

The Pennsylvania State Modern Language Association

www.psmla.org

The mission of the Pennsylvania State Modern Language Association is to enhance world language education throughout the state by promoting the study of world languages, by providing educators opportunities for professional growth and networking, by recognizing excellence in the field, and by collaborating with local, state, regional, and national organizations.

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TABLE OF CONTENTS

FORUM

A Letter from the President	2
Editor's Letter	3
Tribute – Frank Mulhern.....	4
Meeting the Needs of Students that Speak Another Language Through Differentiated Instruction	7
From the Classroom to the Community: Using a Choice Board to Assess Student Use of Spanish	30
Web 2.0 for 21 st Century Activities in the Language Classroom.....	42
Interactive Reading Model.....	49
Back to School TPR/Info-gap.....	53
PACE Lesson Plan: Ye Gong Hao Long (Ye Gong Loves Dragon)	58
2010 PSMLA Conference Summary: Languages are Eriesistible	68
2010 PSMLA Conference Keynote Address: <i>Turning Up the Heat in Our Language Classrooms: On Paradigm Shift and Climate Change</i>	68
2010 PSMLA Conference Award Winners	74
The Cemanahuac Experience: A Unique PSMLA Summer Scholarship Opportunity for Pennsylvania Spanish Teachers	75
The 2011 PSMLA / University of Pittsburgh SOPI Workshop	77
The 2011-2012 PSMLA Exemplary Program (PEP) Awards.....	77
Cooking in the Classroom	78
PDE CORNER – World Languages in the 21 st Century.....	78
Palmes Académiques Scholarship Award Winner	79
Intermediate World Language Program Explores Culture and World Language.....	80
PSMLA Executive Council Meeting Minutes.....	80
2011 PSMLA Conference Information.....	85
PSMLA Membership Application.....	89



Maryanne J. Boettjer
President, PSMLA

PRESIDENT'S MESSAGE

As you will see, we have chosen to dedicate this issue of the Forum to the memory of Francis J. Mulhern, former President of PSMLA and active member of our Executive Council until his death in January. Frank's leadership at the local, state and national level promoted world language education. He was a dedicated teacher and mentor to colleagues, as well as to those aspiring to enter the profession. He will be fondly remembered and deeply missed by all of us.

PSMLA continues to be a vibrant, effective organization, one that is working hard to support both you, the professionals in the world language field, and your students in classrooms across Pennsylvania. The Executive Council is committed to carrying out the mission of PSMLA in terms of promoting the study of foreign language and providing educators with opportunities for professional growth and networking. We strive to recognize excellence in the field and collaborate with other local, regional and national professional organizations, and we devote two full weekends a year to those ends. It is my great pleasure to introduce to you our newly elected Executive Council members: returning member Mina Levinson of Alderdice High School in Pittsburgh, Beverly Buxareo of Vincentian Academy in Pittsburgh, José Ricardo-Osorio from Shippensburg University and Nancy Zimmerman of Kutztown University.

Our fall started off with a terrific annual conference in Erie, ably chaired by Phyllis Rzodkiewicz, with the support of her wonderful co-chairs and local committee members. The event began with a pre-conference workshop offered by David Kinman, Associate Professor of Spanish at Houghton College, Houghton, New York. The highlight of the conference was the presence of Dr. Eileen Glisan, President of ACTFL and Professor of Spanish and Foreign Language Education at Indiana University of Pennsylvania. Dr. Glisan delivered an inspiring keynote address, entitled "Turning Up the Heat in Our Language Classroom: On Paradigm Shift and Climate Change" at the Friday luncheon. You will find a copy of Dr. Glisan's speech in this publication. Feel free to share it with your colleagues in the profession. In addition, there were many excellent sessions, including the one that John DeMado offered Saturday morning on "Function-al Raps: A Must for the 21st Century Toolbox" and his follow up with a General Session presentation for the luncheon audience.

Our next Fall Conference "The State of the Art: From Innovation to Impact" will be held from October 20-22 in State College at the Penn Stater Hotel and Conference Center. This will be the first time in many years that we will hold a conference in State College, and we have been planning the event for the past two years. CALPER is co-sponsoring the conference with PSMLA and will offer the pre-conference workshops as well as a general session. Please plan to join us for what we expect will be a great opportunity for professional development and a time for collegiality and networking.

Beyond the annual major conference, there are activities offered in various parts of the state. In January there was a SOPI workshop in Pittsburgh. February brings a technology workshop to the Philadelphia area, and in March there will be a workshop in Pittsburgh on Cooking in the Classroom. In addition, another Immersion Day is planned for April in Erie. If you are interested in having a particular workshop offered in your area, please contact one of our Executive Council members and we will work with you to make it happen. You can find our contact information on the PSMLA (www.psm्ला.org) website. Do check out the website--it has undergone major changes and is looking really spectacular. In addition, we are revising the PSMLA Assessment Guide, and all members in 2011 will receive a copy as a membership benefit.

In closing, I wish you all a wonderful 2011, and I look forward to seeing many of you during the course of the year at one of the PSMLA sponsored events.

Sincerely,

Maryanne J. Boettjer
President, PSMLA



Rochele Reitlinger

EDITOR'S LETTER

As I write this message, the school year is beginning to wind down. I hope that as this edition of the *Forum* reaches your hands, you will be ready to spend some time reflecting on this past year and relaxing a bit before you begin preparing for your next school term. I am excited to present you with some fresh ideas for your classroom as well as some interesting recaps of recent World Language events.

This year's edition of the *Forum* is dedicated to the memory of Frank Mulhern. Frank was an inspiration to so many in our profession. Please join us in honoring his memory by doing just one thing this year to advocate for world languages.

Your fellow educators have shared some interesting and useful lessons and resources this year. Liermann provides us with an example of differentiated instruction for students that speak another language, while Romigh assesses student use of Spanish outside the classroom with the use of a choice board. Orsatti gives us insight on web tools that assist teachers with incorporating technology into our lessons. Irwin brings us two lesson plans: an interactive reading model and a TPR lesson for classroom vocabulary. Finally, Rui presents a PACE lesson plan based on a Chinese folk tale.

Look to the "Newsletter" portion of this publication for information about recent events related to world language education. You will also find information from the 2010 PSMLA Conference that was held in Erie last October, as well as information about the 2011 Conference, which will be held in State College this October.

The PSMLA website (www.psmla.org) has been reorganized and is constantly being updated. There you will find up-to-date information on PSMLA-sponsored events and announcements. Take some time to browse the site and see what it has to offer. If you are on Facebook, check out the PSMLA page there. It is a great way to connect with other Pennsylvania World Language teachers. We hope you will "like" us!

If you enjoyed this issue of the *Forum*, or if you would like to suggest something that you think it was lacking, please send an item to be considered for publication in next year's issue. For next year's issue, we will be offering a \$10 in "PSMLA Bucks" to the author of each published item. This coupon can be used towards any PSMLA-sponsored event such as the conference, an immersion day or membership renewal. Check the PSMLA website for submission ideas.

Have an enjoyable summer and a wonderful upcoming school year.

Rochele Reitlinger



TRIBUTE

**Innovative Foreign-Language Educator
Contributed Much
to the Profession**

**By Sally A. Downey, Staff Writer,
Philadelphia Inquirer
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Francis J. Mulhern, 64, of Lansdale, an innovative foreign-language educator, died of leukemia Tuesday, Jan. 11, at Abington Memorial Hospital.

As supervisor of foreign languages in the Wissahickon School District, Mr. Mulhern instituted an exchange program with students from France and accompanied a group of 36 students on a trip to Germany; promoted the teaching of Latin; and found grants to fund Chinese lessons and to teach immigrant parents to read storybooks in English to their young children. He also taught Spanish and English as a second language at Wissahickon High School.

After 26 years in the Wissahickon School District, Mr. Mulhern was supervisor of foreign languages at the Wallingford-Swarthmore School District for two years. In 1998, he was interviewed by The Inquirer about a district program to introduce Spanish to young children. "All the research shows that the earlier children are exposed to a second or third language, there is an increase in the ease of learning and retention," he said.

After retiring from Wallingford-Swarthmore, Mr. Mulhern taught Spanish and student education courses at Chestnut Hill College, La Salle University, Cabrini College, and St. Joseph's University.

For more than a decade, in the 1980s and 1990s, he was coordinator of the summer intensive language program for high school students at Ursinus College. For two weeks, participants spoke only their chosen foreign language, compiled journals, produced newspapers, and participated in skits, games, sports, music, and dance. The program offered immersion in French, German, and Spanish.

"The best way to learn a language is to go to the country," Mr. Mulhern told The Inquirer in 1995. "Not every kid can do that, but we try to simulate that here. The kids who make the biggest gains are the ones who speak the most and they realize it."

In 1989, he developed a summer program in Arabic and Japanese language and culture at Temple University's Ambler

campus with a grant from the state Department of Education.

Mr. Mulhern was past president of Montgomery County Association of Teachers of Foreign Languages; past president of the Pennsylvania Modern Languages Association; and former chairman of the Northeast Conference of the Teaching of Foreign Languages.

A native of Wilkes-Barre, he earned a bachelor's degree in Spanish from King's College there and earned a bachelor's degree in business administration from Villanova University.

For three years, he taught in the Anne Arundel County School District in Maryland. While there, he earned a master's degree in foreign-language education administration from the University of Maryland.

A sports enthusiast, he was a special fan of Villanova basketball, Notre Dame football, and the Philadelphia Eagles.

Mr. Mulhern is survived by his wife of 39 years, Marcella Piazza Mulhern; a brother, Bill; and a foster son, Americo.

*From Marty Abbott
Director of Education, ACTFL*

We are fortunate in the language profession to work with many colleagues who cross over from just the professional realm to encompass the personal one as well. Frank Mulhern was one of those colleagues for me. Whether working on the strategic plan for NECTFL, the consensus process for the national standards, or the ACTFL Teacher of the Year program, Frank was a wonderful professional colleague who brought great insight and sound counsel to each and every discussion. Frank's students were fortunate—whether they were in his high school classroom or later as his student teachers or in his methods class—each received a high quality language education—because Frank knew what that meant. He focused on the "right things" and his students benefitted greatly from his instruction. He will be missed my many but will definitely live on our collective memories of his wisdom and wit.

*From Ellen Irish
Past President, PSMLA*

Frank Mulhern... I have a flood of memories when I think of Frank. I wonder which one stands out the most? Was it when he supervised my teaching? We would talk about methodology and ideas for helping kids learn and he would always bring me back to the right place when he would say: "Does that make them speak French better?" Was it when we talked about basketball and football? For

those of you who know me, you know my allegiance is very narrow. Whether it's a Saturday football game or time spent flipping through the channels, looking for a basketball game, I'm always looking for that team in Scarlet and Gray. Frank never challenged that allegiance – he just made sure he knew who the key players were. I remember sitting in the hospital with him recently and he said, "I've been watching those young Buckeyes and they're really good – especially that Sullinger kid." I just wish I had taken the time to know as much about his beloved Villanova players

Was it the memories of PSMLA board meetings and conferences? We often rode together to and from State College or the current conference location. My husband would be the driver, but he couldn't get a word in edgewise. On the way, Frank and I would plan for the meeting and on the way back, we'd re-hash all that had happened. I am sure that my time as President of PSMLA would have been an impossible task for me, if I had not had Frank's guidance.

Frank was forever a mentor for me, as I'm sure he was for many of you. He'd use all those phrases that we know so well as his own:

What if....?

What do you think?

How about

His was ever the voice of calm and the voice of reason. He had that uncanny ability to see the big picture and he always had the right answer.

If you ever attended a regional or national conference with Frank, you know that he knew everyone in the field of world language education – and everyone in the field knew him. He was a true leader in our profession. During one of those rides back from State College or Pittsburgh or Erie (I can't remember which), he said, "You know – I've been thinking - we need a PSMLA award to recognize the true outstanding leaders in our profession." I agreed, and in true Frank style, he went home and created the entire document, outlining the criteria and guidelines. He could have used his own professional life as a blueprint for that document, for he was the epitome of leadership. It was never about awards for himself but, rather about mentoring new teachers, mentoring organizational leaders and helping kids learn to speak another language. We will miss you, dear colleague and friend!

*From Bonnie Adair-Hauck
University of Pittsburgh*

"We make a living by what we get, but we make a life by what we give" Winston Churchill

To speak of Frank Mulhern demands superlatives. I had the pleasure of first meeting my dear friend Francis Mulhern while I was conducting a workshop on the use of portfolio assessment for teachers of children of migrant workers at the Department of Education in Harrisburg. At the time, Frank was a Spanish teacher at Wallingford-Swarthmore School District, and throughout the seminar I was impressed with his insightful

contributions and sharp observations. From there, I had the immense pleasure and opportunity to work with Frank on the PSMLA Executive Council for more than a decade. As board members faced with complex issues and decisions, we were always grateful for Frank's ability to analyze a difficult problem and offer a compromise or solution. Moreover, even during some heated debates, Frank's keen wit and wonderful sense of humor would provoke us to burst out in laughter. There was a domino effect to the sound of Frank's roaring laughter which would lighten our load, energized our creative juices and enhanced our team work.

Besides being one of the brightest and cleverest world language educators in the field, Frank was also one of the most dedicated. His energy level was indefatigable. Whether he was working for PSMLA, NECTFL or ACTFL, he woke up every morning determined to help others and to make a difference. He knew himself well and he was aware of his strengths which lead him to be a great leader for the organizations he served. In a poetic way, his dedication and service to the world language community gave him a wonderful sense of purpose and meaning. Frank would tell us that he got back from the community as much as he gave. Winston Churchill echoed Frank's philosophy when he stated: "We make a living by what we get, but we make a life by what we give." Frank, thanks for being so willing to share your light.

Your "buddy" always,
Bonnie

*From Thekla Fall
Retired World Language Supervisor, Pittsburgh Public Schools
Past President, PSMLA*

Fond memories of Frank...I first met Frank in 1983 at PDE's Principals Executive Academy in Carlisle, PA. My colleague, Roxane, and I were there to present 2 sessions to a large group of PA principals about Pittsburgh Public Schools' great foreign language programs. Frank and his colleague/friend, Don, were also there as presenters. Roxane and I were a bit nervous -- our boss had come along to make sure that we properly represented PPS. Frank and Don were cool as could be and tried to calm us. They teased us for arriving in Carlisle in a clearly marked and appropriately run-down "Rent-A-Wreck" (our bean-counting boss's attempt to demonstrate fiscal responsibility). Frank didn't let me live that down for years to come.

We next crossed paths a year or so later at a week-long summer seminar in State College. Jeanette Braggart led the sessions for heads of PA foreign language departments. What a fun week! We were all housed in a closed-up dormitory that had no air-conditioning. Every evening, at the urging of fellow participants, Frank and few other guys would dismantle the doors to the balconies so that we could get some cross ventilation! Every morning some poor maintenance worker

FORUM

would have to re-install the doors. We had a great time; it was like being in college again. We were all relatively new in our leadership roles and were very idealistic. Throughout our many discussions, it was easy to see that Frank cared deeply about his program/students and was a kindred spirit in promoting language studies. His great sense of humor and friendliness really helped the group to bond during this brief moment in time.

Not long after, I was happy to see that Frank was elected to join us on PSMLA Council. I don't think either of us realized that it was to be a life-long commitment!

At that time PSMLA was in dire straits. Finances had been mismanaged and attendance at workshops and conferences was very low. Council members turned up at one PSMLA conference only to find out that there was no conference—none had been organized! It was time to shake things up or let PSMLA go under. Frank was part of the Council faction who wanted change! We moved the conference from school locations to hotels (after all, who wants to sit in uncomfortable student chairs, in classrooms where you worked all week?). We stopped insisting that people “read” their papers, write them up, and publish them. Instead we promoted more interactive, hands-on sessions. Instead of trying to conduct two conferences a year (that were often poorly planned), we decided to have one, well-planned conference annually, with small satellite workshops around the state. We worked extra hard to entice more teachers to attend the annual conference. There were often major confrontations with Council members who favored the status quo. But Frank was among those on Council who demonstrated real leadership and were adamant about changing PSMLA for the better!

Through Frank's efforts, PSMLA partnered with MLAPV for the first time. The first PSMLA/MLAPV conference in Philadelphia that he and his local committee planned and implemented was a great success and helped PSMLA regain its financial footing.

Over the years, we saw each other at other conferences around the country. I first met his charming wife Marcella at ACTFL in Monterrey, CA. It was always clear that he was totally devoted to her.

Throughout the years, Frank served PSMLA in several different capacities including President. He was a steady voice on PSMLA Council who helped move the organization forward. His most recent position as Parliamentarian was most apropos, since he was the keeper of much of the organization's “tribal knowledge.” He remembered not only what had been done before but also why it had been done in a certain way.

Frank served the profession well in many foreign language related positions, organizations, and committees. He was a leader in the intense lobbying effort that resulted in PA mandating a foreign language “Outcome” that all students attain an Intermediate Low on the ACTFL Proficiency Scale (which unfortunately was later thrown out by Governor Ridge in his political one-upmanship maneuver to sell “Standards”).

Frank also was one of the committee members who wrote the PSMLA Standards Framework to help districts implement national standards.

Most recently, I had the honor of serving with him on the Board of NECTFL where one of his functions was as liaison to ACTFL! Although I still do the PSMLA ALERTS, I recently did submit my resignation to PSMLA Council, but Frank stayed on. To the end, he cared deeply about promoting excellence in foreign language teaching and learning—for all students and continued to work on the causes he loved! I know we will all miss him terribly.

*From Eileen W. Glisan
University Professor of Spanish & Foreign Language Education
Indiana University of Pennsylvania
Past President, ACTFL, 2011*

I first met Frank Mulhern in the late 1980s, as we were both involved in the work of the Pennsylvania State Modern Language Association (PSMLA). As we would tease each other, Frank was “from the East,” and I was “from the West.” We collaborated on many projects related to PSMLA, and we became good friends. Our work relationship shifted in the late 1990s to the regional level, as we became involved with the Northeast Conference on the Teaching of Foreign Languages (NECTFL). Still later, in 2009, Frank became my cheerleader when I was elected President-Elect of ACTFL. No one knows how much Frank wanted me to serve as President, and he was so looking forward to cheering me on in 2010. Unfortunately, he was unable to attend the ACTFL Conference in November. However, I was blessed to have seen him for the last time at the 2010 PSMLA Conference in Erie, where Frank presented me with a beautiful snow globe on behalf of the organization. He had heard me talking about my snow globe collection years before and remembered it. I will forever be grateful to have hugged Frank for the last time at PSMLA, and the snow globe gift has taken on a new meaning for me.

