thought-provoking analysis of cultural globalization. Under the umbrella of cultural globalization the author provides a detailed discussion of cultural homogenization, with globalization being considered predominantly a process of Westernization. He then covers cultural heterogenization, in which many cultural identities are being revitalized due to perceived threats from the process of globalization, which in turn strengthens the forces of fundamentalism. And, lastly, the author discusses cultural globalization, which he describes as a two-way process in which cultures that are in contact simultaneously shape and reshape each other. In summary, the author stresses the importance of fostering global cultural competence in our language learners if we are serious about preparing them for the challenges of life in the 21st century.

The nature as well as the causes of cultural stereotypes is dealt with in Chapter 4, where the author discusses how important it is that cultural stereotypes be dispelled.

In chapters 5, 6, and 7, the author thoroughly explores cultural assimilation, cultural pluralism, and cultural hybridity, arguing that because these notions have been conceived and constructed mostly by Western or Westernized scholars, they are not totally relevant to L2 learning and teaching in this day and age of cultural globalism. Chapter 5 deals with the concept of cultural assimilation, not only in the United

States—a nation of immigrants—but in multiethnic, multicultural, and multilingual countries, including Britain, Canada, and Australia.

In the chapter “Cultural Realism and Its Demands,” the author grapples with the challenges posed by contemporary realities and argues that in order to better cope with the tension that the complex and competing forces of cultural globalization have brought about, a true understanding of how cultural globalization contributes to identity formation is necessary.

The author then offers educational possibilities that may help in create global cultural consciousness in our L2 learners. In Chapter 9, Kumaravadivelu provides us with organizing principles for teaching culture in the language classroom. He argues that the most important objective must be the development of global cultural consciousness in our students, and that this global cultural consciousness must be based on cultural realism and on a thorough understanding of one’s own culture and that of others. The author outlines policies and planning, and methods and materials to help us achieve the central goals and objectives. He cautions, however, that whether or not the goals and objectives can be achieved depends greatly on the instructional strategies used in the classroom.

Specific instructional strategies to help raise global cultural consciousness in the classroom are discussed in Chapter 10. He hopes that a better understanding of global cultural perspectives will not only help dispel cultural stereotypes but also aid in enhanced intercultural communication.

Chapter 11 provides a very detailed critique of traditional approaches to intercultural communication. The author argues that we need to rethink our theoretical principles and pedagogic practices by searching for a “meaningful articulation of the relationship between intercultural communication and cultural globalization.”

Although Kumaravadivelu posits theories that some readers may not entirely agree with, this volume is a must read for serious language instructors who aspire to give their students better tools with which to understand the increasingly globalized world in which we live.

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Publisher’s Response

I would like to thank Professor Sands for her informative review of *Cultural Globalization and Language Education*. We are very proud of this text, as it addresses an extremely pertinent topic and has proven to be very useful for both current language instructors and those in teacher-training programs.

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Lipski, John M. *Varieties of Spanish in the United States*. Washington, DC: Georgetown University Press, 2008. ISBN: 978-1-58901-213-4.

In John M. Lipski's *Varieties of Spanish in the United States*, the author outlines the importance of the Spanish language in the United States and describes the major varieties of Spanish found here. This book consists of an introduction and 13 chapters. A brief historical account of each Spanish-speaking group, demographic information, sociolinguistic configurations, descriptive information about the Spanish varieties, and an overview of scholarship are presented in each chapter.

In Chapter 1, Lipski gives a brief introduction to the major varieties of U.S. Spanish and to the circumstances that brought these groups to the United States. The demographics of U.S. Spanish and the teaching of Spanish as a second language in the United States are then discussed.

In Chapter 2, the author outlines the scholarship on Spanish in the United States. He traces the evolution of U.S. Spanish studies from the pioneering work of Aurelio Espinosa, an expert on New Mexico Spanish, to the emergence of Spanish as a national language in the 1950s and 1960s, and to the study of U.S. Spanish in the era of civil rights and civil struggle. This was the same era in which the great Chicano authors Rudolfo Anaya, Rolando Hinojosa-Smith, Miguel Méndez, Tomás Rivera, Sabine Ulibarrí, and others came to prominence. Lipski describes the consequences of the United States Supreme Court *Lau v. Nichols* decision on bilingual education. The chapter concludes with a discussion of the coming of age of U.S. Spanish scholarship in the 1980s and 1990s.

Lipski addresses the concept of Spanglish in Chapter 3. The author identifies Spanglish as a term often used to describe the speech patterns of resident Latino communities and, in some instances, to marginalize U.S. Latino Spanish speakers. Lipski traces the origin of the term Spanglish (*espanglish* in Spanish) to the Puerto Rican journalist Salvador Tío (1954), who expressed concern about what he viewed as the deterioration of Spanish in Puerto Rico as a result of contact with English words. The chapter concludes with a discussion of how the evolving social and political identities of U.S. Latino communities and increasing dialogue between Latino intellectuals and activists resulted in new perspectives on the notion of Spanglish.

In Chapter 4, Lipski examines Mexican Spanish in the United States. In tracing the development of Mexican varieties of Spanish in the United States, the author discusses important events: the Texas Revolution of 1836, the Mexican-American War of 1848, the Mexican Revolution of 1910-1920, the *bracero* program post-World War I, and the railroad system connecting southern Texas to Midwestern industrial cities such as Chicago, Milwaukee, and Detroit, as well as the introduction of a new Chicano consciousness in the 1960s. The chapter concludes with an excellent discussion of Mexican-American Spanish versus Mexican Spanish.

The focus of Chapter 5 is Cuban Spanish in the United States. The author traces the Cuban presence in the United States from the Cuban intellectuals of the middle of the nineteenth century to the Cuban Revolution of 1959, and to the Mariel boatlift of 1980. Lipski then gives a current profile of Cuban-American communities in the United States and describes major linguistic features of Cuban Spanish, as well as the differences between Cuban and Cuban-American Spanish.

In Chapter 6, Lipski discusses Puerto Rican Spanish in the United States. The author outlines the historical demographics of Puerto Ricans in the United States as well as their major presence in the Northeast. Puerto Rican and U.S. Puerto Rican Spanish are discussed. The chapter concludes with a fascinating discussion of the bilingual code switching of Puerto Ricans in the United States.

The author gives a brief introduction to Dominican Spanish in the United States in Chapter 7. Lipski describes the relationship between the linguistic development of the Dominican Republic and the history of Santo Domingo. The demographics of this group of Spanish speakers are discussed. Linguistic features of Dominican Spanish and Dominican Spanish in the United States are then presented.

Central American Spanish in the United States is the focus of Chapter 8. Lipski identifies three major dialects in Central American Spanish: Guatemalan, Costa Rican, and El Salvadoran-Honduran-Nicaraguan. The author gives an interesting discussion of one of the most striking features of Central American Spanish, the use of the second person familiar pronoun *vos* instead of *tú*, which also appears in a few other Spanish-speaking countries. The chapter concludes with a brief overview of the Central American lexicon.

Lipski discusses Salvadoran Spanish in the United States in Chapter 9. The focus of Chapter 10 is Nicaraguan Spanish in the United States. Lipski describes the political circumstances—the abdication of Somoza, the triumph of the Sandinista Revolution in July 1979, and U.S. supported *contra* activities—that all resulted in the mass exodus of Nicaraguans to the United States in the 1980s. Linguistic features of Nicaraguan Spanish are discussed, such as this group's exclusive use of the *vos* form of address and the *voseo* verb paradigm.

In Chapter 11, Lipski examines Guatemalan and Honduran Spanish in the United States. The author discusses how the large and diverse indigenous population of Guatemala precluded large-scale Hispanization. As a result, at least half of the population of Guatemala does not speak Spanish, or speaks it as a recessive second language. What is often described as “Guatemalan Spanish” represents the middle- and upper-class monolingual Spanish speakers of Guatemala City. The “Popular Guatemalan Spanish” of the surrounding highland regions, in contrast, reflects the influence of Native American languages or imperfect learning of Spanish. A brief account of Honduran Spanish is then given.

Chapter 12 focuses on the traditional varieties of U.S. Spanish found in New Mexico, southern Colorado, and Louisiana. Lipski gives a fascinating account of the origin of the Spanish-speaking populations of New Mexico and southern Colorado. The author discusses the Juan de Oñate expedition of 1598, the Pueblo Revolt of 1680, the subsequent relationship between Spanish settlers in New Mexico and the remainder of New Spain, and the annexation of New Mexico to the United States after the Mexican-American War. He then describes the development of New Mexican Spanish, its linguistic features, and the scholarship on it. The chapter concludes with a brief discussion of Spanish in Louisiana. In Chapter 13, Lipski gives a great discussion of lexical borrowing, loan translations and calques, and code switching among U.S. Spanish speakers.

In sum, John M. Lipski's *Varieties of Spanish in the United States* is an outstanding work of scholarship. Specialists in the field as well as undergraduate and graduate students will benefit from the author's excellent findings in this important area.

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McEniry, Stacie. *Working Spanish for Medical Professionals*. Hoboken: Wiley, 2007. ISBN: 978-0-470-09524. \$12.99.

Working Spanish for Medical Professionals is rightly subtitled an “On-the-Job Phrasebook.” Therefore, prospective learners or language instructors looking for a holistic communicative system designed for learning Spanish with an emphasis on health-related work will be disappointed. Instead, the text may serve as a valuable reference tool for anyone working in a medical profession, and, in my opinion, it will especially benefit those who already have some basic knowledge of Spanish.

The text contains only a basic pronunciation guide and a handful of chapters devoted to essential grammar, including some advanced grammatical notions such as commands, and the presentation of notional-functional vocabulary, such as greetings, numbers, and time expressions. Its strength lies in an exhaustive compilation of possible communicative acts that will surely arise in any interaction between patient and health care personnel—doctors, nurses, social workers, or administrative assistants—in different situations, for example, at a hospital or clinic.

Working Spanish for Medical Professionals is divided into twenty-eight chapters of varying length, most of which are organized around topics that describe some aspect of a hospital setting. While some chapters describe areas of medicine, such as “Anatomical Terms,” “Critical Care,” or “Sports Medicine,” others focus on the hospitalization process, for example, “Admission,” “Emergency Room,” and “Surgery.” In addition, managerial, administrative, and clerical procedures are presented in the sections titled “Human Resources,” “Social Services,” and “Billing Issues,” respectively. However, these are not context-based chapters (no pictures, drawings, dialogues, reading passages, or cultural notes), but, rather, lists of lexical items and inventories of pertinent sentences, first presented in English and then followed by the corresponding Spanish translation in boldface, and by a practical pronunciation transcription in italics.

Although this text is a low-cost paperback and the presentation of the material is quite unattractive, its content clearly is the result of excellent research combined with extensive experience and a practical knowledge of the health care industry. Also, it is well organized and the information is very accessible, especially for adult learners and SSP (Spanish for Specific Purposes) language instructors. For instance, the learner will find a specific section listing commonly used terms and expressions associated with pain, another one for situations dealing with administering an IV, for example, and even one on how to express oneself under difficult circumstances, such as the death of a patient. The only objection is that the author does not provide any information about

the dialectal variety of Spanish described. Even if we assume that Standard Spanish is used, there are many examples of lexical items that simply escape this notion. A brief introduction stating the author's preferences would have sufficed.

Working Spanish for Medical Professionals is not a language-learning textbook, nor does it aspire to be. If used appropriately, i.e., as an educational tool, it can be a precious reference book for intermediate and advanced learners, and, furthermore, can assist language professionals such as teachers, translators, and interpreters.

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Merrill, Jason, Julia Mikhailova, and Maria Alley. *Animation for Russian Conversation*. Newburyport, MA: Focus Publishing, 2009. ISBN: 978-1-58510-310-2.

Focus Publishing has produced a number of excellent texts for conversation. This book joins the Russian series and provides materials for Novice-High to Intermediate-Mid speakers. While, at first sight, it may seem that the authors go out of their way to choose children's material, the selections are witty and appropriate for all ages. They are also outstanding models of animation, some of the best in Russian children's literature, and, at the same time, rich in Russian culture.

The book features four series of animated cartoons. The first introduces Cheburashka, a loveable little bear with big eyes and ears, Gena, a friendly crocodile, Shapokliak, a mean old lady who wears a big hat (hence her name), and several other characters. Since the cartoon dates from Soviet times, young Pioneers appear on the scene. The short episodes include the first meeting between Cheburashka and Gena and their subsequent friendship, Gena's birthday celebration and the song that he sings accompanied by his accordion, and Gena and Cheburashka's trip, where Shapokliak steals their tickets and they are thrown off the train. All the episodes provide entertainment and a high interest level. Cheburashka as the official mascot of the 2006 Olympics is a familiar character to many.

The second series is a Russian adaptation of *Winnie the Pooh* (Vinni Pukh). This story enjoyed popularity in the Soviet Union, and a team of Russian animators produced the three episodes featured in the text in the 1970s. In the first, Vinni Pukh tries to raid a beehive in order to get honey. Pyatochok (Piglet) comes to his rescue. In the second, Vinni Pukh and Pyatochok go to Krolik's (Rabbit's) house to visit. Krolik is extremely polite, but Vinni is not, and the visit has disastrous results. In the last, Vinni, Pyatochok, and Sova (Owl) celebrate Ia's (Eeyore) birthday, with curious gifts. While the characters are familiar, a Russian twist makes them all the more enjoyable.

The third selection, *Hedgehog in the Fog*, is based on a Russian folk tale and is accompanied by cartoons designed by the famous Russian animator Yuri Norstein. This award-winning film tells the story of a hedgehog, an important animal in Russian folklore, who goes to visit his bear-cub friend, but gets lost in the fog. On

the way, he meets many animals, some threatening, some helpful, and finally reaches his destination through the help of a fish who carries him across a river. There is a minimum of dialogue, and the narrator speaks clearly and distinctly. The story is rich in symbolism and nature images.