For over two decades, I admired Frank's commitment to students, teachers, and the foreign language profession at-large. He was selfless in his devotion of time and energy to the cause of improving language learning experiences for students. Although Frank worked with drive and seriousness of purpose, every bone of his being was sympathetic to others. On many an occasion, I saw him tear up when accomplishments of students, teachers, or organizations were celebrated. His deep chuckle, warm embrace, and radiant smile are what I will miss the most. I believe that somewhere Frank is still cheering me and the whole profession on.

*From Becky Kline
Executive Director
NECTFL*

Frank Mulhern was Chair of the 51st annual Northeast Conference on the Teaching of Foreign Languages, held in 2004. Although pure chance made him our leader the year **after** the gala 50th anniversary, I believe it was what Frank would have arranged had the decision been his! His humility and common sense produced in a quiet impatience with having a fuss made – over himself or whatever issue had arisen.

Frank's focus was on getting the job done. His obituary in The Philadelphia Inquirer noted that he "... instituted an exchange program with students from France and accompanied a group of 36 students on a trip to Germany; promoted the teaching of Latin; and found grants to fund Chinese lessons and to teach immigrant parents to read storybooks in English to their young children. He also taught Spanish and English as a second language (...) [and he] developed a summer program in Arabic and Japanese language and culture..."

How many of us have helped, in such a hands-on way, to bring **eight** languages to learners in our schools and programs?!?

Frank gave NECTFL a motto – "for teachers, by teachers" – realizing that, as association leaders, we may chair committees or preside over meetings, but when we return to our role as "guides on the side," we become our very best selves.

Frank was NECTFL's permanent "guide on the side." His instincts were unerring and his commitment was unwavering. He often called to offer help before we could request it. And his sense of humor was wicked! A one-word email could convulse everyone at headquarters in the midst of what seemed a catastrophe.

Frank loved his wife, Marcella, never failing to call her "my bride." She was so generous to share him with us! We keep them both in our hearts.

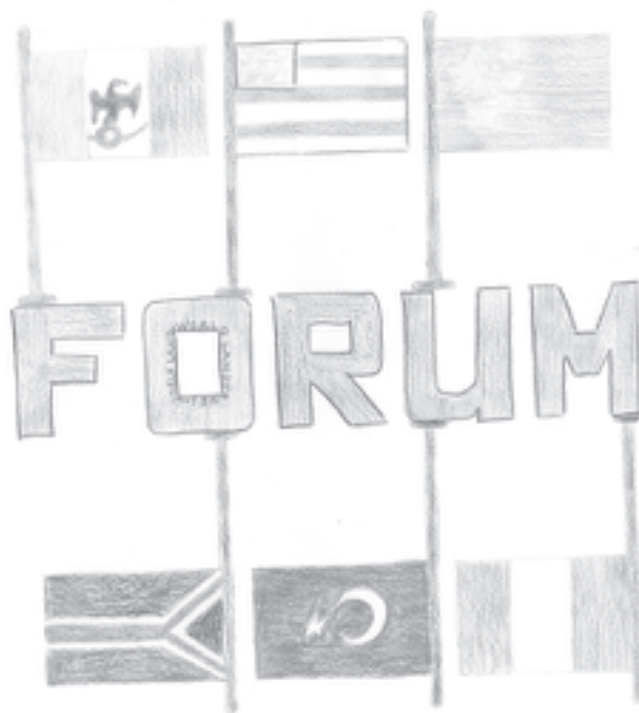
*From Debbie Wills
Treasurer, PSMLA*

Frank's accomplishments in the field of World Language instruction will shine & continue to touch others for many years to come. His ideas, talents and energy were never ending, and will be greatly missed. It has been my pleasure to serve on the PSMLA Executive Council with Frank for many years.

*From Sister Mary Helen Kashuba, SSJ, DML
Chestnut Hill College*

I had the good fortune of working with Frank Mulhern in many capacities. He was an adjunct professor in our department at Chestnut Hill College, and kept the students alert in the early

morning. We both exchanged bits of professional chatter as we arrived for our 8:00 a.m. classes. He also influenced many teachers at our college and elsewhere. He taught them special methods, supervised them in the field, and helped them along the way. When he was Foreign Language Supervisor at Wissahickon High School he welcomed many of our student teachers, and gave them a solid foundation in the art of language teaching. I worked with him on several boards: PSMLA, MLAPV, Northeast Conference, and ACTFL. He leaves a permanent legacy to countless language professionals and students. We will all miss his wit and wisdom.



FORUM

Meeting the Needs of Students that Speak Another Language Through Differentiated Instruction

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Thinking

"What do you do when you're done?"

Every teacher faces the challenge of having students of mixed ability levels in each class, especially those classes arranged by grade and not by language ability. In addition to the challenges posed by having students on either extreme of the ability spectrum in one class, I also faced a unique situation this year while teaching the sixth grade during my teaching internship. My highest achieving student is a fluent Portuguese speaker. She has a Brazilian father who speaks to her in Portuguese at home, and she and her family recently lived in Brazil for a year. Given the similarities of the Portuguese and Spanish languages, this student, Marisol, has learned the content of the sixth grade Spanish class much more quickly than the other students in the class. She therefore perceived Spanish to be very easy and was becoming bored since she acquired the vocabulary, made sense of the grammatical patterns, and completed activities more quickly and more accurately than her classmates. Marisol would immediately raise her hand upon the completion of an activity and ask, "What do you do when you're done?" while her classmates were still in the middle of the activity. Despite my efforts in class to further probe her with additional questions in written activities or through oral conversation, I realized that I needed to challenge her rather than hold her back at the average pace of the class. I decided to utilize differentiated instruction so she could further benefit from Spanish class and reach her highest potential of Spanish proficiency. By use of differentiated instruction, I would be able to challenge even my most advanced student in the sixth grade.

I became interested in students who speak another language at home because I noticed that Marisol, among many other multilingual students in my first, fourth/fifth, and sixth grade Spanish classes, often acquire Spanish more quickly than students who do not speak another language at home. This is a plausible theory because learning an additional foreign language becomes easier after the first. An article called "Learning a Second Foreign Language" (Sapienza, Donato, & Tucker, 2006) gave me some insight into the advantages that students bring

to the table when they have already gone through the process of learning a first foreign language. This article describes a study administered at a middle school in Pittsburgh, Pennsylvania in which students who have taken Spanish from kindergarten through seventh grade begin a second foreign language of either French or German in eighth grade. The French and German teachers reported an array of skills that the second foreign language learners possessed due to previously having learned a first foreign language. First, students had stronger listening comprehension skills and were tolerant of hearing solely the target language because they had become accustomed to hearing another language in their first foreign language class. Additionally, they were willing to work to understand what the teacher said in the target language rather than ask the teacher to use English like first foreign language learners often do. Moreover, their comprehension was not immobilized by unfamiliar words, but rather they attempted to make meaning through familiar words and their context. They also hypothesized meanings of words and made better educated guesses than their peers who had not previously taken another language class due to their prior experiences of learning to hypothesize meaning in their first foreign language. Furthermore, teachers reported that these students made better connections and recognized more cognates to both their native *and* first foreign language. The students also displayed less anxiety, and with less anxiety, students are able to learn more language and take more linguistic risks. Likewise, teachers stated that the students were more willing to take risks when interpreting or speaking, and, therefore, developed even more quickly in the second foreign language. These students could imitate longer sequences of utterances, as well. Finally, the students showed more enthusiasm for learning another foreign language and acquired the second foreign language faster and with more ease due to prior experiences of language learning. This study shows the major advantages that students already possess when learning a *second* foreign language.

Students who speak a language other than English at home can be compared to the students of this middle school learning a second foreign language. Students who speak another language at home have experience learning languages even before entering a formal language class in school. They either have learned English as a second language if they were not born in the United States or they continually learn the language of their parents that is spoken at home if they are more proficient in English. These students, therefore, have experience with the process of learning another language and demonstrate the accompanying advantages mentioned above in the foreign language classroom.

Students who speak another language at home

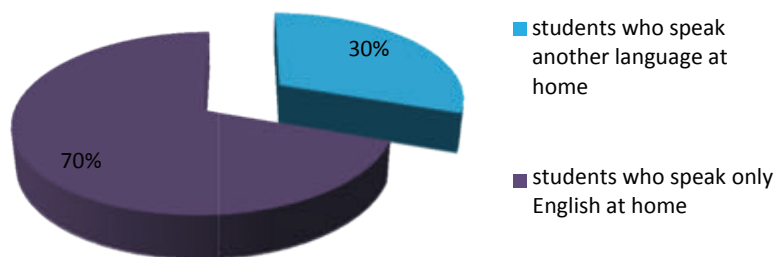


Figure 1. Statistics of students that speak another language at my K-8 school

n=297

Many schools have a significant population of students that speak another language at home. For example, thirty percent of the students at my school speak another language at home. (Figure 1.) With this large student population in mind, addressing these students' needs can become a very relevant issue in the foreign language classroom. With the information revealed from the "Learning a Second Foreign Language" study, I see a need to address these students specifically as advanced language learners. I believe that many of these students would benefit from a more challenging curriculum through differentiated instruction.

I chose Marisol in particular as my focal student for this project because Spanish is her second foreign language, and she is a high achieving student, a quick learner, and a hard worker. Her situation is unique because, although she is an advanced Spanish learner and fluent in Portuguese, her case is different from that of a heritage language learner of Spanish. Consequently, she cannot miss the input of lessons considering the slight but significant differences in Portuguese. She also benefits from learning the same content, even if it is accelerated. Therefore, Marisol would greatly benefit from more challenging activities that enhance her Spanish development through the use of differentiated instruction.

As a first year teacher, I wanted to explore techniques of differentiating instruction for advanced students, especially those who speak another language at home and rapidly acquire the target language. It is crucial to appropriately challenge students so that they may reach their highest potential. If students are not being challenged, they will become bored and will not develop to their potential. I realized that I had been restricting Marisol by not differentiated instruction for her and not considering the additional skills that she possesses from her previous learning experiences with Portuguese. I needed to challenge her and allow her to explore her ability and linguistic creativity while reaching her highest potential in Spanish. Accordingly, differentiated instruction challenges each student at their specific ability level. Consequently, I explore the following questions in this project: "How can I differentiate instruction for a fluent Portuguese speaker in her sixth grade Spanish class?" and, "What are the effects of these differentiated activities on this student's development of Spanish proficiency?"

Acting

Creating differentiated tasks for a multilingual student

Differentiated instruction is the teaching practice that alters the *content* (theme of instruction), *process* (how students learn the content), or *product* (what the students create to show that they have learned the content). One can differentiate instruction based on ability level, learning styles, or interest to meet the needs of the variety of learners in a classroom. I decided to use the differentiation of process and product to make Spanish activities more challenging for Marisol. I created differentiated activities for Marisol that use the same content but different applications. I then assessed her performance on the differentiated activities, compared it to the performances of the other students, and finally assessed the effectiveness of the activities in developing her proficiency in Spanish.

My sources of information throughout this project

include a personal survey for Marisol (Appendix A), a pre-assessment before beginning the unit (Appendix B), the differentiated tasks (Appendix C and F), a post-assessment (Appendix H), her performance on these tasks rated by ACTFL rubrics (Appendix E and G) (Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2003), my observations of Marisol's behavior while working on the differentiated tasks, and my reflections on the effectiveness of the tasks. I collected this information over a period of two weeks. These sources of information helped me to gauge the types of activities that assist Marisol, and perhaps other advanced and multilingual students, in developing proficiency in Spanish at the advanced level.

To begin the project, I administered a survey (Appendix A) to get Marisol's perception of Spanish class and her interests regarding activities that would make Spanish class more challenging for her. The survey was completed during her study hall, and Marisol and I discussed each question orally while she made her choices. I wanted to establish the level of ease that Marisol would rate her Spanish class and the percentage of Spanish that she comprehends in class. I also wanted to obtain her opinions of ways in which Spanish class could be made more challenging for her and adaptations that would interest her. I then would use the information from the completed survey to differentiate instruction to make activities more challenging for Marisol and further develop her Spanish skills. I chose to do a survey with Marisol so she would feel involved in the process and have some control over the advanced tasks I would create for her. I knew it was important to consider her opinions and interests so completing the advanced tasks would still be a positive, fun experience and maintain her engagement.

In April, I started a unit with the sixth grade on traveling through Mexico. The students completed a pre-assessment for the unit so I could formatively assess their previous knowledge of tourism vocabulary, ability to conjugate the verb "ir" ("to go") without prior instruction, and their ability to write about a travel experience. Marisol completed the pre-assessment (Appendix B) during class along with her peers. I wanted to see the amount that Marisol could complete prior to instruction by means of acquiring this content simply by hearing it used informally in class or by applying her knowledge of Portuguese and utilizing the similarity of Spanish and Portuguese. I was most interested in the writing section to see how much she was already able to express when writing about trips. Her performance on the writing section would help me decide to what degree I should differentiate the upcoming itinerary project, the first project of this unit.

After completing the pre-assessment and several lessons of input on the verb "ir," tourism vocabulary, and tourist places in Mexico, I designed the first differentiated activity. The class project required students to research cities and tourist locations in Mexico and create an itinerary for a trip to Mexico with a partner. They were required to travel to three different cities in Mexico, visit three tourist places in each city, and write at least two sentences per day (six sentences per city). I differentiated this project for Marisol by requiring her to write a *journal* of her trip in paragraph form (rather than shorter sentences in an itinerary), also visiting three cities in Mexico and three tourist locations but writing at least eight

sentences per city (the other students had a minimum of six sentences total per city). She also would work individually rather than with a partner like the rest of the class. The prompt for Marisol's journal project is shown in Appendix C. I observed her reactions, attitudes, and behavior while she worked on the journal to gauge her interest level. In addition, I analyzed the journal using the ACTFL presentational rubric for intermediate learners (Appendix E). I assessed the quantity of Spanish that Marisol produced (number of words and sentences), the text type (transitions, compound sentences, complex sentences, and simple sentences), and language control (grammatical accuracy). I was also interested in seeing if Marisol utilized her Portuguese knowledge by inserting Portuguese words or phrases if she did not know the Spanish equivalent. Next, I examined advanced sentence structures or grammatical forms that she was able to produce in her journal. I finally used her performance to reflect on the effectiveness of the journal project. The journal of a trip through Mexico was the first formal endeavor to differentiate a project that would allow Marisol the opportunity to produce more language, complex writing, and creativity than her peers who completed the itinerary project.

Another activity that I differentiated for Marisol was a modified Interactive Reading Model (IRM) (Shrum & Glisan, 2005). An IRM is an interpretive task in which students interpret an authentic text and complete a series of activities while employing the three modes of communication. The other students read an article from the Spanish learner magazine *¿Qué Tal?* (Scholastic Inc.) for beginners and completed the IRM (a packet of activities) with a partner. I chose another article for Marisol from the *intermediate* level magazine, *El Sol* (Scholastic Inc.), skipping the pre-intermediate level. I knew that the *¿Qué Tal?* article at the beginner level would not be challenging for Marisol and she would not have to work to comprehend or interpret anything. On the other hand, the *El Sol* article still represented the same theme of traveling but utilized more difficult vocabulary and grammar. This intermediate article used the present tense and imperative form, which I knew Marisol would be able to comprehend because she had already learned the present tense in class and the imperative form is extremely similar in Portuguese. The article and the various tasks accompanying the article that Marisol had to complete were more challenging than what the other students completed. Furthermore, she completed the activity individually. Marisol's IRM was modified because she did not employ the interpersonal mode of communication since she completed it individually. The students completed the IRMs throughout two class periods. I assessed the task using the ACTFL interpretive rubric for intermediate learners (Appendix G), assessing her ability to literally and interpretively comprehend an intermediate level magazine article and to infer the meaning of words by context. Finally, I used her performance to reflect on the effectiveness of the task. The journal project and the modified interactive reading model are two possibilities of differentiated activities that one could use with advanced, multilingual students.

Then, the students completed a post-assessment on the Mexican travel unit in class. Marisol completed the same post-assessment as her peers (Appendix H). I analyzed the post-assessment by comparing it to the pre-assessment (Appendix B)

and gauging her progress. After designing and implementing these tasks, I began the analysis.

Reflecting

"Me gusta mucho"

Looking at Marisol's characteristics of being a multilingual, "A" student with a strong work ethic, it becomes clear that she needed to be further challenged in class through differentiated instruction. After determining a need for further challenging Marisol and designing advanced tasks for her, I made three discoveries (which I will later discuss) while evaluating her performance on the differentiated tasks that have inspired me to continue differentiating instruction for students like Marisol.

The pre-implementation survey and pre-assessment confirmed her desire and the need for differentiated instruction for Marisol. On the survey (Appendix A) she rated Spanish class as a two out of ten on level of difficulty and estimates that she understands ninety-five percent of the Spanish spoken in class. She also says that several factors make Spanish class easy for her: she speaks Portuguese at home, the teacher moves slowly through the content (as perceived by her for her level), and she is a quick learner. This response shows the necessity of challenging Marisol more in class so that she *feels* like she is learning and reaches her highest potential proficiency level. Some challenging adaptations that interested her from the survey included reading Spanish books or magazines, doing more advanced tasks, learning additional vocabulary, applying the material to different contexts, and doing an independent Spanish project. Her excitement from the individual attention and assurance of more challenging tasks demonstrated her desire and willingness to rise to higher standards through differentiated instruction. This survey opened communication between Marisol and me to discuss ideas and my desire to see her develop further in Spanish.

The pre-assessment (Appendix B) demonstrates Marisol's knowledge before beginning instruction on the traveling unit. She translated eleven out of fourteen vocabulary words correctly. Marisol out-performed every other student in the class by a large margin with the rest of the class averaging only six out of fourteen words. I therefore conclude that Marisol must have utilized the similarity between Portuguese and Spanish to correctly translate the additional five vocabulary words that her peers did not know. In the following section, unlike any other student in the class, she was able to correctly conjugate the verb "ir" ("to go") without ever being formally instructed. She added unnecessary accents, but I was still impressed with her knowledge of the six irregular conjugations. In this section, she was not able to rely solely on her Portuguese knowledge because of the four Portuguese conjugations for "ir," only one form is the same ("vamos"). Consequently, I speculate that she has acquired the conjugations of "ir" because she understands more Spanish spoken by the teacher than other students and gathers the conjugations. Also, she perhaps compares the details of the verb conjugations and vocabulary between Spanish and Portuguese when discussed in class and retains the information. In the final writing section of the pre-assessment, Marisol is able to answer each question from the prompt in a cohesive paragraph.

The pre-assessment displays what Marisol can achieve even before specific instruction. I conclude that, due to her previous experiences of learning Portuguese at home and in Brazil, she can quickly acquire language, including verb conjugations and vocabulary, by simply hearing others use it or by projecting her knowledge of Portuguese onto her use of Spanish. This, therefore, again demonstrates the need to adapt the Spanish curriculum for Marisol so that she can be challenged and reach a higher proficiency.

The first differentiated task I designed for Marisol was to write a journal about a trip to Mexico, recording tourist places she visits, other activities she does, people she meets, and her reactions (Appendix C). The rest of the class wrote an itinerary for a trip to Mexico also recording the tourist places they visit and other activities. I asked Marisol to do a journal instead of an itinerary in order to elicit paragraph-form language, more descriptive writing, and more advanced grammar that she might know or want to attempt. Overall, I only required Marisol to write two more sentences per city than the rest of the class. For this project, the other students worked with a partner (except for one group of three). I gave Marisol the option to work with a partner if she would greatly prefer, yet she chose to work individually. Since Marisol worked individually unlike the rest of the class, one must take this into account when comparing Marisol's product with the rest of the class. Marisol produced the final journal by herself, yet the other students perhaps produced only half of their final product while their partner produced the other half. Some groups may have a higher word count because each individual wrote half. Yet for this project, it was helpful to have Marisol work individually to accurately examine her work.

The students had four forty minute classes to work on their itinerary projects with their partners. During this time, I observed Marisol's reactions, attitude, and behavior while working on her journal to measure her interest level. After explaining the differentiated journal project and requirements to Marisol, I asked her if she liked the project and thought she would have fun doing it, and she responded "¡Sí!" ("Yes!") with a big smile. I also wrote the following in my journal of observations: "Marisol is really enjoying this project. She asked if she can research more than three cities and I said "yes". I have noticed a slight change in her attitude in class. She seems more positive and excited. I also think she enjoys working alone because she is an intrapersonal learner. Therefore, she does not have to 'teach' her partner or help them a lot to keep up with her ability, but rather work at her own quick pace and push herself." Furthermore, one day in class she asked if she could include meeting Queen Elizabeth on a cruise during her trip through Mexico. I told Marisol that I loved her creativity and that she could include any scenarios that interest her because it is her writing. She showed a lot of excitement with this permission to be creative. Lastly, when Marisol submitted her journal, her big smile demonstrated her satisfaction with her work. These interactions and observations prove Marisol's pleasure and excitement in completing a more advanced task in which she could demonstrate her creativity, elaboration, and advanced grammar.

My first finding in this project was that this differentiated journal project gave Marisol the opportunity and

freedom to write more Spanish, to use more complex grammar, and to show her creativity, rather than restricting her abilities as the itinerary project would have done. Marisol's text type was the most interesting aspect to evaluate. Table 1 below exhibits a comparison of word count and transitions between Marisol's journal and the average of the other groups' itineraries, ranked by the highest word count.

Table 1. Word analysis of differentiated writing task, rank ordered by total words

Group	Word count	Transitions
Group 3 *	361	3
Marisol	334	16
Group 5	325	9
Group 4	309	0
Group 1	281	1
Group 6	236	1
Group 2	227	6
Group average without Marisol	290	3

$n=14$

*This was a group of three students.

The other groups contained two students.

Marisol ranked second in highest word count with 334 words in her journal (not including headings or dates). Only one group exceeded her word count, however, it is noteworthy that this group had three members. In addition, Table 1 shows the number of transitions used by each group. Marisol far exceeds the other groups with sixteen transitions while other groups only use a few or none. She also varies her transitions more than the other groups using phrases such as, "después" (after), "el próximo día" ("the next day"), "para mi último día" ("for my last day"), "pronto (should be "poco") después" (soon after), "también" ("also"), and "En el palacio/crucero..." ("In the palace/cruise..."). Other students simply repeated "después." Marisol's *individual* achievement proves her advanced ability and the effectiveness of the differentiated task. Table 2 below compares Marisol's word analysis with the individual average of her peers who completed the itinerary. This table shows that she produces much more language as compared to the individual.

Table 2. Word analysis of differentiated writing task, comparing Marisol's production with the individual average from the itinerary project

Group	Word Count	Transitions
Marisol	334	16
Individual average without Marisol	133.8	1.5

$n=14$

In addition, Marisol wrote more compound and complex sentences than most groups as shown in Table 3 below. Many other groups wrote more simple sentences, proving that their writing relies more heavily on simple sentences consisting of only a subject, verb, and object, rather than elaborating like Marisol does.

Table 3. Sentence analysis of differentiated writing task, rank ordered by total complex/compound sentences

Group	Sentence Count	Compound/Complex Sentences	Simple Sentences
Group 1	36	12	24
Marisol	41	10	31
Group 3*	43	10	33
Group 5	34	10	24
Group 6	43	6	37
Group 2	31	3	28
Group 4	53	0	53
Group average without Marisol	40.0	6.8	33.2

*This was a group of three students. The other groups contained two students. One group surpassed the amount of compound/complex sentences and two other groups produced the same amount, however their sentences were not as rich in vocabulary and sentence structure as Marisol's sentences. Their compound sentences were shorter, less descriptive, and repetitive. The following is an example of these groups' compound sentences: "Vamos a la playa y sacamos muchas fotos" ("We go to the beach and take a lot of pictures"). One of Marisol's compound sentences includes, "Yo preguntolas por [les pido] un autógrafo y ellas autograf[i]an mi sombrero violeta" ("I ask them for an autograph and they autograph my purple hat"). As demonstrated, Marisol produced more complicated and descriptive sentences. Table 4 compares Marisol's individual performance to the average

individual student. For example, Marisol produced ten compound or complex sentences in her journal, but the average student only produced about three. This comparison displays Marisol's advanced abilities and the linguistic freedom that the differentiated journal permitted. Therefore, overall, Marisol exceeded her classmates in text type, demonstrating her ability to incorporate transitions and compound and complex sentences into her writing without prompting.

Table 4. Sentence analysis of differentiated writing task, comparing Marisol's production with the individual average from the itinerary project

Group	Sentence Count	Compound/Complex Sentences	Simple Sentences
Marisol	41	10	31
Individual average without Marisol	18.5	3.2	15.3

Another outstanding feature of Marisol's journal was the linguistic risks that she took with more complicated grammatical structures. Many of the grammatical structures are very similar in Spanish and Portuguese; as a result, I believe Marisol applies her Portuguese knowledge to her production of Spanish. Table 5 displays structures that I classify as very advanced for a sixth grader in her fourth year of Spanish. These quotes are also examples of the rich language that Marisol wrote in her journal and are evidence of Marisol playing and creating with the Spanish language.

Table 5. Advanced grammar that Marisol uses in her journal

Samples of Marisol's writing	Correct Spanish	Explanation of grammar (if incorrect)
Samples of Marisol's Writing Grammar	Correct Spanish	Explanation of Grammar
"tienditas"		applies diminutive form
"cosas <u>para</u> vender"		uses "para" correctly, which most students would not be able to do at this point
"yo <u>me</u> <u>mojo</u> mucho"		uses reflexive verb without previous instruction
"yo caio"	caigo	uses Portuguese conjugation- close to Spanish- knows to insert the "i"
"yo encontro <u>la</u> Selena Gómez"	encuentro	uses verb "encontrar" meaning "to run into" (same in Portuguese) and an article before the name
"yo <u>preguntolas</u> "	yo les pido	she connects the direct object to the conjugated verb
"voy dormir, y cuando..."	voy <u>a</u> dormir, y cuando	three clausal sentence
"acordame, yo..."	<u>me</u> despierto, yo...	
"mi amiga <u>me</u> encontra"	encuentra	uses direct object pronoun
"vamos en un crucero <u>para</u> volver"		correctly uses the preposition "para" (typically difficult for students) due to similarity in Portuguese

Marisol's journal in Appendix D exhibits her application of Portuguese in her Spanish writing in bold font and her slight errors underlined. As one reads through Marisol's journal, her linguistic risks and language play is evident, as well as Larry Selinker's theory of interlanguage (Selinker, 1974). Selinker calls interlanguage "language of the learner." Shrum and Glisan further define interlanguage as "a system in development and not yet a totally accurate approximation of native speaker language" resulting from interference from the student's native language, the effect of language instruction, the overgeneralization of target language rules, strategies involved in foreign language learning, and strategies involved in foreign language communication (Shrum & Glisan, 2005). In addition, Selinker's interlanguage theory includes making errors as a part of the language acquisition process. Marisol is certainly demonstrating interlanguage in her journal because she is developing her Spanish skills, making errors as she learns, and uniquely uses her Portuguese knowledge to communicate in Spanish. Interestingly enough, Marisol's interlanguage involves applying Portuguese to both making her advanced but also making more errors in her Spanish writing, however slight the errors may be. Marisol's interlanguage with the projection of Portuguese into her Spanish production is also her learning and communication strategy in the target language. Therefore, as Marisol progresses in Spanish, her interlanguage will depend less on her Portuguese knowledge and become more close to the language of a native speaker.

Marisol's performance on this journal project far exceeded my expectations for even an advanced sixth grade student. I used the ACTFL presentational rubric for intermediate learners (Appendix E) (Glisan et al., 2003) to assess Marisol's journal. According to the ACTFL rubric, she "strongly meets expectations" for language function because she creates original thoughts and ideas with the language and her ability to express her meaning expands in quantity and quality, but has not yet demonstrated her ability to utilize other time frames. She also strongly meets expectations for text type because she writes strings of sentences, uses cohesive devices, and writes some complex sentences, but does not *mostly* write connected (or compound) sentences. She exceeds expectations for impact by providing continuity in her writing, maintaining the attention of the audience, and using descriptive vocabulary. She also exceeds expectations in comprehensibility because she would be mostly understood by native speakers. Lastly, she achieved strongly meeting expectations for language control because she is "mostly accurate with connected sentence-level discourse in present time." Marisol's high achievement on the ACTFL rubric expresses the advantages she possesses over her classmates of knowing another language, especially one so similar to Spanish.

Had I not differentiated this project for Marisol, I would have not given her the opportunity to create this advanced piece of writing that explores her linguistic and narrative creativity. Completing the itinerary project along with her peers would have restrained her abilities and her development of proficiency. The differentiated journal project demonstrates the importance of challenging students to their ability and

providing opportunities for students to explore their creativity and to play with the language. Therefore, this journal project resulted to be a very effective and successful differentiated task.

My second finding appears in the second differentiated task, the modified Interactive Reading Model (IRM) (Appendix F). In this activity, Marisol gives evidences towards her use of prior foreign learning experiences and knowledge of Portuguese to interpret more difficult texts than her peers. Marisol completed the modified IRM individually and without any of my assistance or probing. She had no problem with the "preparación" ("preparation") or "ideas principales" ("main ideas") sections. She was able to interpret most of the questions from "detalles importantes" ("important details") section, although she missed a couple details in number five and six. In the following section, she correctly inferred seven out of ten vocabulary words from context. Out of the three words she missed, she was close on "recuerdos" as she wrote "remembrance" since the verb "recordar" means "to remember," however the correct answer is "souvenirs." In the "aplicación" ("application") section, Marisol writes accurately, but could have expanded more. I was impressed with her use of "debes" ("you should") because the students have never formally learned this verb and it was used very appropriately in this writing section as she was advising a friend on where to visit in Oaxaca, Mexico. She also used a new word from the text, "chapulines" ("fried crickets"). Finally, in the "extensión" ("extension") section, Marisol makes some good comparisons. She inserts the Portuguese verb "diz" instead of "dice" ("says"). Lastly, she utilizes the verb "parece" ("it seems"), which is a more advanced word than her classmates would use, so I conclude that she either translated it from Portuguese as it is the same in both languages or has acquired the word from hearing me say it in class. Marisol therefore was successful in interpreting a more advanced text and completing a more challenging IRM due to her developed interpretive skills from prior experiences learning Portuguese.

According to the ACTFL interpretive rubric for an intermediate learner (Appendix G) (Glisan et al., 2003), Marisol meets expectations for literal comprehension by detecting the main ideas and some supporting details. In addition, she exceeds expectations for interpretive comprehension by inferring meaning of unfamiliar words in new contexts and interpreting the author's intent. This modified IRM was another successful differentiated task for Marisol that challenged her and further developed her Spanish proficiency.

Marisol's success on the advanced IRM prompted me to recall the advantages that students have when learning a second foreign language. The previously discussed article "Learning a Second Foreign Language" (Sapientza et al., 2006) reported students learning their second foreign language as possessing several advantages regarding the interpretive mode of communication, which Marisol also demonstrated in the modified IRM task. She better inferred meanings of words than her peers would have done on the same task by hypothesizing meaning and making better educated guesses. She also can more easily recognize cognates to English and to Portuguese that assist in her comprehension. In addition, she patiently works to understand what is being said rather than asking for an English translation like some students.

Marisol also displays much less anxiety when seeing (and hearing) the language. Moreover, her comprehension of the article was not immobilized by unfamiliar words. With these skills, it is no wonder that Marisol needs more challenging interpretive tasks through differentiated instruction and performs well even with more advanced texts.

My final discovery from administering differentiated tasks for Marisol concerns engagement and motivation. Challenging advanced, multilingual students through differentiated instruction results in more engagement, especially when given freedom within the task and permission to involve their own interests. Marisol's creativity is evidence of her engagement in the unit and project. While working on the journal project, she made a point to tell me "¡Me gusta mucho!" or "I like it a lot!" Her creativity in her writings (journal and post-assessment) also shows her engagement and enjoyment, incorporating the Queen of England, Selena Gomez, cruises, and private airplanes. Furthermore, despite my increased requirements for her project, Marisol still asked, "Can I do more?" with a smile on her face. Marisol goes beyond the eight required sentences per city, writing twelve, thirteen, and sixteen sentences per city. Additionally, she goes beyond the requirement of three tourist places per city, writing about four in Cancún, four in Cuernavaca, and five in Acapulco (not including the hotels she names and the cruise). Despite the increased requirements that I designed for Marisol, she still was motivated enough to exceed my higher expectations.

Finally, I administered a post-assessment in class to all of the students that was similar to the pre-assessment in order to gauge their development throughout the unit. Marisol's post-assessment (Appendix J) displays her acquisition of almost all of the vocabulary words, her ability to correctly conjugate the verb "ir," and her advancement in writing about traveling. Her writing section is very impressive by the sheer quantity and creativity. She uses advanced grammatical structures never taught in class such as "en el mismo [c]uarto *que yo*" ("in the same room as me"), "dividen un [c]uarto al lado *del nuestro*" ("they split a room next to ours"), "*pedimos servicio de cuarto*" ("we ask for room service"), and "comemos muy bien" ("we eat very well"). These phrases show an advanced understanding of the use of these structures, which comes from her knowledge of Portuguese and advanced skills from having previously learning a foreign language. Moreover, Marisol is able to correctly conjugate all verbs, despite not yet having formally learned "-er" or "-ir" verb conjugations. Marisol's post-assessment exhibits her retention of the skills learned throughout the traveling unit, her enhanced writing skills, her incorporation of creativity into her writings, and her increased motivation to write more as compared to her pre-assessment. The quantity of Spanish she wrote in the post-assessment shows her increased confidence, motivation, and improved ability to describe a trip, perhaps due to the challenging activities that developed her proficiency throughout the unit. This task yet again illustrates her application of Portuguese structures in her use of Spanish, assisting her in achieving much more than her peers.

These tasks have proven the benefits of further challenging a multilingual student through differentiated instruction. First, the differentiated journal project gave Marisol

the opportunity to practice the more complex grammar and vocabulary that she has acquired rather than be restricted with a simpler activity such as the itinerary project. It also allows for more elaboration, creativity, and quantity. Second, Marisol uses her prior foreign language learning experiences and her knowledge of Portuguese to produce more advanced Spanish grammar and to interpret more complex texts. Finally, Marisol was able to explore her narrative creativity and to incorporate her interests because I gave her freedom within the journal project, which in turn increased her motivation. Now knowing the exciting results of differentiated instruction for multilingual students, language educators need to provide these students with the opportunity to be further challenged and to reach their highest potential in the target language through differentiated instruction, as opposed to restricting their advanced abilities to the average pace of the class.

Re-thinking

"Can I do more?"

After completing this pedagogical project, I have discovered many insights into the advantages that multilingual students bring to the classroom, as well as the need for and the multiple benefits of differentiating instruction for them. I have explored several ways to differentiate instruction for advanced, multilingual students, yet there are still many more approaches with which to experiment. Although I only collected information on the performance of one Portuguese speaker completing differentiated tasks, this information can be extended to many other advanced students who speak another language due to their previous experiences learning a foreign language.

Considering the findings from this project, my future teaching will certainly include differentiated instruction for multilingual students. They possess numerous significant advantages over their peers and therefore acquire the target language much more rapidly. Nonetheless, it is important to take into account the student's work ethic and motivation when differentiating tasks for them. Marisol is a high achieving, hard working student and thus rose to and exceeded my expectations. Teachers should be careful of forcing students labeled "advanced" or "gifted" to do much more work than their peers so as to not make them feel punished for their talent or diminish their motivation. Yet, more challenging tasks for these advanced, multilingual students through the use of differentiated instruction can give them the freedom to be creative and to connect the content with their interests. Consequently, students are more engaged and more motivated because they are being challenged and can make it a positive, fun experience by using their creativity and interests. Marisol so liked the journal project theme and linguistic challenge that, despite my raised expectations for her, she still asked, "Can I do more?" Therefore, as I continue to differentiate instruction for multilingual students, I will aim to design tasks that engage their interest and allow them the freedom to be creative, which in turn further motivates them to produce more of the language.

Marisol was an excellent focal student for this study because she has learned Portuguese as her first foreign language, is able to use her knowledge of Portuguese to advance her Spanish acquisition, and is a high achieving student. For further research, I would suggest a similar study focusing on a student that speaks a different root language than the target language to verify the theory of multilingual students being advanced language learners in the second foreign language class. Marisol is able to use her Portuguese to also develop her Spanish because the languages are so similar; however, it would be interesting to analyze how a student that speaks Chinese, for example, performs in a Spanish class. In addition to considering the language a student speaks, research on a multilingual student that is not as high achieving as Marisol would be interesting to see if they would also out-perform their peers with differentiated tasks. The article "Learning a Second Foreign Language" (Sapienza et al., 2006) demonstrates the advanced skills that multilingual students possess when learning an additional foreign language; however, investigating how this generalizes to students who speak a dissimilar language to the target language and to average achieving students would also be valuable information.