The final selections are from *Junior and Karlson*, an animated series created in 1970, based on the story by Swedish author Astrid Lindgren. This favorite Russian story was revived in a 2004 film, but the version used here is the earlier one. Karlson is a chubby, clever little man who can fly and lives on the rooftop of Junior's apartment building. Junior (Malysh) is a seven-year old who desperately wants a dog for his birthday. With the help of Karlson, he, too, manages to fly and terrifies his parents who find him on the roof. They hire a governess for him, who is actually a mean housekeeper. But Karlson outwits her, and all ends well.

All four of these series are available on DVDs, with information for purchase indicated on the publisher's Website and in the text. Most of the Cheburashka series and all three of the others are also available on www.YouTube.com. In some cases, there are subtitles in English, annotations, and the lyrics of certain songs. Since the words are sometimes difficult to understand because of the cartoon nature of the recordings, the subtitles can be useful.

Although three authors contributed to the textbook—each was responsible for a different section—they use a common format. Each segment begins with a pre-listening and viewing part to stimulate familiarity with the themes. A vocabulary for description is found in the Appendix. Post-viewing exercises include identifying the speaker of given sentences, true and false statements, and ordering events. Related activities address topics for written and oral presentations, grammatical points, and cultural observations. Finally, each section contains a fairly complete list of vocabulary relative to the film, although there is no glossary at the end of the book, which does pose problems if one is looking for a word that is not used until later. The book is accented throughout, and is largely in Russian.

The text does not address grammar as such, but the grammatical exercises are useful and tied to the film. The authors normally use phrases in the story as a starting point, such as “Cheburashka wishes Gena a happy birthday. Congratulate your friend on the following holidays.” In Russian this requires the instrumental case. The section related to the story about the Hedgehog is linked to verbs of motion, a point which always needs review. A part of the *Karlson* story involves absence or nonexistence, modeled on Malysh's complaint that he does not have a dog, thus providing practice for the genitive case. The authors have chosen high frequency grammar points for drill and review, although there is no systematic presentation. A potential problem could occur if students have not yet learned the grammar point at hand. However, it is not necessary to do all the exercises, which exist independently of one another.

This delightful book can certainly find a place as a supplementary text in beginning and intermediate Russian classes. Some parts could be used in advanced classes as well, particularly the sections that present abstract topics such as friendship, character analysis, and nature symbolism. Since animated films are of interest to all ages, the book can reach out to an audience ranging from elementary school to university. Moreover, *Animation for Russian Conversation* is reasonably priced and attractive,

with black-and-white illustrations, and it comes in an easy-to-use format. It can inspire teachers to create further activities to supplement other animated films. Most of all, it adds lightness and humor, though not without serious reflection, to what otherwise could be very dry topics.

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Publisher's Response

Thank you for the opportunity to reply to this kind review. Focus had done a two volume set of books for use in conversation courses in Russian, authored by Olga Kagan, Mara Kashper, and Yuliya Morozova. Although they were well received, they are perhaps too challenging for undergraduates. Because the methodology had proven so useful, however, Jason Merrill, our series editor, and I decided to create a textbook that would draw on both the high interest of film—in this case, animation—and structured language study. Russian animations are both fun and a valid art form. They can also provide a very structured language experience for the instructor. We appreciate Professor Kashuba's review and hope that instructors who adopt this text will find it useful.

Ron Pullins
Focus Publishing

Mueller, Sherry L. and Mark Overmann. *Working World: Careers in International Education, Exchange and Development*. Washington, DC: Georgetown University Press, 2008. ISBN: 9781589012103. \$24.95.

There is no doubt that in higher education today there is an increasing emphasis on fostering "Global Citizens." In a world that is rapidly becoming more interconnected, there are endless possibilities for international work. The question, though, for many aspiring young professionals is where to begin. So for people like me, who work in the world of International Education, or for anyone who may have a student interested in pursuing an internationally focused career, Sherry L. Mueller and Mark Overmann's *Working World: Careers in International Education, Exchange and Development* is an invaluable new resource. At 238 pages, the book can be read in its entirety or merely used for its excellent references and experienced recommendations.

Mueller and Overmann divide the book into two distinct parts. The first section is titled "Shaping Your Career Philosophy" and is an opportunity for its authors to provide their readers with pertinent advice about how to jump start a career in the international professional world. Mueller and Overmann are both at very different stages in their careers and adeptly combine their own personal anecdotes (which they skillfully juxtapose to bring out the great variety of experiences that come with the territory of international education) and advice on career development within the international arena. Mueller has several decades of experience and is currently the president of the

National Council for International Visitors in Washington DC Overmann is an up-and-coming young professional who is presently the Director of College Communications at Georgetown University and also happens to be Mueller's former intern.

Throughout the first four chapters ("Identifying Your Cause," "The Art of Networking," "The Value of Mentors," and "The Continuous Journey"), Mueller and Overmann take turns providing insight on these various topics related to jump starting a career. I found the discussions covered in these chapters a particularly helpful way of conveying a wide range of sound advice that easily appeals to varying personalities. Especially relevant in my opinion is the emphasis placed on working hard to identify interests and specific goals and then moving forward with a "building block approach" to launching a meaningful career in pursuing these interests. Specific suggestions were then consistently provided on methods for establishing such an approach.

While I found *Working World's* first section extremely helpful, it is the second section and bulk of the book, titled "Selected Resources," that impressed me the most. Indeed, the advice offered by Mueller and Overmann is invaluable, but the second section's concrete resources available both in print and on the Web, in combination with insightful profiles of various professionals within the fields, are what make this book stand out. The eight chapters are aptly separated by topic. "Your Job Search—A General Approach" focuses on overall resources available for helping narrow the search and discover the numerous career paths available. There are a number of networks and professional associations listed as a means of beginning this hunt. Mueller and Overmann remind us that internationally focused work doesn't always need to take place abroad. In fact, a good number of the opportunities available are within the United States. The remaining chapters then focus on these various paths both internationally and nationally.

"Internship Opportunities" explores the rapidly expanding world of international internships as a means of either experimenting with the different types of jobs available or simply getting a foot in the door and thereby providing a foundation for a career. Similarly, "Volunteer Opportunities" provides sound advice and resources for those possibly less interested in internships than in nonprofit and grassroots work. Mueller and Overmann point out that among other things, volunteer opportunities can help one acquire language proficiency, cultural understanding, and regional expertise.

As Chapter 9, "Nonprofit Organizations," suggests, there are rapidly expanding opportunities in the nonprofit sector. Particularly enlightening in this chapter are the two professional profiles of individuals who head two very different, yet equally relevant nonprofit organizations. The following chapter on "U.S. Government" then points out that, historically, most people seeking jobs within the international field once pursued this line of work. Due to the dramatic focus on internationalization and the rise in nonprofits and expanding multinational organizations, this is no longer the case. However, this makes such government work no less valuable; in fact, it is perhaps more relevant than ever before. A sizable number of programs and agencies are listed, which candidates for a position in the international field can use as a basic starting point for their job search.