Although this project explored multilingual students, as educators we are called to address each student's needs and to assist the student in reaching his or her highest potential. Accordingly, we should be differentiating for all other advanced students as well because their abilities should not be restricted either. Many teachers use the excuse of time restraints for not utilizing differentiated instruction, however differentiating a project or activity does not require an unreasonable amount of time when you simply adapt your "on-level" task. The results of differentiated tasks for advanced students are very worthwhile because both the student and the teacher can be proud of the advanced production of the target language. Finally, in addition to further motivating the student, the exciting outcomes of differentiating instruction for multilingual students motivate educators as well, leaving the teacher also asking, "Can I do more?"

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Appendix A. Pre-implementation survey

Survey

1. How difficult is Spanish class for you? Circle the number.

easy 1 2 3 4 5 6 7 8 9 10 difficult

2. What percentage would you estimate that you understand when the teacher speaks entirely in Spanish? Mark with an X on the line.

0 10 20 30 40 50 60 70 80 90 X 100

3. What makes learning Spanish in class easy for you? (Circle all that apply.)

- ☐ a. I speak another language at home
- ☐ b. I have already learned most of what we learn in class
- ☐ c. I pay attention in class and can therefore apply it correctly
- ☐ d. The teacher speaks mostly in English
- ☒ e. The teacher moves slowly through the content
- ☐ f. The teacher does not have high expectations for the students
- ☐ g. The teacher does not give much homework
- ☒ h. I am a quick learner
- ☐ i. Other _____

4. What makes learning Spanish in class difficult for you? (Circle all that apply.)

- ☐ a. I do not always understand what the teacher is saying
- ☐ b. I do not understand Spanish grammar
- ☐ c. It is hard to try to speak in Spanish when the teacher asks us to
- ☐ d. It is hard to pay attention in class when my friends sit next to me
- ☐ e. It is hard to adjust to the 40 minute classes this year from the 15 minute classes in elementary school
- ☐ f. The teacher speaks almost entirely in Spanish
- ☐ g. The teacher moves too quickly
- ☐ h. The teacher gives us a lot of homework
- ☐ i. The teacher expects a lot of us
- ☐ j. I am a slow learner
- ☐ k. Other _____

5. What do you think would make Spanish class more challenging for you?
(Circle all that apply.)

- ☒ a. Faster explanations of grammar and vocabulary
- ☒ b. More opportunities to practice writing in Spanish
- ☐ c. More opportunities to practice speaking in Spanish
- ☒ d. More reading and listening opportunities in Spanish
- ☐ e. Learn the same material but apply it in more challenging contexts (music, government, art...)
- ☐ f. Extra homework
- ☒ g. Extension work- something else to do when I finish early
- ☐ h. Additional independent project
- ☐ i. Other _____

6. What adaptations would you be interested in doing to challenge you more and to help you learn more Spanish? (Circle any that you might like.)

- ☐ a. Journal writing that the teacher will correct
- ☒ b. Reading Spanish books or magazines
- ☐ c. Answering additional questions for activities if I finish early
- ☒ d. Doing more advanced tasks
- ☒ e. Learning additional vocabulary
- ☒ f. Applying the material to different contexts
- ☒ g. Independent project
- ☐ h. Other _____

7. What are your goals for Spanish class by the end of the year?

Appendix B. Pre-assessment for the Mexican travel unit

Viajar a México

I. Vocabulario- Escribe la palabra en inglés si lo sabes.

1. la plaza _____
2. la catedral cathedral
3. el palacio palace
4. el estadio stadium
5. los pirámides pyramids
6. las fábricas factories
7. las tiendas tents
8. el mercado market
9. la discoteca _____
10. la iglesia church
11. las ruinas ruins
12. el museo museum
13. la playa beach
14. el restaurante restaurant
15. otras palabras relacionadas other related words

II. Verbo "IR" ("to go")- Intenta conjugar el verbo. Es irregular.

Yo	Voy	Nosotros	Vamos
Tú	Vás	Vosotros	Van
El/Ella/ usted	Vá	Ellos/Ellas/ ustedes	Van

Escribe una frase completa con una conjugación de "ir."

Ellos van al museo por cinco horas.

III. Escribe algunas frases sobre uno de tus viajes. Dime a dónde, con quién, cuándo y qué hiciste.

Yo viajo a Israel con mi papá,
del 30 de marzo hasta 5 de
abril. Yo camino con mi prima
y, después, voy al apartamento
de mi abuela.

Appendix C. Prompt for Marisol's journal project

Proyecto del Diario- Viaje a México

You are going to pretend that you are traveling through Mexico on vacation. Write a journal about your travel experiences in each city you visit. Choose at least 3 cities to visit and write in your journal **the date, the city you are in, what tourist places you visit** (at least 3 per city), **your reactions to what you see, and what other things you do there**. You can also include who you meet in your travels if you want. You should use the website www.travelbymexico.com in Spanish (click on the Mexican flag) to look up tourist places to visit in each city (click on a city then "atractivos turísticos"). Use the present tense of all of the verbs you know. I expect at least 8 sentences for each city. Please turn in a typed copy of your journal. ¡Buen viaje! You will be graded on the following:

Completion of journal describing at least 3 cities in Mexico, 3 tourist places to visit in each city, your reactions to the tourist places, and other things you do- at least 8 sentences per city
Accuracy of verb conjugations

Effort put into research and writing of the itinerary

****You may do a scrapbook page of your trip for extra credit****

-You can earn up to **5 bonus points** depending on the amount of Spanish used in your scrapbook. You can also present it for maximum extra credit.

Appendix D. Marisol's journal project about her trip to Mexico

Cancún (el 17 de Julio hasta el 21 de Julio)

Llego al hotel Aquamarina Beach. Es muy bonita. Yo voy a la Zona Arqueológica de Coba. Me gusta y saco muchas fotos. Después, voy al Mercado 28. Es muy interesante y tiene muchas tienditas con cosas para vender. El próximo día yo voy a la playa para hacer el Kitesurfing. Es muy divertido y yo me mojo mucho. También, caio muchas veses. Para mi último día,

yo voy en un paseo por la Laguna Nichupté. Es muy chévere, divertido y bonito. El barco se llama *La Sonja*, y es muy rápido.

Cuernavaca (el 22 de julio hasta el 23 de julio)

Yo voy de avión de Cancún a Cuernavaca. Llego a mi hotel, el Hotel Laam. Es muy linda. **Pronto** después, yo voy al Cerro de Tepozteco. Es muy impresionante y bonito. Después, yo voy a la Zona Arqueológica de Teopanzolco. Saco muchas fotos y voy en las escaleras veinte veses. El próximo día voy al Mercado Tepoztlan. Compró mucha comida y juguetes de madera. Después voy al Palacio de Cortes. Es bonito y muy grande. En el palacio yo **encontro** la Selena Gomez y la Demi Levado. Yo pregúntolas por un autógrafo y ellas autografan mi sombrero violeta.

Acapulco (el 24 de julio hasta el 27 de julio)

Yo voy de autobús de Cuernavaca a Acapulco. **Pronto** después, yo voy a la Playa Hornos. La playa se llena de gente y es suico. El próximo día voy a la Fuente de La Diana. Es increíble y muy bonita. Después, voy a la Escultura Niño y Arena. Es muy bonito, interesante y impresionante. Saco muchas fotos. Voy dormir, y cuando **acordame**, yo voy a la Mujer en la Piedra. Es una escultura interesante y saco muchas fotos. Para mi último día en México, yo voy a la Isla La Roqueta. Es muy bonita, y, mi amiga me **encontra** y me sorprende. Nosotras sacamos muchas fotos de la isla. Después, vamos en un crucero para volver a los Estados Unidos. En el crucero, encontramos la reina de Inglaterra, Elizabeth II. Nosotras hablamos por tres horas sobre Inglaterra y los Estados Unidos.

*Underlined words/phrases contain errors

*Bolted words/phrases show application of Portuguese project

Appendix E. ACTFL presentational rubric used to assess Marisol's journal

Presentational Mode Rubric Intermediate Learner				
	Emerging Expectations	STUDENT	MEET	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Language expressions meet narration and description that includes content, details, context, and different time frames	Can use language ability to express own meaning, expands in quality and quality	Can use language, able to express own meaning in a basic way	Minimally meaningful language with some attempts to create.
Text Type Quantity and organization of language discourse (sentences, word, phrases, sentences, connected sentences, paragraphs)	Mainly connected sentences and some paragraph-like discourse.	Strings of sentences, some connected sentence-level discourse (with cohesive devices), some may be complex (multi-ideas) sentences	Single sentences and some strings of sentences.	Simple sentences and occasional phrases.
IMPACT Depth of presentation and attention to audience	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or sounds to maintain audience's attention and/or inherent as appropriate to purpose.
Vocabulary	Vocabulary provides information and limited explanation.	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary conveys basic information.
Comprehensibility How can understand the person's message? How comprehensible must the interlocutor be? Does it need to be for the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Although there may be some confusion about the message, generally understood by those unaccustomed to the spelling/writing of language learners.	Generally understood by those unaccustomed to the spelling/writing of language learners.	Generally understood by those unaccustomed to the spelling/writing of language learners.	Understood with occasional meaning by those unaccustomed to the spelling/writing of language learners.
Language Control Accuracy, form, degree of fluency	Most accurate with connected discourse in present time. Accuracy decreases when meaning and describing in time frames other than present.	Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.	Most accurate when producing simple sentences in present time. Accuracy most complex.	Minimally accurate with meaningful language, including phrases. Accuracy decreases when creating, when trying to express own meaning.

Appendix F. Article (intermediate level) and Marisol's Interactive Reading Model

Appendix F. Article (intermediate level) and Marisol's Interactive Reading Model

8.5
10

¡muy bien!
¡bien hecho con un
artículo más avanzado! ☺

Artículo: 24 Horas en Oaxaca, MéxicoPreparación- Antes de Leer

¿Vas de viaje a otras ciudades o países con tu familia?

☒ Sí

No

¿Adónde vas? Brasil, Ithaca, NY, Israel, Maine ¡Qué suerte!

¿Qué haces allá? Visitamos familia

¿Adónde quieres ir de viaje? Antártica y Australia

Comprensión- ¡A Leer!

Ideas principales- Lee por encima (no cada palabra) y marca con una "X" las ideas principales.

☐ Es sobre los productos originales de Oaxaca.

☒ Es sobre un recorrido por Oaxaca.

☐ Es sobre las celebraciones del Día de los Muertos en Oaxaca.

☐ Es sobre la vida de la cantante, Lila Downs.

Detalles importantes- Ahora lee todo el artículo y contesta las preguntas.

1. ¿Qué es un zócalo? Una gran plaza en el centro de la ciudad

2. ¿Cuáles 3 cosas hacen los artesanos que venden en el Mercado 20 de

Noviembre? Bolsos, sombreros, y alebrijes.

3. ¿Qué sugiere hacer el artículo a las dos de la tarde? Surf en la playa Zicatena.
4. ¿Qué es el nombre del manjar especial de Oaxaca y qué es? chapulines, un plato de grillos fritos.
5. ¿Qué 2 cosas puedes ver en el centro arqueológico de Oaxaca? campesinato y, ^{los inmensos edificios antiguos} ~~la capital de la cultura~~
6. ¿Qué tipo de música toca Lila Downs? Muy alegre + música de las culturas mayas, náhuatl y zapoteca
7. ¿Cómo celebra la gente de Oaxaca el Día de los Muertos? ^(prepara un altar) tiene un rincón de una habitación lleno de fotos, flores, comida y música
8. ¿Cómo sugiere el artículo terminar el día en Oaxaca? Una cena en un restaurante en el zócalo

Vocabulario Escribe el significado de las palabras en inglés. ¡Adivina si no lo sabes!

- | | |
|--|--|
| 1. vete <u>Merceda go to...</u> | 6. edificios <u>buildings</u> |
| 2. recuerdos <u>^{souvenirs} remembrance</u> | 7. rincón <u>alter corner</u> |
| 3. artesanos <u>craftmen</u> | 8. buen provecho <u>have a good meal</u> |
| 4. olas <u>waves</u> | 9. agotador <u>long, tiring</u> |
| 5. desconocido <u>unknown</u> | 10. grillos <u>crickets</u> |

Interpretación

Escribe sus respuestas:

1. ¿Te gustaría viajar a Oaxaca? ¿Por qué? Si, parece muy interesante.

2. ¿Cuál sitio turístico te gustaría visitar más del artículo?

Las Ruinas.

3. ¿Cuál recuerdo comprarías en El Mercado 20 de Noviembre?

Los alebrijes

4. ¿Comerías los grillos fritos?

Si

5. ¿Qué te gustaría hacer en la playa Zicateca- practicar el surf u otra

cosa? Yo quiero hacer todas las cosas.

Aplicación

Tu amiga va a Oaxaca este verano. Escribe un correo electrónico para decirle buenos lugares turísticos para visitar y cosas que hacer.

Hola!

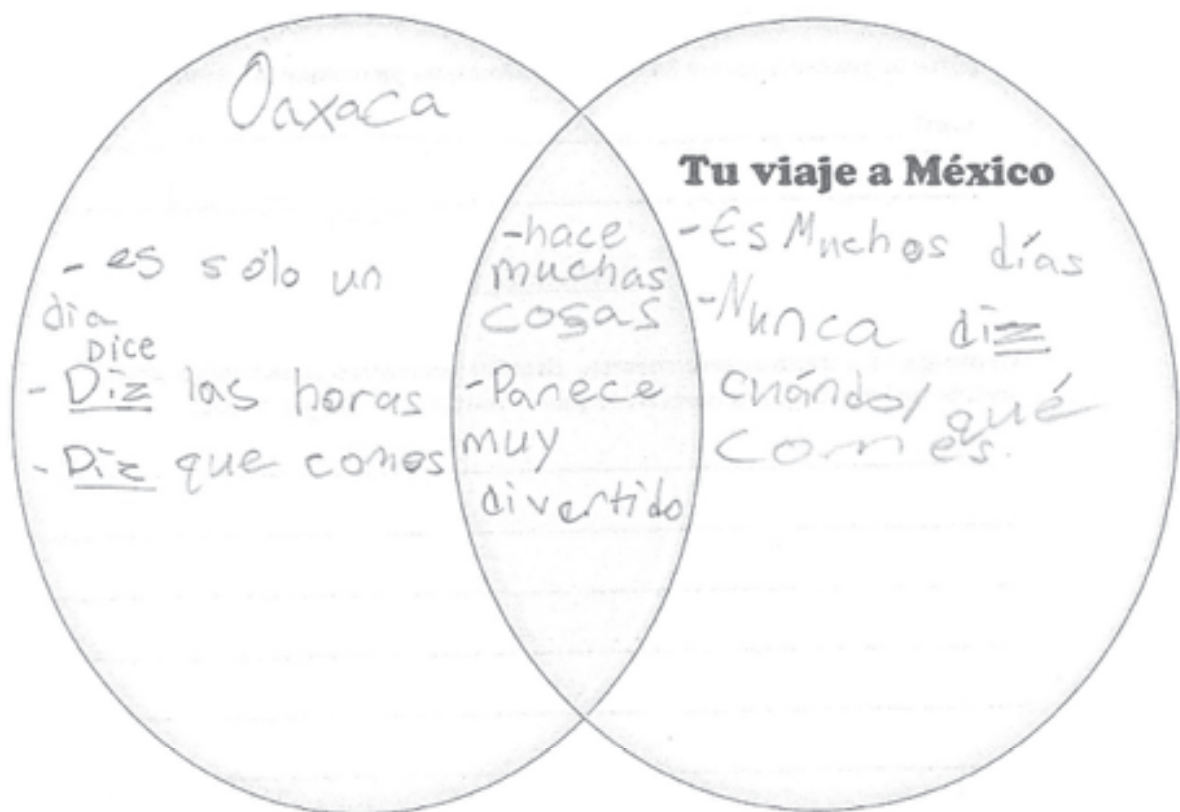
Tú debes ir al mercado 20 de Noviembre, y a las playas de Puerto Escondido y hacer el surf. También, debes comer chapulines.

¡Buen Viaje!

... Tatiana

Extensión

Compara el itinerario de "24 Horas en Oaxaca, México" a TU DIARIO de tu viaje a México. Usa el Venn Diagram para pensar en unas ideas y después escribe las comparaciones en un párrafo.



diz = portugués
dice = español 😊

Comparaciones entre el itinerario de Oaxaca y tu viaje por México

similares. En los dos hace muchas cosas y Parece Divertido. Algunas cosas diferentes son por cuánto tiempo va, y qué día cuándo/qué/dónde comes.

Appendix G. ACTFL interpretive rubric used to assess Marisol's IRM

Interpretive Rubric Intermediate Learner

Text types: longer, more detailed conversations and narratives, simple stories, correspondence and other contextualized print within familiar contexts

Interpretive	Emerging Expectations	Midway Expectations	Does Not Meet Expectations
Literal Comprehension: Word recognition Main idea detection Supporting detail Detection	Identifies most supporting details.	Identifies the main idea(s) of the intermediate-level text. Identifies some supporting details.	Recognizes key words or phrases embedded in familiar contexts. Does not identify the main idea(s) of the intermediate-level text. Identifies few supporting details.
Interpretive Comprehension: Word inference Cause/effect Author/subject Perspective Organizational principles	Infers meaning of unfamiliar words in new contexts. Infers and integrates the author's intent.		

*At the intermediate level, the learner exceeds expectations by performing both the literal and the interpretive comprehension criteria.

Appendix H. Marisol's post-assessment at the conclusion of the traveling unit

Viajar a México

I. Vocabulario- Escribe la palabra de vocabulario en inglés.

1. la plaza park (plaza)
2. la catedral cathedral
3. el palacio palace
4. el estadio stadium
5. los pirámides pyramids
6. las tiendas shops stores
7. el mercado market
8. la discoteca night club
9. la iglesia church
10. las ruinas ruins
11. el museo museum
12. la playa beach
13. el restaurante restaurant
14. Escribe otras palabras relacionadas que sabes:
Laguna, Avion, Cerro

II. Verbo "IR" ("to go")- Conjugua el verbo.

Yo	voy	Nosotros	vamos
Tú	vas	Vosotros	vais
El/ella/ usted	va	ellos/uds/ ellas	van

Escribe una frase completa con una conjugación de "ir."

Yo voy a Cancun.

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III. Escribe un párrafo sobre tu viaje ideal. Dime adónde vas, con quién vas, cuándo vas y qué visitas.

Yo voy a Nueva York de helicóptero con mis padres. Voy del 2 de Diciembre hasta el 26 de diciembre. Yo visito el Estatua de la Libertad, el Rockefeller Center, el parque central y muchos amigos. Mi hotel se llama el Hotel Plaza. Mi mejor amiga, Ella, está en el mismo cuarto que yo. ~~Mis~~ Nosotras vemos el Parque Central por la ventana. Mis padres y los padres de Ella dividen un cuarto al lado del nuestro. Nosotras pedimos servicio de cuarto todas las días y comemos muy bien. Después Ella y yo vamos en un crucero a Palma de Maijorka, solas. Después de dos semanas en Palma de Maijorka, volvemos a nuestras casas de aviones privados.

From the Classroom to the Community: Using a Choice Board to Assess Student Use of Spanish

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Growing up in the small towns of Western Pennsylvania, it seemed unlikely that I would learn another language and spend months living in a Spanish-speaking country. As a student in high school, I was always interested in the people and cultures of the world, but I never had the chance to connect with them. In my particular community, there were no families that spoke Spanish. Furthermore, for financial reasons, not many students from my high school had the opportunity to travel abroad. Without a real-life connection to the Spanish-speaking community, many students and parents were unable to see the importance of foreign language instruction at school. Therefore, the students from my community were often unmotivated to learn another language and generally held a negative view of Spanish and the people who speak it. Although I went on to use my knowledge of Spanish to connect to the outside world, many of my classmates only took the required amount of language credits to get into college and never used Spanish again. For the parents and for the community, Spanish was considered to be an elective subject with little importance outside of the classroom.

In some ways, my experience with Spanish class in high school prepared me for my future as a teacher. For the past year, I have been completing my internship as a Spanish teacher in the public high schools of those same small towns in Western Pennsylvania. I understand my students, their parents and their community; I know that many of my students only take Spanish for the purpose of getting into college. As such, I have been struggling with the same lack of motivation in my students that I witnessed in my high school classmates. Without the presence of a Spanish-speaking community, it is difficult for me as a teacher to prove to my students that what they are learning in class is valuable. During my Spanish lessons, I am often presented with questions such as, "Why do we have to learn this?" and comments such as, "I'm done with Spanish. After this semester I'm never using Spanish again." This type of attitude from my students quickly became frustrating and my stories of how Spanish has been important in my life were not enough to maintain the students' interest. As such, after several months of struggling with this lack of interest, I began to focus on using Spanish outside of the classroom as a way to reinforce the significance of our daily lessons. Looking back to my own experience in Spanish class, I decided that this was the best approach to get my students to understand the relevance of what we were learning.

In addition to my belief in the importance of connecting the language learned in school to its real-life uses in the community, the American Council on the Teaching of Foreign Languages (ACTFL) has stressed the importance of this relationship in its Standards for Foreign Language Learning in the 21st Century. As I have learned about these standards (or "the five Cs") during my graduate work, I have striven to include aspects of Communication, Culture, Connections,

Comparisons, and Communities in my classroom. Although I have not experienced any difficulties in meeting the first 4 Cs, the fifth C, Communities, has been more challenging. According to ACTFL, to meet the Communities' standards 5.1 and 5.2, respectively, students should be able to "use the language both within and beyond the school setting" and "show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment" (ACTFL, 2006). Knowing these ACTFL Communities' standards provided me with a direction for pursuing a connection between my students and the community. I wanted to encourage my students to view their knowledge of Spanish as a worthwhile skill that could enrich their lives, and the ACTFL Communities' standards reinforced that objective.

Because of my high school background, my internship experience and the national standards, I wanted to find out how to use my teaching to get my students to connect to the community. As the teacher, I knew it was my responsibility to meet all of the ACTFL standards and to get my students to use their Spanish in different contexts. In my classroom, I have presented my students with several opportunities to meet these ACTFL Communities' standards. For example, I have used Spanish websites in class and I have played songs from Spanish artists. The students have seemed to see the value of and enjoy these activities in class. For example, they are attentive while we listen to songs and ask questions about how to use the new websites. However, I had not been able to verify that my students were taking the next step by using the language outside of school and for their own enjoyment. I began to wonder how I could be certain as to whether or not the instructional practices I used in class were actually impacting the students' use of Spanish outside of school. Therefore, I began to look for ways to prove that my instructional practices were helping me to meet the Communities' standards.

To find an answer to the research question, "How can my instructional practices help me to ensure that I am meeting the Communities' standards?" I developed a project that focused on Spanish use outside of the classroom. For two weeks in May, 2010, I presented the 27 students in my fourth period, high school Spanish II classes with different activities that they could complete outside of school. I also asked the students for their input and ideas through surveys and conversations. During this time frame and through these methods, I was gathering information and examining my own instructional practices to see how I could improve my teaching by meeting the Communities' standards. My hope was that by helping my students use their Spanish outside of the classroom, I could provide them with an understanding of and an interest in other cultures. Due to the students' isolation from the Spanish-speaking world, I believed that this project was not only useful, but necessary to improve the students' motivation and ability to use Spanish in many different situations. Therefore, I knew that using this project to illustrate the usefulness of what we learn in Spanish class could have a very positive impact on the students' learning.

Acting to Use Spanish in the Community

To find an answer to my question about what

instructional practices help me to meet the Communities' standards, I designed and implemented a teaching project that contained four steps. These four steps, which took place over a two week period in May, involved collecting information from the students to discover their interests and ideas about using Spanish in the community. I collected the information in two different ways, through surveys and a choice board.

Before beginning the project with the students, the first step was to design the materials and set a time frame. However, I took one preliminary step in developing a practice survey for the students to complete. I did this because my students had never completed a survey in Spanish class before. The main purpose of this activity was to see how the students would react to a survey and to answer any student questions about the style of the survey before beginning the actual project the following week. The students did ask several questions, and their questions directed me to provide the students with clearer directions when distributing the surveys for the project.

With the practice survey completed, I started into the first step of creating my materials by designing the pre-survey (Appendix A). The survey contained questions about whether or not the students had completed communities activities before, as well as questions about whether or not the students were interested in particular communities activities. I included both types of questions in my surveys because I needed to see that I was meeting both standards in the Communities' goal areas. The questions such as "Have you done this before?" were meant to show me if the students were using the language both within and beyond the school setting, thus meeting standard 5.1. The other questions such as, "Would you want to do this?" were meant to show me if the students were using the language for personal enjoyment and enrichment, thus meeting standard 5.2.

Then, I moved on to design the choice board (Appendix B). I wanted the choice board to provide the students with many different options for completing activities in the community and earning points. Therefore, I looked back to earlier in the year when the students had completed a list of what they wanted to learn in Spanish. I included several items from that list on the choice board, including talking to friends in Spanish and ordering at a restaurant. I tried to design the tasks so that they would be interesting and feasible for the students to complete. I decided to allot the students one week to complete a task on the choice board so that if they wanted to complete an activity that required more time, such as going to eat at a Mexican restaurant, they would have the opportunity to go over the weekend.

In addition to the many options that met the Communities' standards, the choice board also had the alternative of completing an assignment from the book. By providing this choice, I was giving the students the option of whether or not to complete an activity. I made this decision because I wanted to be able to tell whether or not the students were choosing an activity to use Spanish for their personal enjoyment. For this same reason, I also allowed the students to develop their own activity, as long as they asked for my approval. Furthermore, although I only assigned the completion of one choice to the students, I encouraged the students to

complete more. In doing so, I hoped that the students would complete more than the requirement and report back about the activities they completed and why the activities were enjoyable. I made all of these decisions about how to use and assess the choice board to try to ensure that the students were using the language for personal enjoyment and enrichment rather than solely for a grade.

The final part of creating the materials involved developing the "post-survey" (Appendix C). The purpose of the post-survey was to see if there were any changes both in the students' actual experiences with using Spanish in the community and in the students' attitudes towards the community activities. For the most part, I provided the students with the same questions and answers that I had used in the pre-survey. I purposely made the surveys similar so that it would be easy for the students to complete, and easy for me to see if the choice board assignment had helped me to meet the Communities' standards. However, for the post-survey, I also added more open-ended questions at the end so that the students could report on their own experiences with the community project.

With all of the materials created, the next week I began the second step of my teaching project with the students by passing out the pre-survey. This pre-survey was an important step in the process because it showed me how well I was meeting the Communities' standards without focusing on it in my everyday lessons. I explained to the students that the surveys were not being graded, but rather I was going to use them for information about how they liked to use Spanish. Each question began by asking the students whether or not they had done a particular activity. For example, one of the items was, "Watch a Spanish movie or TV show." First, each student circled either "yes" or "no" for the question, "Have you done this before?" Then, if the student answered yes, he or she would answer the question, "If yes, would you do it again?" If the student had not done that particular activity before, then he or she would answer the question, "If no, would you want to do this?" I gave the students 15 minutes to complete the survey, during which I walked around to answer any questions. At the end of the 15 minutes, I asked the students to pass the surveys forward and then we moved on to the third step of the project.

For the third step, I passed out the choice board activity to the students. Now that I had the survey results to show how my activities in class were prompting the students to use their Spanish in other situations, the choice board was meant to serve as an innovation to more actively meet the Communities' standards through my teaching. After passing out the choice board, I explained all of the options to the students, and told the students that I wanted them to have fun with this project. I gave the students a time limit of one week to complete as many of the activities as they could. I also informed the students that their projects would be assessed for completion of one of the choices. Although I did not want the main focus of the project to be on the grade, I assigned the project a value of 20 points so that the students would take it seriously. Since I had never used a choice board with this class before, I allowed time in class for the students to ask questions about the project and to begin deciding which activities to complete.

Throughout the week, I reminded the students about their projects daily. Although some students asked questions on the first day, the students brought different questions to class every day. Most of the questions were focused on what would fulfill the requirements, especially “Does Taco Bell count as a Mexican restaurant?” For the purposes of this project, I did allow the students to use Taco Bell because I did not want the higher cost of another Mexican restaurant to prohibit the students from completing their choice for the assignment. During the week in class, the students also began submitting their projects as they completed them. Although I received many projects before the due date, on May 18th I collected the projects that were remaining. The students wrote their names on their choice boards and passed them in along with their completed projects. I thanked the students for their participation and I told the students that I hoped that they had enjoyed the project and that I was looking forward to seeing what they submitted. With the collection of the students’ work, I completed the third step of my teaching project.

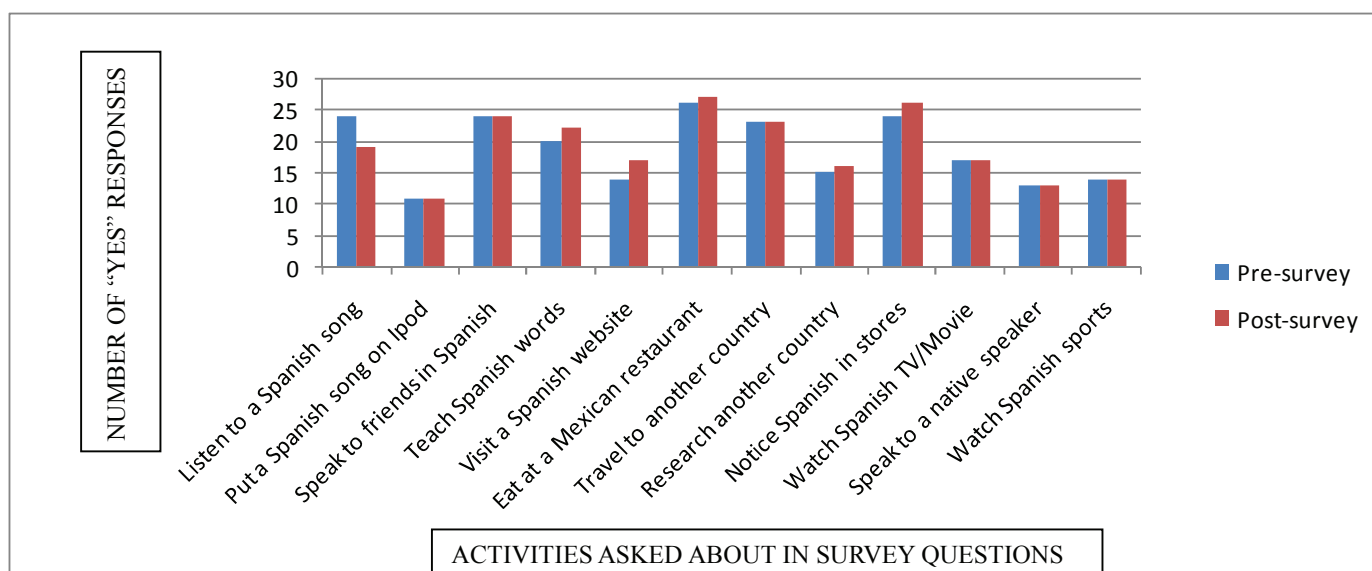
For the fourth and final step, I passed out the post-survey. Similar to the process of completing the pre-survey, I instructed the students that the surveys were only graded for completion and that I wanted them to take their time on the surveys and answer the questions honestly. I gave the students 15 minutes, and walked around to answer any questions. At the end of the allotted time, I collected the surveys and thanked the students once again for the information and for their participation. With the materials created, and the choice board and two surveys completed with the students, I had finished the four steps of my teaching project. Now, I needed to make sense of the information that the students had given me.

Reflecting on the Students’ Learning

In looking through the information that the students had provided me with through their answers in the surveys and their choice board assignments, I wanted to find an answer to my question of “How can my instructional practices help me to ensure that I am meeting the Communities’ standards?” Previously, I had never used surveys or choice boards with my students. I had also been unable to verify whether or not I was meeting the Communities’ standards. Therefore, I began to analyze my information to determine whether or not these new instructional practices helped me to fulfill both standard 5.1 and standard 5.2. Although some of the evidence was mixed, I found that my innovation of using a choice board and surveys was successful in achieving my goal of meeting the Communities’ standards.

To begin looking at whether or not my innovation was successful in meeting standard 5.1, I analyzed the answers from the surveys and the projects that the students completed. To ensure I was meeting standard 5.1 in my teaching, I needed to verify that the students were using Spanish “both within and beyond the school setting” (ACTFL 2006). To find this information, I looked through the results from the pre-survey and post-survey to determine if providing the students with the choice board had a positive impact on the number of activities that the students completed in the community. The following chart shows the students’ answers to the 12 questions on the survey. An answer of “yes” indicates that the student has completed that activity. If a student responded that they had not completed a specific activity in the pre-survey, but indicated that they had completed that activity in the post survey, the change in their answer could be due to the use of the choice board assignment.

Survey Results Indicating Activities Completed



As the chart shows, in many categories, there was a slight increase in the number of “yes” answers from the time of the pre-survey until the post-survey. Overall, the 27 students in the class answered “yes” 225 times on the 12 questions of the pre-survey. On the same 12 questions of the post-survey, the 27 students answered “yes” 229 times. The overall increase would be more positive, however, the number of positive responses to the first question actually decreased. In the pre-survey, 24 students indicated that they had listened to a Spanish song outside of class, while in the post-survey only 19 students claimed to have completed the same activity. The reasons for this discrepancy could be that the students did not fully understand the question, or that they did not answer it honestly. Regardless, there was an increase in the number of activities completed in five of the other categories. This increase demonstrates that the choice board was successful in helping the students to use their Spanish outside of the school setting.

The students’ answers displayed in the chart also coincide with the information I gathered that shows which activities the students chose to complete. Although I attempted to design the choice board based on student interest, I was unsure as to which activities the students would select to complete. Therefore, as the students submitted their projects, I tallied the number of projects that were submitted in each category. The following table shows the breakdown of the projects submitted (for a more detailed description of the projects, refer back to Appendix B).

Choice Board Projects Completed (n= 35)

MUSIC REACTION 1	IPOD 1	TV/MOVIE 0
TEACHING FAMILY 12	FRIEND INTERVIEW 5	INTERNET 5
FOOD 3	TRAVEL RESEARCH 2	TRAVEL REVIEW 1
SHOPPING 2	SPORTS 0	BOOK 1

OTHER= 2

The information in this table goes along with the students’ answers in the surveys about which activities they had completed. For example, the fifth question on the survey asked the students if they had visited a Spanish website. Looking back to the chart that shows the students’ responses, during the pre-survey, 14 students answered “yes.” In the post-survey, 17 students responded “yes.” Therefore, throughout the course of the project, three more students visited a Spanish website. In my tallies of the projects submitted by the students, there were five projects turned in that involved the students going to a Spanish website. Therefore, it can be determined that three of five students who decided to complete this activity had never gone to a Spanish website before. As such, my choice board innovation helped me to meet Standard 5.1 in a new way for three of my students.

In addition to meeting standard 5.1, the choice board and survey also helped me to meet standard 5.2. In the National Standards, standard 5.2 states that the students should use the language for “personal enjoyment and enrichment” (ACTFL 2006). Before completing this teaching project, I was unsure of how to actually verify whether or not the students were using the language for their own enjoyment. However, through the students’ surveys and projects, I can now say with certainty that the students selected and completed these activities for their own enjoyment.

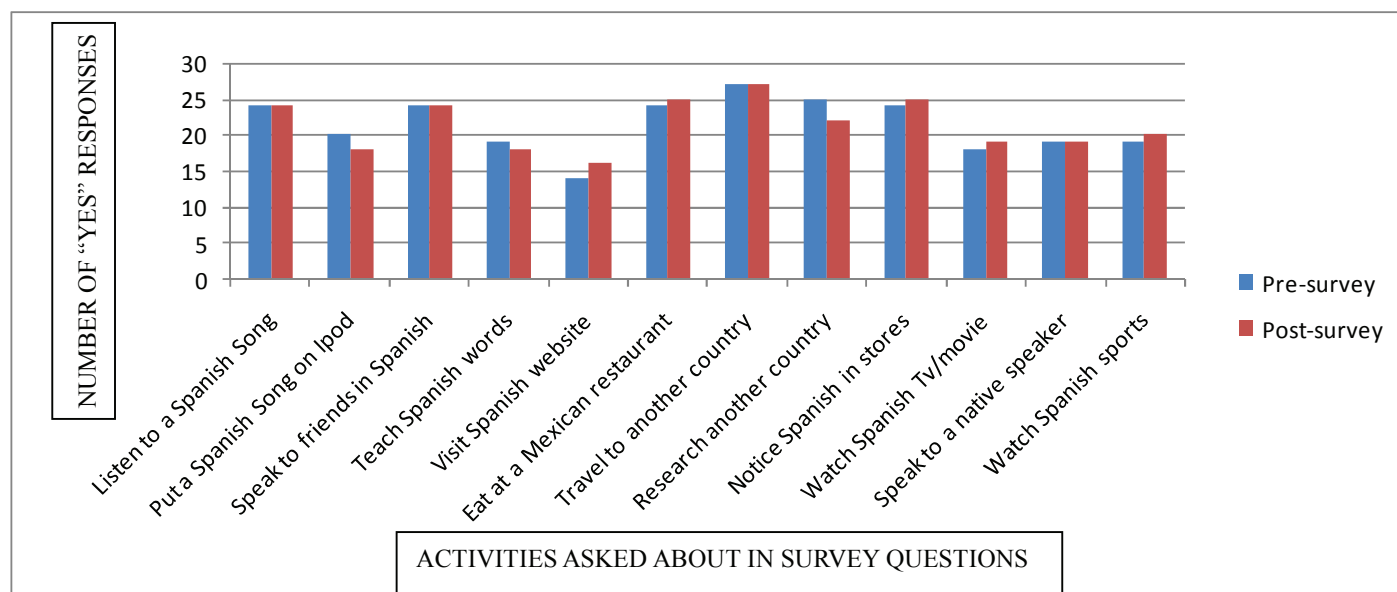
Firstly, the number of projects completed by the students demonstrates that they did have an interest in using their Spanish in the community. Although there were only 27 students in this class, and the students only received credit for completing one project, there were a total of 35 projects submitted. As this table shows, several of the students went beyond the requirements and completed more than one project.