Chapter 11's "Multinational Organizations" focus rightly suggests that this is perhaps the most common type of dream job for international work aspirants. However,

much more so than nonprofit work, Multinational Organizations can't be the most difficult line of work to break into. But since this book is all about encouraging such ambitions, Mueller and Overmann do a fine job of reminding folks to balance expectations while simultaneously providing insightful tips for breaking into this often insular line of work.

The book's concluding chapter covers "International Business, Consulting, and Research," a topic often not immediately associated with the field. The authors point out that "as the boundaries between government, business, and the social (nonprofit) sector blur, there is an urgent need for those who can forge creative partnerships among these sectors" (216).

In conclusion, this book, particularly when paired with the authors' continuously updated Website and blog of the same name (www.workingworldcareer.com), constitutes an invaluable resource for any aspiring young professional in the international field. I fully expect it to be of particular use to me in the future as I continue to counsel my study abroad alumni who are eager to pursue another international experience. In fact, as a young professional within the International Education field, I will add this title to my personal ever-increasing resource library.

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Peterson, Hiromi and Naomi Hirano-Omizo. *Adventures in Japanese*. Boston: Cheng & Tsui Company, 1998, 2007. Includes: textbooks, workbooks, teacher's handbooks, course dictionary, audio CDs, audio cassettes, image CD-ROMs, multimedia CD-ROMs. ISBN: 9780887275494.

Adventures in Japanese is a comprehensive textbook series in Japanese language and culture aimed at middle school and high school students. It takes a communicative approach and is consistent with the five Cs (Communication, Cultures, Connections, Comparisons, and Communities) of the National Standards for Foreign Language Education. The series includes four volumes of textbooks, each of which is accompanied by a workbook, audio CDs, and a teacher's handbook. The teacher's handbooks include assessment forms, sample tests/quizzes/exams, answer keys for textbooks and workbooks, and additional supporting items for teachers. The series also includes *Hiragana & Katakana Workbook* to be used with Volume 1, multimedia CD-ROMs and image CD-ROMs to be used with Volumes 1 and 2, and *Adventures in Japanese Dictionary* to be used with all four volumes. *Adventures in Japanese* fits the four-year Japanese curriculum in high school (grades 9 to 12); each volume corresponds to one year of study. It can also accommodate the six-year Japanese curriculum in middle school and high school (grades 7 to 12), in which case each of the first two volumes can be used for two years and each of the last two volumes can be used for one year. Moreover, the third edition, as well as the additional volume *Further Adventures of*

Japanese, incorporates useful materials for preparing for the AP Japanese Language and Culture exam initiated by the College Board in 2007.

Each lesson in a particular volume begins with a clear statement of objectives, and the rest of the lesson helps students develop the communicative skills necessary to achieve these objectives through a variety of tasks and classroom activities. Both polite and informal speech styles are used in dialog sections. In Volume 1, students learn how to talk about themselves, including their family, daily routines, etc. In Volume 2, they learn how to perform tasks in a variety of communicative situations, for example, ordering food at a restaurant or asking for directions. In Volume 3, they learn about Japanese culture and society through the eyes of Ken, who spends a year studying in Japan and living with a host family. In Volume 4, students explore the social and cultural forces that influence the Japanese ways, the country's history, culture, and values in much greater depth. Grammar points are concisely explained with examples and reinforced by exercises. Kana and kanji are introduced with helpful tips, mnemonics, and illustrations. Volume 1 introduces all hiragana and katakana characters, as well as 17 kanji characters. Each of the remaining volumes introduces about 100 kanji characters, and by the time the students complete the four volumes, they will have learned a total of 340 kanji characters. Romanization is partially used in Volume 1, but not in the others.

Adventures in Japanese has a number of unique student- and teacher-friendly features. First, as its name suggests, *Adventures in Japanese* makes learning Japanese fun and exciting. The conversations and reading materials used in the textbooks are all interesting and relevant to the lives of secondary school students. The first two volumes have a section called Fun Corner, which introduces activities such as crafts, cooking, physical exercises, singing, traditional games, fortunetelling, greeting card creation, and tongue twisters. The multimedia CD-ROMs reinforce vocabulary, kanji, and grammar and communication skills through many fun activities and exciting games presented with colorful illustrations, pleasant sound effects, and authentic audio recordings by native speakers. Thus, students can have fun while learning Japanese in the classroom and at home.

Second, *Adventures in Japanese* introduces new vocabulary items with friendly cartoon-like illustrations or photos. This is done exhaustively in each volume for each new vocabulary item. Even words with abstract meanings, such as *koto* (things), are introduced with an illustration. The illustrator's effort and creativity utilized for this extraordinary task are impressive and nothing short of amazing. The images definitely help students visualize the concept and understand the meanings of words quickly in context, especially when representing a word's meaning just by an English translation would have limitations. The newly introduced vocabulary items are used in conversations, narratives, and other passages in each lesson and are listed in *Adventures in Japanese Dictionary* to help students keep track of the words that they have learned.

The third unique feature of this series can be found in the way it meets the Cultures, Connection, and Comparisons standards of the National Standards for Foreign Language Teaching. All four volumes have informative culture note sections in every lesson, and the first two volumes have sections entitled "Japanese Culture

Corner.” The latter include a number of short and simple, but intriguing and thought-provoking questions. They help students think, discuss, and research many important cultural aspects of Japan, connect them to other disciplines such as history, social studies, the arts, and literature, and compare them with American culture.

It is clear that the authors of *Adventures in Japanese* know what difficulties young learners tend to face when studying Japanese and what techniques make it easier to master. This textbook series has everything that teachers and students need. The way in which materials are introduced, organized, reviewed, and reinforced is simply perfect. *Adventures in Japanese* is a solid and strong introduction to Japanese language and culture and perfectly adapted to its target audience of secondary students.

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Publisher’s Response

We are very pleased with Dr. Sato’s assessment of *Adventures in Japanese*, and agree that its authors “know what difficulties young learners...face when studying Japanese and what techniques make it easier to master,” and that the series “has everything that teachers and students need.”

This best-selling high school series combines cultural activities with comprehensive beginning-to-advanced language learning instruction that make it “perfectly adapted” to the needs of students of Japanese.

For more information about *Adventures in Japanese*, please visit http://www.cheng-tsui.com/store/products/adventures_japanese or email editor@cheng-tsui.com.

Matthew Cooney

Cheng & Tsui Company

Sugarman, Judy and Nancy Ward. *Indochine. Exercises for the Study of Film.* Vernon Hills, IL: FilmArobics. Telephone: 1-800/832-2448; e-mail: film@filmarobics.com; Webpage: <http://www.filmarobics.com>.

FilmArobics is one of just a handful of American publishers specializing in the implementation of film in the FL classroom. Since its start in 1994, at a time when most major publishers had not even begun to contemplate the impact of film as a pedagogical medium, FilmArobics has published more than 150 cinematographic “workouts” (i.e., workbooks and study guides) to accompany major international feature films, many of them box office successes in the U.S., from Germany, France, Spain, and Latin America, which all, for one reason or another, lend themselves to teaching both the target language and the culture it represents. The workbook under review here deals with the spectacular 1993 French film *Indochine*, which, more than any other film I have taught in twenty-five years of full-time service to the profession,

held my students' attention from beginning to end and encouraged many of them to continue with French. In fact, more than half my class decided to take my French and Francophone Civilization course, due, in some part, I like to think, to the impact that this powerful film made on them and the interactive way in which I taught it (thank you, FilmArobics!). Now, I had not planned to use *Indochine* in my intermediate language class but made the decision very spontaneously after literally stumbling upon the FilmArobics booth at last year's annual meeting of the NECTFL at the New York Marriott Marquis. Needless to say, I have since decided to incorporate a section on French Indochina into the class, a part of the world I know well after forty years living in and traveling to the region. In this review I will discuss the organization of the FilmArobics workbook and examine, in detail, a sample chapter and show how it lends itself to your typical second-year classroom.

As the introduction by Judy Sugarman and Nancy Ward explains (and the following sections draw from the FilmArobics introduction to methodology accompanying each volume of the series), "each film is broken down into segments that last from 10 to 15 minutes." The authors recommend that teachers begin class with a basic comprehension exercise adapted to the level of their students (for example, an ordering activity, a question/answer exercise, or in some cases a true/false exercise). They suggest distributing questions to students before viewing the film, asking them to read the questions, and then having them put their papers face down. They should not fill out answers while they are watching and listening or they will miss parts of the film when they are writing. Once a segment is viewed, students are asked to turn over their papers and answer the comprehension questions. They then repeat this procedure: turn over their papers a second time, view the segment again, and then answer any remaining questions. The first time, students are getting to know the characters and action. During the second screening, they truly begin listening for language and actually enjoy the film, not only the story itself but also the excitement that comes with suddenly understanding what's going on in a "foreign" language they never really thought that they could understand.

In most cases, only vocabulary that is either necessary for the comprehension of the film or required to discuss it is listed. Teachers may present this vocabulary prior to screening the film or as new words "pop up" in class. Whenever possible, the authors have added a variety of cultural notes for use in class, since film is an authentic medium "incredibly rich in culture."

Once the students have screened the movie twice and gone over the comprehension exercises, they are ready to begin working on the communicative activities in the packet. Some exercises are based directly on what happens in the film; others take certain aspects of it as a starting point for a classroom activity. As Sugarman and Ward rightly argue, "the bottom line here is to get students to speak in response to an authentic cultural document in large and small group activities using language in context."

In small group work (provided they use the target language consistently), students obviously talk a lot more than when a teacher is asking them questions in a traditional classroom setting. The key here is to empower students and give them sufficient time to prepare adequately for this important assignment so that they are able to engage the

rest of the class on the day of their presentation to the entire class. Walk around class while students work in small groups “eavesdropping,” and use your native assistant (if you are lucky enough to have one) to work with students outside class. Basically, any technique that works is good. Here, the end really justifies the means employed.

All lessons have follow-up work to be completed outside of class; it often, though not always, consists of a short writing exercise, related in some way to the film sequences already viewed. Needless to say, teachers can devise their own writing assignments as necessary.

Returning to the question of “appropriate level,” mentioned above, choosing the right one should be based on two factors: content and use of subtitles. If the film under study is more adult in nature, teachers may want to limit its use to advanced levels. At all times, common sense should prevail, i.e., “district policies regarding film content for the classroom” should be respected. The issue of subtitles, on the other hand, is far more complex. Even though I am a good speaker, my eyes are still drawn to the subtitles and I become a lazy listener. Can we realistically expect our students not to read subtitles if they are on the screen when enlightened and culturally attuned viewers like ourselves have trouble not reading them? It seems like a no-brainer, then, to argue that subtitles ought to be covered in order to improve students’ listening comprehension skills.

For high school students in the fourth year of language learning and beyond (intermediate or above at the college level), subtitles can and indeed should be covered during both screenings. Students do not need to understand every word to comprehend a film; it is enough, I think, to understand the story it tells, what makes the main characters “tick,” and, of course, the good ole plot. In fact, questions are based on what students see as well as on what they hear, which means that every student can be successful in answering most questions.

For first- and second-year students who will need to see subtitles during one of the two screenings, there are two approaches. A teacher can show the segment to students with the subtitles covered the first time. They must then work at deciphering the text. Then, the second time through, the teacher will show the film with the subtitles exposed so that students can pick up what they missed the first time around. The second method is just the opposite, allowing students to see the segment with subtitles exposed the first time so that a basic level of comprehension is established. The second time around, though, the subtitles ought to be covered so that students can hone their comprehension skills. The first method challenges students more, but teachers must choose what is best for their class.

The third-year student (early intermediate at the college level) is the most problematic. Do you use subtitles or not? According to Sugarman and Ward, it all depends on the difficulty of the film in terms of both content and language. If the language in the film is simple enough, by all means cover the subtitles during both class viewings. On the other hand, if the language in the film is more difficult, allow students to see subtitles at least during the first screening. Actually, students are capable of understanding more than they think, so they may even come to the realization that they don’t need those awkward subtitles (which they probably have never been exposed to

in America in the first place and which therefore double the alienating effect a foreign film has on them).

Years ago I realized that film was an ideal pedagogical tool, especially in the second-year language classroom, where it is often difficult to sustain student interest in learning a foreign language through traditional media such as grammar review and short stories by the erstwhile greats of French literature. These days, on these shores, Voltaire and Maupassant, favorite “intro-to-French-lit-type” authors of my generation, annoy more than they please, unfortunately. Students today simply do not understand the humor of *Candide* (or approve of it when I explain, among other extraordinary events of this *conte philosophique*, the sad but oh so human fate of the once fair maiden Cunegonde’s left buttock!), nor do they fancy talking about prostitutes and other dregs of society, however charitable and “Christian” they may be. How could they possibly relate to Boule de Suif in a day and age when abstinence is hailed as the great cure-all for the *déboires* of premarital sex? Not to worry (at least not if one of your main concerns is enrollments and you are struggling to recruit students without resorting to outright bribes)—the cavalry has arrived and brought with it enough good films to keep people talking at least until the end of the semester. Seriously, film has the great advantage of teaching both the target language, as it is really spoken in the here and now, and the culture it reflects.