NUMBER OF PROJECTS SUBMITTED (n=35)	NUMBER OF STUDENTS (n=27)
0	2
1	15
2	7
3	1
4	1
5	0
6	1

By choosing to submit more than one project, ten students in this class proved that they enjoy using the language outside of the classroom. To find out what they enjoyed about the choice board assignment, in the post-survey I asked the students why they choose to complete more than one project. One of the students who submitted more than one project wrote, "I want to be fluent and being involved outside of class will help." Another student answered, "I like being able to use Spanish in real-situations and with my family." These responses from the students and the overall number of projects submitted proved to me that the choice board assignment did help the students use the language outside of the classroom for their own enjoyment and enrichment.

To this point, the information gathered about the projects completed indicated that my choice board was successful in helping me to meet the Communities' standards. To continue evaluating the success of my new instructional practice, I next looked through the students' answers to the survey questions about whether or not the students would like to complete the community activities again. An answer of "yes" indicated that either the student had completed the activity in the past and would like to do so again, or that the student had not completed the activity but would be interested in completing it.

Survey Results Indicating Student Interest in Activities



In contrast to other evidence that was much clearer, as this chart shows, the students' answers in the pre-survey and post-survey do not follow a steady pattern. After completing the choice board assignment, the students' interest in completing three of the community activities declined, their interest in four of the activities stayed the same, and their interest in five of the activities increased. As such, it is difficult to generalize about how the choice board may have affected student interest in completing these community activities.

However, it is interesting to note how the students' responses to questions about individual activities align with the students' completion of the projects. One of the three areas with declining student interest was also the most popular project for students to complete. With 12 students completing the project, teaching a family member Spanish was picked more often than any other project. However, in this graph of student interest, more students were interested in this activity before actually completing it. Additionally, two areas that increased in student interest: watching a television show or watching a Spanish-speaking sports team, were not completed by any students for the project. This information shows that although some students used the language for enjoyment by completing more than one project, the choice board may not have had the

same effect on the class as a whole. In some cases, the students completing a particular project did not find it to be as enjoyable as they originally thought. Perhaps the decrease in interest is a result of the students associating the community activity with school work.

Although these final answers from the survey do not overwhelmingly show that the students enjoyed using Spanish in the community, other answers from the surveys and student projects show that I was somewhat successful in meeting the Communities' standards. The students' answers to which community activities they had completed, along with my tallies of the projects submitted show that my innovation did help me meet standard 5.1. Furthermore, because some of the students submitted more than one project, I was able to verify that some of the students did use the language for their own enjoyment. Overall, this mixed information, while positive, shows that it is difficult to assess through this project whether or not I was able to meet the Communities' standards with all of my students. While I was able to show that some of my students used the language outside of the school setting and for their own enjoyment, this was not true for every student in my class. Although the project was not completely successful, this new instruction-

al practice has given me an option of how to help my students use their Spanish outside of the classroom and has provided me with many ideas to work from in the future.

Re-Thinking the Communities Project

Through my innovation of using a choice board and surveys to assess whether or not I was meeting the communities standards with my students, I was able to gather information from my students about how they use and enjoy Spanish outside of the classroom. Through analyzing the information, I found that my choice board assignment did increase the amount of activities that the students completed in the community. Furthermore, because several students completed more than one project and the students' survey responses demonstrated an increased interest in some of the activities, the project was successful in showing that some of the students used Spanish for their own enjoyment. However, the students' responses also showed a decline in interest for some of the categories, and two of the students decided not to participate in the project at all. Therefore, although my innovation helped me meet the Communities' standards with some of my students, it did not help me meet the Communities' standards with all of my students. In doing this project, I discovered some changes that I would make to my instructional practices, I gained insight into my students' use of Spanish and their interests, and I came to appreciate the true benefits of involving students with the community.

To better meet the needs of all of my students, if I were to do this project again, there are changes that I would make. First, I would include more options on the choice board that are not connected to the community. Although I did provide the students with the option to complete an activity from the book, this activity was the only non-community option available to the students. If there were more non-community options available, I believe it would be easier to tell whether the students selected the activities because they enjoy them rather than because the majority of the options deal with communities. Also, I would spend more time making sure that all of the tasks on the choice board required the same amount of time and effort from the students. I believe that many students opted to teach five words to a family member because it was the easiest project to complete. Had I realized that from the beginning, I would have made the task more difficult. Finally, in the future I would include in the choice board the option of sending text messages in Spanish to another student and submitting the correspondence. I would make this change because I have observed that sending text messages is an activity that my students enjoy.

These changes all deal with the design of the choice board. My teaching project might have had a different outcome had I more carefully designed my choice board. However, I do plan on using this project again in the future. I will make these changes, and hopefully, when I use this project again, it will be even more successful. For any teacher that decides to use a project like this in class, he/she must remember to view the assignment from the perspective of the student. By stepping back and taking an objective look at the choice board, it is now easy for me to see that all of the tasks are not at the same

level of difficulty. Furthermore, if any teacher would like to adapt this choice board to use with his/her students, I would make changes based on the interests of the students. As stated previously, I would include the option to send text messages, but I am certain that there are many other activities that could be included as well. In future projects of this type, I would be interested to see what other activities can be used. Additionally, by making some adjustments I want to know if the choice board assignment is capable of helping me meet the Communities' standards with all of my students. I know it is often difficult to reach every student, but I believe it is a goal that I must continue trying to achieve.

Despite the imperfections in this teaching project, I believe that it makes a strong case for assessing the Communities' standards with students. My ideas were not perfect, but I was able to get a better idea of how my students use their Spanish outside of the classroom and how they enjoy using Spanish. Had I not completed this project, I would still be attempting to guess whether or not I was actually meeting the Communities' standards. Therefore, this project answered my questions about how my instructional practices help me to meet the Communities' standards. Instead of simply claiming to meet standards 5.1 and 5.2, this project helped me to prove that I was in fact meeting the standards in my teaching.

In addition to answering my questions about my own teaching, the project was beneficial in that it was interesting and meaningful for the students. In my situation, where so few students see the value of language classes, a project like this was necessary to show the students that Spanish can be useful. Also, the students responded well to the project. In the post-survey, one of the students wrote, "I liked that I got to show my mom what I have learned." Another student wrote that her attitudes towards the activities had changed because, "Now I know that using Spanish outside of the classroom can be fun." As for the project overall, one student commented on the survey that, "It was a good idea that should be continued." These positive comments from the students provide another reason for me to use this project again in the future.

Just as my students liked this project, other teachers who have conducted community projects have reported an interest from their students. For example, in another communities project titled, "Language + Community= A Successful Community-Based Project," Kristin Kniss found that her students enjoyed her communities project much more than other projects completed in class (Kniss, 2008). As such, I would encourage other teachers to try projects that involve students with the community because they are not only helpful in meeting the standards, but also enjoyable for the students.

I would also encourage this type of project because I believe it is important for teachers to find a way to connect their students with the community. Other projects have been completed exploring the possibilities of community activities, and the teachers involved have attested to the learning that takes place through the community. In an article titled, "Creating a Bilingual and Multicultural Support Network through Service-learning," Charla Lorenzen explained the significance of the community connection for her college-level Spanish class. Lorenzen details how her students worked for

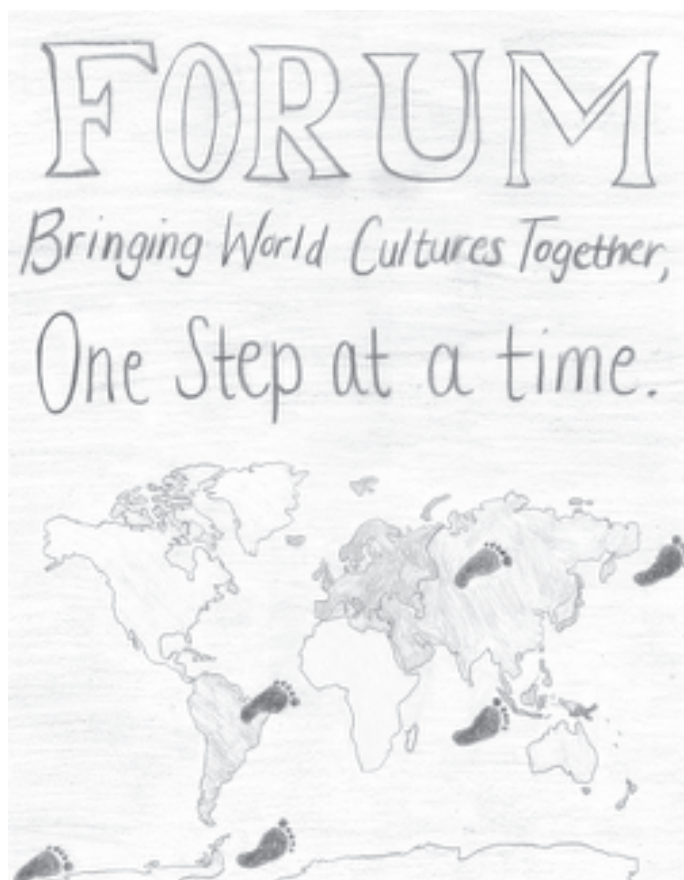
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local Head Start programs and says, "This collaboration brings multiple benefits to all of the participants while engaging them in meaningful language learning" (Lorenzen, 2010). Likewise, college professors Annie Abbot and Darcy Lear wrote about their service-learning class in their article, "The Connections Goal Area in Spanish Community Service-Learning: Possibilities and Limitations." Although the objective of their class was to meet the Connections goal area, Abbot and Lear also found that teachers must find ways to help students take the knowledge learned in the classroom and apply it to the community (Abbot & Lear, 2010). Although these two projects were conducted at the college level, their results show the benefits and the importance of using Spanish in the community. Teachers of all levels can use these findings as motivation for developing community projects to use in their own classrooms.

The community project that I developed, as well as those discussed above, all point to the positive effect that community involvement can have on the students' interest and learning. In attempting to show my students the usefulness of their Spanish and to meet the ACTFL standards, I designed this project to help me ensure that I was meeting the Communities' standards. There were some mixed results, but overall it was a success. I will most certainly use the community activity choice board with my classes in the future. I know that my students will both learn from and enjoy the out-of-classroom activities. In addition to helping me verify my fulfillment of standards 5.1 and 5.2, my project showed my students that learning Spanish can be useful and enjoyable. Just as I have decided to continue using this project, I hope that this project will inspire my students to continue using their Spanish both in future language classes and in their lives outside of the classroom.

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Appendix A: Pre-survey used to assess student interest and completion of community activities.

Nombre _____

This survey is meant to see how you are using Spanish outside of the classroom. There are no right or wrong answers. This is graded for completion. Take your time on it and answer it honestly.

1. Listen to a Spanish song outside of class

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

2. Put a Spanish song on your ipod

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

3. Say something in Spanish to your friends

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

4. Teach your family a few words in Spanish

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

5. Visit a Spanish website, like studyspanish.com

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

6. Eat at a Mexican restaurant

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

7. Travel to a Spanish speaking country

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

8. Look into traveling to a Spanish speaking country

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

9. Notice Spanish words in stores and on packages

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

10. Watch a Spanish movie or TV show

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

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11. Speak to a person who is a native Spanish speaker

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

12. Watch a Spanish sports team play a game

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

13. In what other ways have you used Spanish outside of the classroom?

14. What else interests you about using Spanish outside of the classroom?

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Appendix B: Choice board assignment used as an innovation to help meet the Communities standards.

Nombre _____

Due: Tuesday May 18, 2010

(Can be turned in earlier)

CHOICES!!!!

The following activities are all ways for you to use Spanish outside of the classroom. Select at least one activity to do, complete the requirements and turn this paper in when your assignment is complete. Make sure you read the directions carefully. **20 points**

MUSIC Listen to a Spanish song. Write down the name of the artist and the song and write a one paragraph reaction to it.	MUSIC Put a Spanish song on your ipod/ mp3 player. Bring it in to class to show me and tell me about the song.	TV Watch part of a Spanish language movie or TV show. Jot down the important information, what you understood from it, and what you thought about it.
PEOPLE Teach a family member 5 words in Spanish. Have that person write down the words you taught them and what they mean. Then, have the person print and sign his/her name.	PEOPLE Interview a friend who also takes Spanish. Write down 5 questions to ask your friend and write down his/her answers. Turn the interview notes in.	INTERNET Go to StudySpanish.com and complete one of the basic quizzes. Print out the results from your quiz and bring it in.
FOOD Eat at one of our local Mexican restaurants. Bring in the receipt and write a review of the food that you ate.	TRAVEL Look up information online about traveling to a Spanish speaking country. Print up the information and design a brochure about why you want to go there.	TRAVEL If you have been to a Spanish speaking country, bring in a picture and write a paragraph about what you did there and what you liked about it.
SHOPPING Take a picture of Spanish words in a store (or on packages) or bring in a label that has Spanish on it. Can you translate what it says?	SPORTS Watch a sports event that a Spanish speaking team is playing in. Write a review of what happened in the game, who played, and what Spanish you noticed.	BOOK Read the perspective cultural on page 308 of your textbook. Write a 50 word summary in English and answer the two questions on the page.

????????????????????

Do you have another idea for using Spanish outside of the classroom?
Just let me know and be creative!

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Appendix C: Post-survey used to determine any changes in students' interest in and completion of community activities.

Nombre _____

This survey is meant to see how you are using Spanish outside of the classroom. There are no right or wrong answers. This is graded for completion. Take your time on it and answer it honestly.

1. Listen to a Spanish song outside of class

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

2. Put a Spanish song on my iPod

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

3. Say something in Spanish to my friends

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

4. Teach my family a few words in Spanish

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

5. Visit a Spanish website, like studyspanish.com

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

6. Eat at a Mexican restaurant

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

7. Travelled to a Spanish speaking country

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

8. Look into traveling to a Spanish speaking country

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

9. Notice Spanish words in stores and on packages

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

10. Watch a Spanish movie or TV show

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

11. Speak to a person who is a native Spanish speaker

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

12. Watch a Spanish sports team play a game

Have you done this before?	Yes	No
If yes, would you do it again?	Yes	No
If no, would you want to do this?	Yes	No

13. In what other ways have you used Spanish outside of the classroom?

14. What else interests you about using Spanish outside of the classroom?

15. Which activity did you select to complete for 20 points? Why?

16. What did you like about this project? What didn't you like?

17. Did your attitude towards any of these activities change? How?

18. Any other comments?

Web 2.0 for 21st Century Activities in the Language Classroom
Silvina Orsatti
Spanish Teacher / Instructional Technology Specialist, The Kiski School
o.silvy@gmail.com

A) Introduction

Learning other languages and understanding the cultures of the people who speak them is vital to success in the global world in which our students live and work. The skills needed to prepare them for increasingly complex life and work environments in the 21st century have been identified as:

- Learning and Innovation Skills
- Information, Media and Technology Skills
- Life and Career Skills

Language learners have two communities of learning: the learning community in the classroom and the target language community. Research shows three interacting principles that lead to successful language learning: learner involvement, learner reflection and target language use. Training in grammar and vocabulary alone does not result in linguistic competence. Authentic contexts, social interaction, immersion and collaboration help simulate the environment in which native languages are learned.

In order to adequately prepare today's students for the 21st century, teachers are called to bring to the classroom state-of-the-art technologies that motivate and inspire all students regardless of background, languages, or disabilities. Web-based language learning has been popular for many years due to the access it provides to authentic target-language materials. These applications open up the classroom walls and provide a broader range of authentic opportunities for input, social interaction and collaboration with native speakers of the target language.

B) Web 2.0

Web 2.0 refers to the second generation of the Web, which enables people with no specialized technical knowledge to create their own websites, self-publish, create and upload audio and video files, share photos and information and complete a variety of other tasks. Effectively integrated into the curriculum, web 2.0 tools can develop 21st century skills in our students while teaching the world language standards in an enjoyable and meaningful way to them.