In years past my intermediate students and I have studied everything from *Jean de Florette* and *Manon des Sources* to *Au Revoir les Enfants* and *Amélie*. Occasionally I throw in a film in the first-year classroom and always rely on documentaries in my civ class; however, it is in the second-year sequence that film has proved its pedagogical mettle. Until now I have been pretty conservative and stayed in the dear old *hexagone*. Last year, for some reason, I decided to mix things up a bit and introduce my students to the diversity of the Francophone world already in the second year. (Note that we cover *francophonie* extensively in our advanced courses at St. Norbert College.) The reason I chose *Indochine* was both personal and pragmatic. I knew the region quite well and planned to spend my next sabbatical there. I would have loved to teach *L’Amant* (I have compiled an extensive photo display of Marguerite Duras’s old haunts in situ, in Vietnam), but I could just see the reaction of my VP or the head of the local school board (not amused!). So I chose *Indochine* even though it is a melodramatic tearjerker in the best Hollywood tradition. Among its many redeeming qualities--aside from capturing the natural beauty of Vietnam—is its rare ability to inspire students to want to go beyond the film and study the history of French Indochina for real.

FilmArobic’s Workbook contains several worthwhile introductory features, for example, an overall balanced historical introduction to the region, as well as maps and several exercises with a personal touch, such as an interview that could easily be conducted in small groups and that has one student ask “have you ever danced the tango?” (in a memorable scene the grande dame of French cinema, Catherine Deneuve). A “*feuille de patates*” link-the-characters-by-their-actions crime fiction reconstruction tableau (how did the victim know the suspect?) could easily be assigned as a small group activity. Although it is generally not possible to use everything in

the Workbook, on one particular day I just decided to make full use of Lesson 2, covering 13 minutes of the film. An overview was provided (ironically, it contained a rare agreement error), followed by an abridged list of must-have vocabulary (see above) and cultural notes regarding the cultivation of rubber trees and the colonial dress code. The comprehension activities focused on correctly ordering a long list of sentences describing the plot and a very stimulating “what if?” exercise based on the plot but transposed to the life of the average student: what would you do if you, like such and such a character in the film, were in the following situation? This exercise elicited much good class discussion because the questions related well to the world students lived in.

We covered all the activities mentioned in just fifty minutes, and my students were thankful, I think, for the change of pace. The secret, as the authors Sugarman and Ward state, is to mix things up and keep students on their toes. I am thankful to FilmArobics for all their useful teaching tips and definitely recommend their workbooks to teachers who are looking to vary the “same old” stuff with something a little bit out of the ordinary that is likely to engage students and make them want to continue their study of French.

I should also point out that there are more than enough activities in the workbook to fill at least two weeks’ worth of class, so teachers can pick and choose what is of interest to them and to their students, as well as add activities as necessary. You do not have to do every exercise. If you have too many exams to grade, perhaps this is not the week to assign a composition. If you think of another great activity, just add it to the packet. Mold these packets to fit your teaching style and your students. Thanks to FilmArobics, teachers who like film and see its educational potential but maybe feel a little bit burdened by long hours in the proverbial trenches, with seemingly endless piles of exams and compositions to grade, at least don’t have to start from scratch.

Activities have been designed to address all learning styles as well multiple intelligences and the five Cs. In short, there is something for everyone. You can also integrate grammar units you are working on. For example, ask students to write about or relate what they saw using the past and imperfect tenses. Or propose some “if” statements that they have to complete using the correct tense. The possibilities are endless.

Thankfully, teachers have permission to duplicate any or all student activity sheets for your students. Duplication of teacher lessons and explanations is a violation of copyright, however, which presumably means that you will have to make do with your notes and other resources.

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Publisher’s Response

Your review truly reflects an understanding of the benefits of using film in the classroom and an understanding of how best to use these lessons to engage students

in using language and learning about culture in an authentic context. I believe that teachers need to try our method once to realize for themselves the benefits so that they may share the successes you have experienced. Thank you for making our method so easy to understand and appealing to language teachers.

Judy Sugarman
FilmArabies

Thee Morewedge, Rosmarie. *Mitlesen/Mitteilen. Literarische Texte zum Lesen, Sprechen, Schreiben und Hören*. Boston: Heinle Cengage Learning, 2008. ISBN-10: 1-413-02943-4.

Instructors of Introduction to German Literature courses at the college level face multiple hurdles, not the least of which is to find a suitable text, not too challenging for intermediate-level students but intriguing enough to inspire the most curious among them to want to continue their study of German. Unlike French, whose Nobel laureates can be quite accessible even in the second year, the language of Goethe can appear perfectly impenetrable to second- and third-year students. For example, I routinely use Nobel laureate Albert Camus's *L'Étranger* in my introduction to French Literature course, and the students simply love it. Over the years I have also used (in excerpted form, for the most part) Gide, Sartre, Simon, and Le Clézio (Nobel anno 2009), to name only a few Nobel laureates. I even tried to do a short passage from the great Marcel Proust's inimitable (and interminable, according to some) masterpiece *A la Recherche du temps perdu* (he received a Goncourt but no invitation to Stockholm!). Proust has been called France's answer to James Joyce (a silly comparison, in my view, since they are rather like apples and oranges), and I went straight to his award-winning novel *Un Amour de Swann*; however, for some strange reason students much preferred the unexpurgated cinematographic adaptation of the novel starring the delectable Italian-born actress Ornella Muti! Unlike the language of Racine (paradoxically, this classical author is himself quite opaque to the neophyte Francophile), German grammar can be described in Churchillian language as a riddle, wrapped in a mystery, inside an enigma: a distinctive pronoun, sandwiched on top of a chameleon preposition, juxtaposed with a multi-storied, 7-syllable verb squeezed in at the end of a sentence as an afterthought, looking rather like a one-legged war veteran on crutches who finds himself on a Paris subway train at rush hour.

The fact of the matter is that most of our students would struggle with Thomas Mann, Günter Grass, or Germany's latest Nobel laureate in 2009, the Hungarian-born novelist Hertha Müller. Therefore, in the name of accessibility, editors of literary readers such as this one end up having to make compromises, whether they like it or not, and sometimes have to settle for less than well-known authors who are not household names even at home and certainly do not have the international cachet of a Camus or a Sartre. Upon closer inspection, one might argue that a couple of the thirty-odd authors in the 250-page anthology under review here are a bit light in terms of literary sophistication or even human interest. If we take them as a whole, however, we see that Rosmarie Thee Morewedge has succeeded in bringing together a rich variety of German-language authors who are sure to intrigue foreign-born readers in particular, thanks to the stress on what I, for lack of a better term, will call

“German destiny” in the twentieth century, and has made them much more accessible to our students than they otherwise would have been if left to their own devices (i.e., market forces) through a remarkable set of comprehension exercises and classroom activities. “Hats off!”, as the narrator of Camus’s *The Plague* would exclaim when he was especially impressed by something! This is indeed a remarkable collection of German- language literature.

Many texts deal with some aspect of World War II and its long aftermath, which, strangely enough, continues to be a source of fascination to Americans. But unlike so many television programs in America dealing with the war (which evidently is the only German subject capable of interesting an American audience), most of which are hopelessly anti-German in sentiment anyway, *Mitlesen-Mitteilen* conveys an authentically German point of view that is far superior to anything you are ever likely to watch on the History Channel. I ask you: when was the last time you saw a television program about Germany *not* connected with the war in some way? Hollywood is no better; witness Brad Pitt and his less than native German in the pathetic so-called war movie *Inglorious Basterds*. As a bona fide Berliner myself, I would have to say that the war did not come to a close until 1989, when the Wall finally came down. Maybe now, at long last, sixty-five years on, the fascination with that war will finally begin to abate. Incredibly, there really are *other* German subjects that contribute to a better understanding of modern German society, many of which, thankfully, receive due attention in this text: the *Wirtschaftswunder* and its accompanying high of guiltless and crass materialism, followed by a period of self-critical introspection and student revolt in the 1960s, just to name a few examples. In a revised edition perhaps the author will also consider such topics as mass immigration by Turkish so-called *Gastarbeiter*, whose descendants are still struggling to become fully integrated into mainstream German society; the wave of RAF terror in the 1970s; and the hangover following the reunification of Germany in 1991. However, this is a collection of German-language literature from all the German-speaking countries: Germany, Switzerland, and Austria. Swiss writers in particular have their own concerns and have never been especially inclined to consider themselves as in any way “German” in the first place, so it would be unfair to expect the focus of the volume to be entirely on the Federal Republic of Germany throughout.

Mitlesen-Mitteilen consists of twenty-two readings and listening texts by authors from Germany, Austria, Switzerland, and the former German Democratic Republic (DDR). With the exception of the listening texts “Rotkäppchen” and “Die Geschichte vom fliegenden Robert,” taken from Hoffmann’s famous *Struwwelpeter*, and selections from Kafka, Rilke and Brecht, all the stories are relatively modern and were chosen to provide a range of voices representative of contemporary life in German-speaking countries. Finally, a somewhat longer text, “Rote Korallen,” by Judith Hermann, provides a transition to the lengthier texts usually found in more advanced German literature courses.

Selections from Germany (including the former DDR) include Wolf Wondraschek (“Mittagspause”); Gabriele Wohmann (“Imitation”); Elisabeth Alexander (“Familie in Kürze”); Wolfgang Borchert (“Die Küchenuhr”); Rudolf Otto Wiemer (“Zeitsätze”); Wolf Biermann (“Das Märchen vom kleinen Herrn Moritz, der eine Glatze kriegte”);

Heinrich Hoffmann (“Die Geschichte vom fliegenden Robert”); Hans Joachim Schädlich (“Fritz”); Kurt Tucholsky (“Das Ideal”); Thomas Brussig (“Helden waren wir”); and Judith Hermann (“Rote Korallen”).

The Austrian contingent includes Anneliese Meinert (“Rotkäppchen”); Alfred Polgar (“Geschichte ohne Moral”); and Erich Fried (“Das Missverständnis”). Switzerland, finally, is represented by Peter Bichsel (“San Salvador”) and Kurt Marti (“Neapel sehen”). There are two selections from first-generation German writers as well: F.A. Oliver [“Ich war ein Kind”] and Yoko Tawada [“Von der Muttersprache zur Sprachmutter”]) and one from seemingly timeless and transnational canonical writer Franz Kafka (“Eine kaiserliche Botschaft”). In a future edition an ethnic Turkish voice (of which there a number) ought also to be included. Not to be forgotten, the *Zum Hören* section features now canonical writers, the likes of Bertolt Brecht and Rainer Maria Rilke. Writers are presented in no particular order so that the text does not appear to privilege any one national tradition over another; however, selections are fully integrated with the grammar topics to be taught which cover the full spectrum of the second- and third-year German language curriculum, moving from Wondratschek’s “Mittagspause” and the review of the present tense in Chapter One to the characteristically German ordeal of “Differentiating between verbal prefixes and prepositions” in Chapter Twenty-two, which puts Tawada’s humorous autobiographical piece, “Von der Muttersprache zur Sprachmutter,” to eminent pedagogical use.

Below I will outline the many different features of this excellent text and comment on the ways it may be used in the college classroom at the advanced intermediate level. As the author makes clear in her very helpful introduction, which the inexperienced instructor in particular will find extremely useful (and which I have excerpted generously in the sections below), *Mitlesen-Mitteilen: Literarische Texte zum Lesen, Sprechen, Schreiben und Hören* is a literary reader designed for students in second-year college or advanced high school German classes. At some universities, the first four or five stories could be read toward the end of the first year, whereas other programs may find the book best suited for third-year conversation or composition courses. The activities in *Mitlesen-Mitteilen*, be they reading, speaking, writing, or listening, are learner-centered to facilitate a genuine exchange of information, ideas, reactions, and opinions. Almost all activities can be done as homework, with a partner, in small groups, or by the entire class. As the title suggests, these varied activities encourage students to share and to help one another as they explore the texts. Rosmarie Thee Morewedge guides students in reading for gist as well as for important detail, and empowers them to understand the various connections among grammar, style, and meaning. Although *Mitlesen-Mitteilen* does not provide anything in the way of a systematic grammar review, it does present important grammar points, as well as matters of style, in the *Aufsatzthemen* (writing tips) and *Focus on Form* sections of individual chapters. Instructors looking for a reference grammar to complement this text may wish to use *German in Review: Lehrbuch der deutschen Grammatik*, by Kimberly Sparks and Van Horn Vail.

New to this fourth edition is an emphasis on a highly personalized, learner-centered, and task-based activities approach, facilitating active learner participation throughout the book. Instructors familiar with earlier editions will notice many changes:

1. In place of earlier separate *Hörtex* listening strands, each of the twenty-two chapters now offers an integrated listening component, called *Zum Hören*. These present a broad range of voices, from current pop hits such as Annett Louisan's "Eve" to readings of poems such as José F. A. Oliver's "Ich war ein Kind." Naturally, the text is packaged with a free audio CD with the recordings of the *Zum Hören* material (the audio script can be found at the back of the textbook).

2. The chapter opener has been redesigned to provide a checklist of materials and learning goals for the chapter, as well as a short biographical sketch of the author of the reading.

3. Each chapter begins with an activity entitled *Mitlesen, mitteilen*, which is designed to help structure students' initial explorations of the text, and to introduce important horizons of expectation.

4. A variety of communicative tasks, which can be carried out by groups or individual learners, provides a focus on meaning and a focus on form. *Focus on Form* is an integrative tool designed to connect an awareness of grammatical and morphological issues with comprehension; a focus on forms leads to "noticing," which facilitates both comprehension and written expression. Targeted learning tasks encourage students to become mindful of specific forms and to apply these in short essays. *Sprechakte* focus on vocabulary building and communicative competence through practice of useful expressions and word meanings related to speech functions and intentions. *Kontexte* scaffold cultural and historical background information to help students contextualize texts and gain historical perspective.

5. Each chapter ends with a *Glossar* section, providing the textual glosses that were formerly located at the end of the book. A brief *Vocabulary Recall* activity concludes every **Glossar**.

6. The chart of strong and irregular verbs has been placed in the online Student Resources section of the Website, at academic.cengage.com/german/mitlesen.