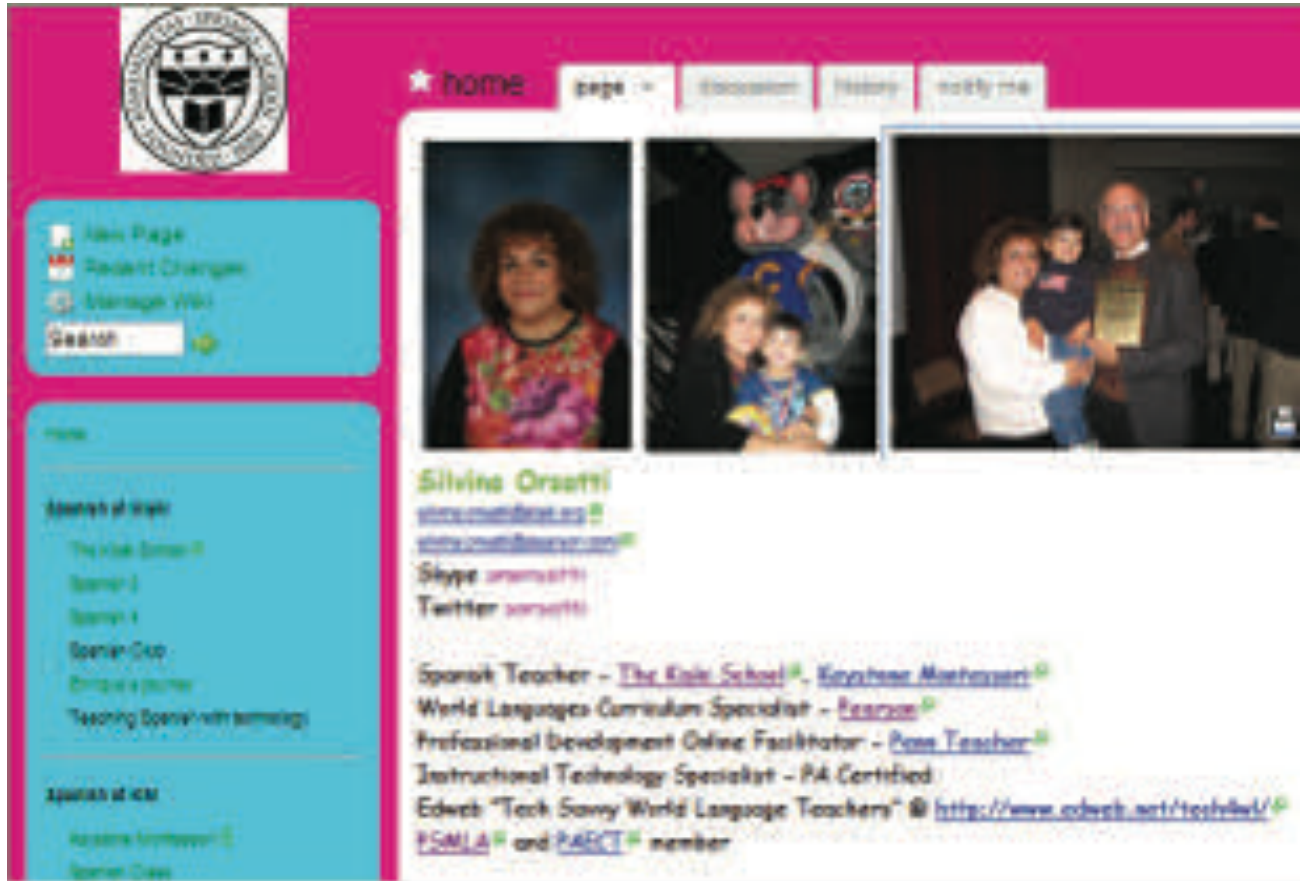


C) 21st Century language oriented-activities

Below are a few Web 2.0 tools that I have used in my Spanish classes to create engaging 21st century standard-oriented activities for my students. But there are a lot more tools out there that can be used in the language classroom! The tools described in this article along with the language-oriented tasks assigned, supporting graphic(s), and student commentaries will hopefully provide a general idea of the activities performed with them.

1. **Wikispaces** @ <http://www.wikispaces.com>

Wikispaces is a free web 2.0 tool that allows users to add and update content on a website using their own web browser.



Here is the main page of my wiki @ <http://kiskispansh.wikispaces.com> (under ongoing construction)

Editing a wiki is very simple. You can add images, embed media, and format your page with clear, easy-to-use tools. I have created pages for my Spanish classes and other sites.



My wiki also has other resources for the language classroom such as technology integration and 21st century learning websites. All the activities mentioned in this article as well as samples of my students' interactive projects can be accessed through my wiki, by clicking on the navigation bar on the left.

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2. Voki @ <http://www.voki.com>

Voki is a free web 2.0 tool that allows you to create a talking character or "avatar". You can customize your avatar to look like you or take on the identity of other characters. Your avatar can even speak with your own voice which is added via microphone, upload, or phone.



Voki was a unique project!
It was definitely the most interactive project I ever participated in!

Task: Describe (recording own voice) your daily routine using reflexive verbs in the present tense.

3. Blabberize @ <http://www.blabberize.com>



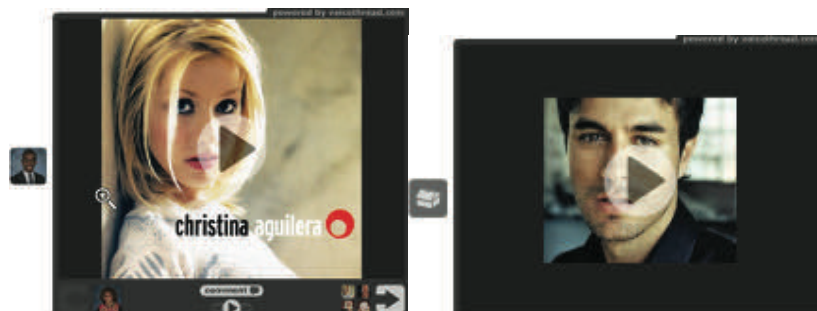
The **Blabberize** project with vehicles was very entertaining and, at the same time, educational. It required us to use our Spanish speaking skills as well as our grammar skills.

Blabberize is a free web 2.0 tool that allows the user to create a talking picture, basically a moving mouth on a still image.

Task: Describe (recording own voice) your physical appearance and personality traits as if you were a car.

4. VoiceThread @ <http://www.voicethread.com>

VoiceThread is a free web 2.0 tool that allows the user to create slide shows with comments in the form of audio/video/text, and share them with others.



Task I: Research your favorite Hispanic singer and, with the help of photos and video clips, present a detailed biography of him/her (with text, own voice or web-cam). Use the present indicative and the present subjunctive and expressions such as **aunque**, **cuando**, **tan pronto como**, **a menos que**, **con tal de que**, etc.

Task II: Imagine that you are the president of a new democracy after many years of dictatorship and systematic human rights violations. Prepare a speech for your citizens in which you propose changes, investigations, and new laws that will help preserve the human rights in your country. Use at least five expressions with the subjunctive in noun clauses such as **insisto en que**, **es urgente que**, etc.

Película "La noche de los lápices"



In class we watched the movie "La noche de los lápices". It was about the repression that occurred in Argentina in the 70s. **Voicethread** helped us discuss the movie in a unique way, expressing our opinion about human rights. It turned out to be a great way to do our project!

5. Animoto @ <http://www.animoto.com>



We used **Animoto** for a project in English and Spanish. We included quotes and pictures from Martin Luther King Jr. and added a song that meant a lot to him.

Animoto is a free web 2.0 tool that automatically produces orchestrated and unique video pieces from your photos, video clips and music.

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6. Xtranormal @ <http://www.xtranormal.com>

Xtranormal is a free web 2.0 tool that allows the user to create movies with one or two actors, and in many languages. You can change many things such as the set, soundtrack, and actors. You can also change camera angles, add animations, change expressions and looks, make actors point at things, add pauses and sounds, etc. And you can also add your own voice!



Xtranormal is a website that catalyzes student participation and helps to enthuse what would be otherwise uninterested students by involving them through innovative exercises in directing, writing, and producing.

Task: Create a video for a recycling campaign. You may work alone or with a partner.

7. Glogster @ <http://edu.glogster.com>

Glogster is a free web 2.0 tool that allows users to create interactive posters with text, images, audio, video, etc. I have used **Glogster** to create the main pages for my Spanish classes as well as for student projects.



Task: Research your favorite Hispanic holiday and prepare an interactive poster about it with text, graphics, photos, links, video clips, and your own voice.



8. Blogger @ <http://www.blogger.com>

Blog is a short form of “**web log**”. Log means a diary or journal, usually a notebook where you write regular reports of what you did or thought.

Task in Blogger:



Student B Commentary on Student A's post:

Ryan dijo...

Me encanta el viaje de Matteo!

Mexico es un país muy interesante y bueno para vacaciones.

Cozumel, la ciudad mas hermosa en Mexico, es un país buenísimo para hacer buceando.

Quiero ir a Mexico ahora!

Student A Post:

matteo dijo...

Me gustaría ir a México este verano para las vacaciones. No sé si podré ir porque va a ser caro. Quiero ir a Cozumel, Cancún, Baja California, y Riviera Maya. Me gustaría ir a muchos lugares pero quiero ir a Cozumel primero.

Mi primera parada sería en Cozumel. Quiero hacer snorkel y practicar el buceo mientras yo estoy en Cozumel. Luego fui a Tenochtitlan para pasar tiempo con los aztecas. Mi próximo lugar sería Cancún. Quiero andar en moto todo terreno o posiblemente montar a caballo cuando estoy allí. Creo que andaré en moto todo terreno y sería muy divertido en la playa. También me gustaría ir a la Riviera Maya una vez más mientras estoy en este viaje. Cuando fui a la Riviera Maya el año pasado me divertí mucho. Mi última parada sería en Baja California. Quiero ir hacer senderismo o ir al descenso de ríos en algunos de los hermosos lugares cuando estoy allí. Después de todo esto yo haría regresar a mi casa.

Este viaje sería el mejor viaje de mi vida. Pero hay un gran problema... no tengo el dinero para el viaje. Un viaje de este tipo costaría más de diez mil dólares fácilmente. Así que siendo realista, este viaje probablemente nunca sucederá.

IV) Conclusion

To be a 21st century teacher, we must learn and adapt as the horizons and landscapes change. We must collaborate, share, contribute, adapt and invent lessons that can enhance and captivate our learners.

Web 2.0 tools can enhance language learning by facilitating social interaction, authenticity, exposure and feedback. Teaching to the curriculum in imaginative ways will help our students discover and develop passions. The result is a win/win that leads to engaged and passionate students, and energized teachers!

FORUM

V) Useful resources

- ACTFL 21st Century Skills Map @ <http://actfl21stcenturyskillsmap.wikispaces.com/>
- Web 2.0 and Language Learning @ <http://web20andlanguagelearning.wikidot.com/>
- Toni Theisen Wiki @ <http://tonitheisen.wikispaces.com/>
- Dianne Krause Wiki @ <http://diannekrause.wikispaces.com/>
- Digital Learning Environments - Tools and Technologies for Effective Classrooms @ <http://www.guide2digitallearning.com/>
- iLead - Developing 21st Century Instructional Technology Skills @ <http://ilead21stskills.blogspot.com/>
- Tech Learning @ <http://www.techlearning.com/>
- Free technology for teachers @ <http://www.freetech4teachers.com/>

To continue the conversation about web 2.0 in the language classroom, feel free to join my Professional Learning Network for "Tech Savvy World Language Teachers" @ <http://www.edweb.net/tech4w/> (free registration)



Interactive Reading Model
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I. Interpretive
A. Preparation Phase:

Before reading this article, look at the title, headings and subheadings.

1. Where is this article from?
2. When was it published?

Read the first paragraph.

3. Who is the intended audience?
4. Would you be interested in reading this article? Why or why not?

B. Comprehension Phase:

1. Identify main ideas. Skim the text for main ideas. Look closely at the first sentence of each paragraph and check the ideas that the article is about.

- | | |
|------------------------------|-----------------------------|
| _____ Stories of real people | _____ Universities for Film |
| _____ Advice | _____ Work responsibilities |
| _____ First work experiences | _____ Reputations |
| _____ Acting | _____ Most popular films |

2. Identify Details. Scan the text for details about the different professionals who helped create the film *Contre-enquête*. Fill in the chart.

Profession	Name of Professional	Name of his/her first film	Education	Age
1.				
2.				
3.				

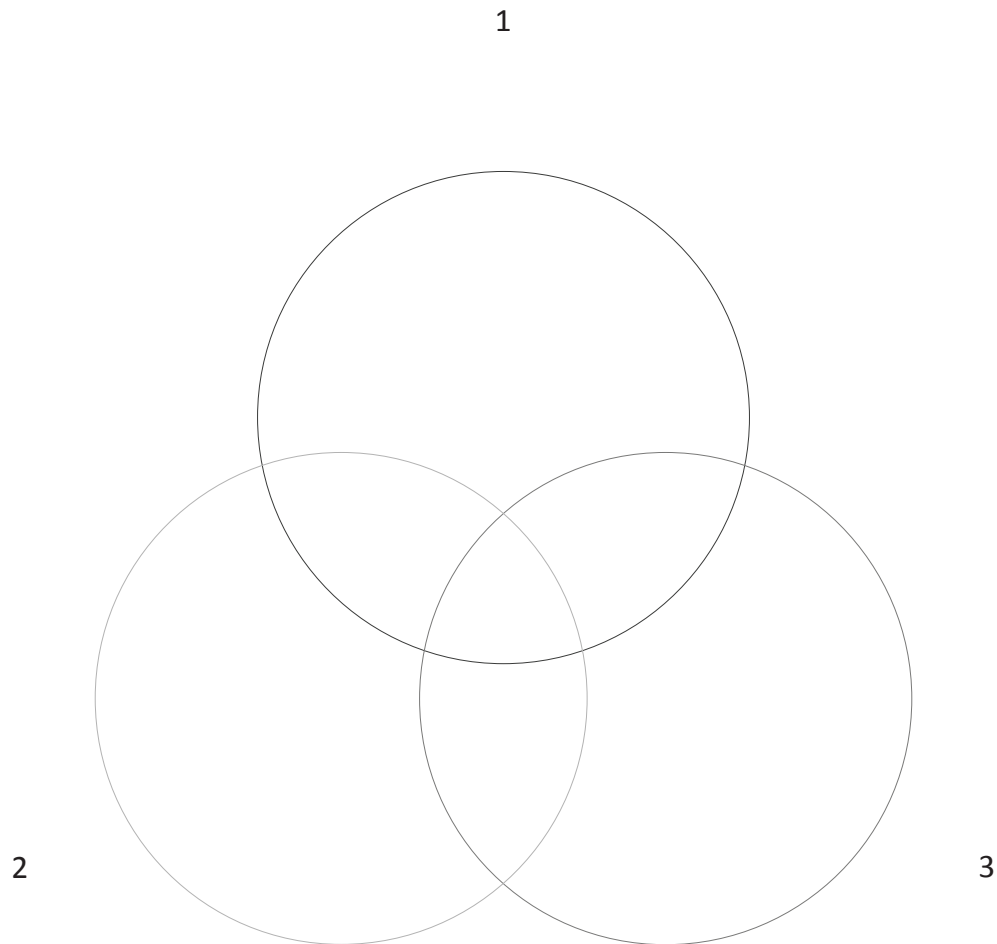
3. Talk about it. Check your chart with a partner's.

4. Compare. Try to fill out the chart for a famous American who works in the film industry. What is his/her profession? Where did he/she go to school? How old is he/she? What is the name of his/her first film?

II. Interpretive and Interpersonal

C. Interpretation Phase:

1. Form groups of 3 people. Assign each group member to one professional. Fill out the Venn Diagram with the advice that your assigned professional gives about making films. Have each group member present their findings to the group. If any advice is the same, write it in the center of the Venn Diagram.



2. Discuss with your group. Do you agree or disagree with this advice? Explain your opinions.

III. Presentational

D. Application Phase

1. You are a film director responsible for hiring professionals to create your film. With a partner, write a list of people that you need to hire (actors, stage managers, set designers...) and justify your list.
2. You are designing a job description to send to possible candidates. Write a paragraph explaining what work skills, interpersonal skills, previous experience, and educational background you are looking for in your applicants. Use the article as a guide.

E. Extension

3. Analyze what you wrote in your job description and compare it with the advice in the text. If you were interviewing candidates for your film, what advice would you give them?

Reflection

This lesson includes all modes of communication. Students first interpret the main ideas and supporting details of the text, then they discuss and compare the three sections of the article, and finally they use the information from the text to write their own job description.

This lesson also includes the cultural and comparisons standards by analyzing how film professionals are trained and work in France to how they may be trained and work in the USA. For example, the article mentions famous French Universities, directors and films and the lesson asks the students to compare these French products and practices to American ones.

The lesson meets the connections standard by educating students on professions in the film industry. These are ideas that may correlate with a theater class. The text also presents ideas that are only available from French articles, such as the advice for success in the French film industry. This advice may be different for the American film industry.

According to research, advanced level speaking functions include "to describe, to narrate in major time frames, to use extended discourse, to share opinions and arguments, to explore alternatives, and to hypothesize" (Donato & Brooks). This lesson supports advanced level proficiency by requiring students to hypothesize before reading the text, to share opinions and arguments about the text, to describe their ideal candidates, to explore alternatives when designing their own films, and to use advanced grammar when asked what advice they would give to applicants.

Variables that affect second language comprehension and interpretation of texts include topic familiarity, reading

strategies, purpose of task, organization of text and content (among others) (Shrum & Glisan, 2010). This lesson provides topic familiarity in the preparation phase when students find the topic, audience, and purpose for the article. Reading strategies utilized include skimming and scanning the text, hypothesizing what it will be about, and comparing the information to background knowledge. Students are given a real purpose for reading the text during the production phase when they are asked to use the information in the text to create their own opinions and reflections. They are also given a role to play as the director of a film. The authentic text was chosen because it is organized into a introduction and three stories that tell the content of the article from the points of view of real people working in the film industry. The article is timely, the perspectives are interesting and it would correspond with a unit on film or professions. The topic of professions and what employers are looking for in applicants is appropriate for high school students who are entering the work force. The grammar included in the text is varied.

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Métiers et formations du cinéma

A. A.

Publié le 29/04/2009

Devenir acteur ou actrice, réalisateur ou réalisatrice... bref travailler dans les métiers du cinéma séduit énormément de jeunes. Pourtant, les métiers du cinéma font partie de ceux qui entraînent la réputation de recruter plus par relations que sur la seule base du talent ou du diplôme.

Métiers du cinéma

Pour en avoir le cœur net, *Phosphore* avait joué le jeu de la vérité et s'était invité au tournage de **Contre-enquête**, un polar signé Franck Mancuso, avec Jean Dujardin, Laurent Lucas et Aurélien Recoing, sorti en mars 2007. Nous avons demandé au réalisateur, au chef opérateur et à l'ingénieur du son comment ils étaient entrés dans le métier et quel était leur «top» des meilleures formations ou écoles de cinéma. À travers ces trois parcours, on a réalisé que si le «piston» pur est rare, la qualité du «réseau relationnel» est décisive. Elle se joue, entre autres, pendant les années d'études. Le cinéma est un milieu où les rencontres jouent un grand rôle dans une carrière. Et lorsqu'on a la passion chevillée au corps, on peut trouver sa place et faire son chemin, d'assistant à directeur de la photo ou réalisateur, de stagiaire à ingénieur du son... Malgré tout, on reste intermittent du spectacle, donc précaire. Après chaque tournage, il faut rapidement se mettre à la recherche d'un nouvel emploi. Pour cela, il faut avoir fait la preuve de ses compétences, avoir su s'intégrer à une équipe... et veiller à ce que l'on ne vous oublie pas !