Although much has changed since the first edition of *Mitlesen-Mitteilen*, the basic pedagogy remains the same. Pre-reading activities (*Vor dem Lesen*) familiarize students with the texts they are about to encounter, beginning with the chapter-opening activity, which picks up the title of the text: *Mitlesen-Mitteilen*.

Vocabulary expansion and the development of integrated language skills are encouraged by activities linked to the creation of a *Stichwörterliste*, in which key expressions are collected and organized. Following the first reading for gist, a second reading for detail and the *Leseverständnis* comprehension activities help structure comprehension, analysis, and recall of the text. Discussion questions (*Diskussion*) foster appreciation and understanding of the texts as literature while encouraging students to relate the topics and themes to their own lives and interests. Student-generated vocabulary selection activities (*Wortschatzaufgaben*), as well as practice of useful expressions in the *Sprechakte* section, assist students in advancing from reception to production. New *Kontexte* sections provide cultural and historical background information in advance of the *Aufsatzthemen* writing sections. These sections are preceded by writing tips that focus on aspects of grammar usage and style that were encountered in the text. Some of the writing topics encourage students to use the themes and ideas in the stories as a springboard for their own creative writing.

Each chapter ends with a set of *Zum Hören* listening activities. These listening texts are of lesser linguistic difficulty than the reading texts and the relatively short but more challenging *Kontexte*. These activities include pre-listening and post-listening components. Key vocabulary to access the listening texts, as well as information about the performer or author, is presented in the *Vor dem Hören* section. The chapter ends with a *Glossar*, keyed to the vocabulary glosses in the reading text.

Finally, an Instructor's Guide is available for download on the *Mitlesen-Mitteilen* Website, at academic.cengage.com/german/mitlesen. It presents strategies, tips, and suggestions for pre-reading, paraphrasing, interpreting, vocabulary learning, writing, and listening. In addition to giving an overview of the chapter writing tips and themes, it lists grammar topics that are applied to readings and to writing tasks. These sections are written for students and may be distributed at the instructor's discretion.

At this point I will look at a sample chapter to give the reader and potential user of this valuable and new literary reader a chance to see the pedagogy in *Mitlesen-Mitteilen* at work. For some reason my eyes were drawn not to a prose text but to a prose poem, Rudolf Otto Wiemer's "Zeitsätze," perhaps for the simple reason that I am doing a poem by Jacques Prévert right now in my intermediate French class and was reminded of many obvious stylistic parallels (though I am the first to admit that Wiemer's poem is the more profound of the two because of its deep historical resonance).

The biographical introduction to Wiemer contains just enough information to help the student situate the poem in a historical context, but perhaps the bit on *konkrete Poesie* could be expanded just a little bit to include some specific examples. Saying that "reality can be discovered in and through language" (87) is not very helpful to your average undergraduate. Isn't that what literature does by definition (help one discover reality through language)? On the other hand, the many comprehension exercises that follow the text do a good job of bringing out what this cryptic sentence really means, at least in the context of the poem. This anthology was never intended to be a literary history.

The *Vor dem Lesen* section is purposely short, focusing on new vocabulary and a few personalized warm-up-type questions to get readers in the mood, as it were: "*Was für Sätze über die Zeit kennen Sie?*" The poem takes up just half a page and is written in deceptively simple and easy-to-understand German. As I always stress in class, however, short does not necessarily mean easy. A proverb is short and profound (look at the collection in the Bible) just like each line in this poem with the important difference that Wiemer's poem, but must be read in its historical context, which means that instructors have their work cut out for them and will have to be prepared to draw parallels. It is the rare student who readily understands the many allusions to contemporary German history, unfortunately.

A set of for the most part intelligent comprehension questions follows and is backed up with *Partnerarbeit* in small groups (and features a good dictation exercise modeled on the so-called "jungle telegraph," writing out what you hear and then comparing your text to another student's). The poem assumes a rare knowledge of German history, but Rosmarie Thee Morewedge addresses this difficulty by patiently building a context. The exercise on p. 90, for example, invites students to expand their knowledge of history by discovering other German events that took place in the years

mentioned in the poem. Students are also asked to recall events in their own lives that have shaped who they are, September 11, the invasions of Afghanistan and Iraq, the election of Obama, for example. A short text attempts to explain the “passivity” of the German people in the face of the rise of Nazism. Perhaps it is worth reminding readers that people everywhere are passive in the face of oppression; white Americans did not exactly distinguish themselves as resistance fighters during 300 years of slavery. And who—white or black—knows anymore (or, for that matter, cares) what really happened to Native Americans? Collective amnesia on this score borders on the criminal.

Obviously, teaching grammar is one of the things we all try to do in the second year, but we must do so surreptitiously, as it were, so as not to appear too old-fashioned or intrusive in this communicative day and age. In this regard *Mitlesen-Mitteilen* is extraordinarily successful because it manages to teach grammar through the text. For example, it illustrates the very commonly used German word for *als* (“when,” with examples drawn not only from the poem but also from students’ own experience, as they are asked to construct new sentences along the lines of “when I was nine years old the Berlin Wall came down,” connecting with crucial moments in the history of contemporary Germany that occurred in their own lifetime or with significant moments in their own life along the lines of “when I was eleven years old my grandfather died.” Students are mentored into writing their own poem using the same fundamental temporal clause, *als ich/when I was ...old, I.../the* It soon dawns upon everyone that history seldom is happy, but this will come as a sobering reminder of just how little time we have on this earth. Who said that German literature was happy or that life somehow was fair?

As should be obvious from all of the above, I like this text immensely and would love to use it in class. Teachers will have to pick and choose very carefully, though, if for no other reason than because there are so many worthwhile selections and the semester is only at most fifteen weeks long (unless, of course, you use *Mitlesen-Mitteilen* in a year-long course). Having said that, however, I will add that a judicious selection, coupled with a rigorous syllabus and tailor-made assignments for the most historically challenging readings, will inspire students who had never planned to major or minor in German to make “German destiny” a part of their college curriculum.

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Publisher’s Response

We are delighted to respond to Professor Conner’s favorable review of Heinle Cengage Learning’s *Mitlesen-Mitteilen. Literarische Texte zum Lesen, Sprechen, Schreiben und Hören*, Fourth Edition.

As Professor Conner mentions, *Mitlesen-Mitteilen* is a literary reader for students at the intermediate level in college or in advanced high school classes. It consists of twenty-two readings and an additional twenty recorded texts (*Hörtexte*) by authors from Germany, Austria, and Switzerland mostly representing contemporary life in the German-speaking countries. A thorough pedagogical apparatus prepares students (*Vor*

dem Lesen) to read for gist and important detail and guides them in comprehending the text at hand. While a detailed grammar review is not at the heart of this literary reader, it can be easily combined with a grammar textbook like Wells/Rankin's *Handbuch zur deutschen Grammatik*, Fifth Edition.

Heinle Cengage Learning is committed to publishing high-quality foreign language textbooks and multimedia products, and we are proud to include Mitleesen-Mitteilen among our German language publications.

Judith Bach
Acquiring Sponsoring Editor
Heinle Cengage Learning

Reviewers Wanted

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