Réalisateur

Franck Mancuso, 47 ans, Ex-policier devenu réalisateur et scénariste. Contre-enquête est le premier film qu'il réalise.

Son premier film

Vingt ans durant, Franck Mancuso a été policier. À la brigade des stupés, à l'Office central de la répression du banditisme... Aujourd'hui, il tourne avec **Contre-enquête** son premier film en tant que réalisateur. Les plateaux, il les fréquente depuis déjà une dizaine d'années. «Parallèlement à mon métier de policier, j'ai participé à l'écriture de scénarios pour la télé. Au départ, j'intervenais en tant que conseiller technique pour corriger certaines invraisemblances scénaristiques. Mais, au fur et à mesure de mes collaborations, j'en suis venu à intervenir de manière plus importante, pour finalement écrire des scénarios tout seul.»

Son plus joli fait d'armes : la coécriture du scénario de **36, quai des Orfèvres**, d'Olivier Marchal, un autre ancien policier. Comme lui, Franck Mancuso décide de passer derrière la caméra, encouragé par un ami producteur. C'est François Guerrar, attaché de presse, qui lui a apporté le coup de pouce qui a tout changé, en soumettant son scénario à Pathé. «Ils m'ont fait confiance bien que je n'aie jamais rien réalisé, pas même un court-métrage. La manière dont je leur ai expliqué mon scénario, dont j'ai proposé de le réaliser, les a séduits. Cela prouve qu'en France, il y a encore des gens qui sont capables d'investir 6 millions d'euros comme ça, pas seulement pour les films très commerciaux.» Une jolie histoire qui n'aurait peut-être pas abouti si 36, quai des Orfèvres n'avait pas été le succès que l'on connaît, notamment porté par Gérard Depardieu et Daniel Auteuil.

Sa formation

Le financement trouvé, il ne restait plus à Franck Mancuso qu'à faire ses preuves sur le plateau. «Je suis beaucoup allé sur les tournages, j'observais comment un film se faisait, je participais aux différentes étapes de fabrication, la préparation, le choix des décors, le casting, etc. Ce n'était donc pas un domaine qui m'était étranger. En revanche, pour ce qui relève de la technique, je me suis simple-ment entouré - que ce soit pour le directeur de la photo, l'assistant metteur en scène ou la scripte, qui sont des postes essentiels - de gens qui remplissent leur rôle mais qui vont un petit peu au-delà. Chacun d'entre eux est un peu mon conseiller technique. J'avais besoin de gens capables d'améliorer les propositions que je ferais et, le cas échéant, quand ces propositions s'avèreraient moyennes, de faire en sorte qu'elles tiennent la route. J'ai eu la chance de trouver ces gens-là.» Pour un réalisateur débutant, l'essentiel est donc de bien s'entourer.

Ses conseils

Franck Mancuso est la preuve vivante que le métier de réalisateur ne s'apprend pas forcé-ment dans des écoles. Et il n'est pas seul, c'est par exemple le cas de Luc Besson ou d'Alain Chabat, pour ne parler que des plus connus. «En France, on a un système formidable qui permet de réaliser un film sans être passé par une école officielle. Il «suffit» d'écrire son scénario et de trouver un producteur qui vous fasse confiance pour pouvoir mettre en scène ce que vous avez écrit. Dans d'autres pays, ce n'est pas possible, faut avoir une carte.» Encore faut-il convaincre un producteur de miser sur vous... Ou mettre tout son entourage à contribution !

Chef opérateur

Jérôme Almeras, 39 ans, chef opérateur sur Contre-enquête. Un poste auquel il a abouti après avoir gravi tous les échelons.

Son premier film

La carrière de Jérôme Almeras au cinéma a commencé... en Géorgie?! «Je ne connaissais personne dans le milieu. J'étais dans une école privée, qui a éveillé mon goût pour l'image et l'art du cinéma mais, au niveau de la pratique, je restais sur ma faim. Un jour, un copain m'a dit qu'une équipe partait en URSS (c'était en 1991) pour tourner un téléfilm. Il cherchait quelqu'un, j'avais mon permis poids lourd... J'ai transporté le matériel de l'équipe

en camion de Paris à Tbilissi. Je suis resté là-bas, je chargeais les magasins des caméras, je me rendais utile.»

Sa formation

«J'ai eu la chance de rencontrer un chef opérateur sur ce premier tournage qui m'a pris ensuite sur un autre long-métrage comme second assistant opérateur. Puis j'ai monté les échelons un à un? : second puis premier assistant, cadreur, et maintenant chef opérateur - on dit aussi directeur photo - depuis deux ans. À ce poste, il n'y a pas que les compétences techniques qui comptent, il faut savoir s'intégrer dans une équipe, savoir répondre à une demande rapidement. «C'est un métier très dur humainement parce qu'on est accaparé, et on fait de gros horaires. Un «chef op» a un rôle à la fois technique et artistique. Technique parce qu'il doit s'occuper de la prise de vues, donc de la caméra, des optiques, des filtres... Et artistique car il doit faire des choix de couleurs, des choix esthétiques, comme pour un tableau. Il s'adapte à l'ambiance que le réalisateur souhaite. Ce sera très différent si on fait un film d'époque éclairé à la bougie ou un polar qui se passe dans les rues de Brooklyn.

On se mêle aussi à la mise en scène en amont, on intervient sur le découpage du film, on participe à l'élaboration d'une séquence. Je m'explique : s'il y a douze convives autour d'un repas de Noël, il existe 10?000 façons de tourner la séquence. Va-t-on faire des plans sur chaque convive, des plans fixes ou des plans en mouvement, avec des grues, des travellings?? Ces choix font partie de la mise en scène, mais le chef op participe aux choix en amont du tournage avec le réalisateur.» Sur le plateau, le chef opérateur, qui est derrière la caméra, doit en outre gérer les électriciens, qui placent les sources de lumière, les machinistes (pour les mouvements de grues, de travelling, les installations de caméras...), les assistants, qui s'occupent de la caméra, les autres cadreur quand il y en a... Être chef opérateur n'est pas un métier de tout repos!

Ses conseils

«Chef opérateur est un métier à forte responsabilité, si l'on rate, on est vite remplacé, insiste Jérôme Almeras. On est intermittent, on dépend vraiment à chaque fois d'une production et, dès qu'un film s'arrête, si on n'a pas d'autres projets, on peut passer six mois sans retrouver de travail. Moi, j'ai eu la chance de travailler beaucoup, j'ai fait une trentaine de longs-métrages comme premier assistant, puis j'ai travaillé sur de gros films comme opérateur seconde équipe, avant de passer à la photo. Mais j'ai des copains qui galèrent quand ils changent de poste pour retrouver des films. À chaque fois qu'on passe un cap, il faut à nouveau faire ses preuves».

Ingénieur du son

*Laurent Poirier, 48 ans, ingénieur du son sur **Contre-enquête**, diplômé de l'École nationale supérieure Louis-Lumière, également passé par la Femis, les deux grandes écoles de cinéma.*

Son premier film

«Mon premier tournage cinéma, c'a été un peu un hasard, assure Laurent Poirier. Pendant un an, j'ai fait du reportage à France 3, France 2 et TF1 et puis un collègue m'a appelé pour l'assister sur

un tournage. Ensuite, j'ai enchaîné sur d'autres films, pendant neuf ans comme perchman - vous savez, celui qu'on voit sur toutes les photos avec la grande perche et le micro -, et ça fait maintenant quinze ans que je suis ingénieur du son.» Sur Contre-enquête, il est à la tête d'une petite équipe, un perchman et un stagiaire en deuxième année d'école de cinéma qui fait un stage conventionné par l'État. «Sur ce genre de film, ça suffit», dit-il.

Sa formation

Diplômé de l'École nationale supérieure Louis-Lumière, Laurent Poirier a également fait un an de stage à l'Idhec (maintenant la Femis, École nationale supérieure des métiers de l'image et du son). Assistant pendant neuf ans, il a rencontré de nombreuses personnes, qui aujourd'hui sont producteurs, réalisateurs, directeurs de production... «J'ai la chance de n'avoir jamais eu à chercher du travail, ce sont eux qui m'appellent. Je fais à peu près trois films par an. Il faut savoir que le son au cinéma, c'est un travail d'équipe. Le résultat dépend de mes compétences mais aussi du travail de tout le monde, du choix de la caméra à celui des projecteurs ou des décors, qui vont avoir une influence sur le son. Ça fait aussi partie de mon métier que les gens m'apprécient. Pour trouver du travail, il faut se constituer un solide réseau de relations... et bien sûr avoir bonne réputation.»

Ses conseils

Si Laurent Poirier avoue adorer son métier, il tient à préciser que le domaine du son est très vaste et qu'il ne faut pas se tromper dans son orientation. «La difficulté pour nous, ingénieurs du son au cinéma, c'est surtout que l'on ne voit pas les micros ! Mon métier consiste à enregistrer le son sur le plateau, les dialogues, l'ambiance, je ne fais que de la captation. Si j'étais puriste, je serais tout le temps frustré par rapport à la prise de son elle-même. Alors, quand je vois des jeunes passionnés de son, je leur dis qu'il ne faut pas faire du son cinéma, mais à la radio, du montage son ou du mixage.»

Back to School TPR/Info-gap
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I. CONTENT

A. THEME: Back to School

B. FUNCTIONAL OBJECTIVES: SWBAT identify school supplies that students bring to school with them and ask and answer questions about what school supplies are in their bookbag and their classmate's bookbag.

C. PERFORMANCE OBJECTIVES: SWBAT signal with thumbs up or thumbs down in recognition of school supply names, touch the correct school supply item when asked to, raise their hand if they possess the school supply item mentioned, choose the correct vocabulary word between two choices, and state the name of the school supply item when prompted. Also, students will hold up masculine/feminine signs to distinguish between masculine and feminine nouns. Students will ask and answer what they have in their bookbags with a partner. Students will recognize that a *trousse* (pencil box) is something that all French students have.

D. GRAMMATICAL OBJECTIVES: SWBAT recall which vocabulary words are masculine and which are feminine, and use the singular forms of "*avoir*" to ask and tell what they have in their bookbags.

E. VOCABULARY OBJECTIVES: SWBAT name 15 vocabulary words and use this vocabulary to state what they have. Students will also use number vocabulary to count the number of items during the introduction of vocabulary.

F. CULTURAL OBJECTIVES: SWBAT recognize that "*une trousse*" is something that many French students always have with them.

II. LEARNER DESCRIPTION: beginning level 1 French students

III. MATERIALS: folders, erasers, pencils, paper, pens, binders, notebooks, books, bookbag, markers, rulers, dictionaries, journals, calculators, highlighters, a pencil box. Man/woman signs, picture of a school, picture of a student, handouts with bookbag drawn on it for an Info-gap activity.

IV. ACTIVITIES

A. WARM UP: (1 min) Tell the students that it is "*la rentrée*" (the first day of school) and that the teacher is a student going to

school. The teacher is a very good student and is prepared for school. (The teacher holds up pictures of "student" and "school". Show the students the backpack the teacher is carrying.) Ask the students what the name of their school is and what type of school (high school, middle school or elementary school).

B. Introduce VOCABULARY: (10 min) Introduce each school supply item by taking it out of the bookbag. Say the vocabulary word and check for comprehension by asking the class, "*C'est un _____, class?* (It's a _____, class?) Students indicate by thumbs up or thumbs down)." Review and introduce vocabulary words one at a time. Check for comprehension by asking individual students, "*C'est un _____, oui ou non?*" (It's _____, yes or no?) Students indicate by nodding their heads.

C. Present individual students with two school supply items. Tell them to touch the item that is said. Say, "*Touchez le _____.*" (Touch the _____.) Use a hand gesture to demonstrate "to touch."

D. Give each student one of the items so that every student has one of the items. Ask the class which student has which item. Say, "*Où est le _____?*" (Where is the _____?) or "*Quel élève a le _____?*" (Which student has _____?) Have the students raise their hands if they have the school supply item or have a student say the name of the student who has it. If multiples of the same item are passed out, then the class will count the items. Then, tell each student to bring their item to the front of the room or put it in the bookbag.

E. (5 min) Give each student a man/woman sign. Tell the students to show the man picture if the noun is masculine and the woman picture if the noun is feminine. Students will read the nouns, first with the "*un/une*" and then without it.

F. GUIDED PRACTICE: (15 min): Students prepare to complete an Info-Gap activity. First, the activity is modeled with the teachers playing the roles of the students. Then, students are placed in pairs and each student gets a picture of a bookbag with different objects in it. Student A must ask student B if he/she has a particular item in his/her bookbag. Student B must respond with a full sentence. Then, student B asks student A.

G. INDEPENDENT PRODUCTION: (5 min) After the activity is modeled, students perform the activity in pairs. During the activity, the students will be asking and answering at least 9 questions using the grammar: "*j'ai*" (I have) and "*tu as*" (you have).

H. Each student will present his/her partner by stating what he or she has in his or her bookbag. The grammar forms of "*il a*" (he has) and "*elle a*" (she has) will be written on the board for the students to reference.

I. CLOSURE: (5 min) Each student must state one item that they have in their bookbags.

J. HOMEWORK: Students take a “quiz” on what they learned during the class. They are asked to write 3 sentences using the three verb forms they learned as well as answer how to make a sentence negative. This “quiz” acts as a formative assessment and will act as a review the next day when it is corrected as a class. This quiz will not be graded. It may be used for participation points. When we review the quiz, the grammar points will be explicitly stated.

V. ANTICIPATED PROBLEMS: Students may not be able to remember all 15 vocabulary words. Words will be presented one at a time and reviewed often throughout the lesson as well as during the next lesson. Students may not understand the directions in French. Directions will be repeated in French and the teacher will model them. Students may not learn that “un” is used with a masculine noun and that “une” is used with a feminine noun, since this is being taught implicitly. Students must pay close attention to the patterns presented to understand this grammar point. They may be explicitly taught the grammar in the next lesson.

VI. EVALUATION: The class will be evaluated orally during comprehension checks when they signal with thumbs up/thumbs down, and saying “oui/non” when given a choice of words with which to identify objects. Individual students will be evaluated when they are asked to touch the item that is said to them and when they are asked to identify the student who has the item. The class will be evaluated when asked to show a man/women sign to distinguish between masculine/feminine nouns. Pronunciation and grammar will be evaluated when students recall names of items and use them in questions and sentences for the Info-gap activity. Homework will be checked for completion.

VOCABULARY

Une chemise	Un sac à dos
Une gomme	Un feutre
Un stylo	Une règle
Une feuille de papier	Un dictionnaire
Un crayon	Un journal
Un classeur	Une calculatrice
Un livre	Un surligneur
Un cahier	Une trousse

AVOIR QUIZ

Prénom _____

1. Write a complete sentence telling me something you have in your bookbag.
2. How would you ask your friend what he/she has in his/her bookbag? Write a complete question.
3. What does your friend have in his/her bookbag?
4. How do you make a sentence negative in French?

Info-gap handout – side A

Directions: Your teacher has asked you to bring certain things to school with you for a project. Check whether or not your classmate is prepared by asking him or her what items are in his or her bookbag. Check off the items that your classmate has. Then, tell your classmate what is and isn't in your own bookbag.

Question: Tu as un/une _____ dans le sac à dos?

Réponse : Oui, j'ai un/une _____ dans le sac à dos.

Non, je n'ai pas de _____ dans le sac à dos.

Items in your classmate's bookbag:

1. _____ Une trousse
2. _____ une chemise
3. _____ un livre
4. _____ une calculatrice
5. _____ un crayon
6. _____ un stylo
7. _____ une feuille de papier
8. _____ un surligneur
9. _____ un dictionnaire
10. _____ une règle
11. _____ une gomme
12. _____ un cahier
13. _____ un classeur
14. _____ un journal

Info-gap handout – Side B



PACE Lesson Plan: Ye Gong Hao Long (Ye Gong Loves Dragon)

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A. Theme: Folk Tale: Ye Gong Likes Dragons

B. Functional Objectives

SWBAT listen, comprehend, retell the story, create a short story, and write an essay about the implied meaning of the folktale.

C. Performance Objectives

1. SWBAT demonstrate understanding of the new vocabulary introduced through TPR, manipulatives and visual pictures.
2. SWBAT demonstrate comprehension of the story by acting along as Teacher tells the story (TPRS) [LISTENING].
3. SWBAT demonstrate the ability to interpret and verbalize the actions [SPEAKING].
4. SWBAT read the story strip in Chinese and in pinyin spelling [READING].
5. SWBAT identify and highlight the verb characters and the main elements on the folk tale [READING].
6. SWBAT apply the grammatical rule and the new vocabulary to create a story map (as a group) and an essay, and present the story to the class [WRITING/SPEAKING/LISTENING].

D. Grammatical Objectives

1. SWBAT identify the form, meaning, and functions of Ye Gong Hao Long.
2. SWBAT use Ye Gong Hao Long to create a story map and an essay.
3. SWBAT identify the grammatical generalization through reading authentic materials.

E. Vocabulary Objectives

1. SWBAT demonstrate understanding of the new vocabulary introduced through TPR, visuals and prompts.
2. SWBAT understand that same characters in writing with different pronunciation change the function of the characters (ex: adj. to verb or vise versa)
3. SWBAT practice writing the new vocabulary in Chinese, and identify the past tense “过” in the folk tale.

4. SWBAT use the new vocabulary to create stories.

F. Cultural Objective

SWBAT understand the role of dragons play in the culture and become familiar with the idiom derived from the folktale —*words and actions are different or lying* and the grammatical rule and the meaning behind it.

G. Standards Addressed: 1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1 and 5.2

II. Learner Description: This lesson plan is designed for level 3 & 4 high school advanced learning students.

III. Materials: visuals of story, copies of the folktale with highlighted elements of the sentences, power point, handouts and manipulatives.

IV. Activities

A. Warm up (5 minutes in English)

Get Ss' attention by asking, "*Do you know or have you seen a dragon?*" "*Is the Chinese dragon a real animal?*" If not a real animal, "*what made up the body of Chinese dragon?*" Ss brainstorm their answers in English, and I'll give them a handout of dragon parts in English [handout1] to engage students.

1. **Introduce** and **review** the listed vocabulary by TPR, visuals, power point. Ss raise their visuals and demonstrate comprehension of the vocabulary by raising corresponding visuals as the teacher gives commands (叶公, 龙, 斑马, 老虎, 熊, 河马, 兔, 碗, 筷, 床, 被, 门, 窗梁柱, 故事 Name, dragon, zebra, tiger, bear, rhinoceros and hare bowls, chopsticks, bed, bedcover, doors, windows, pillars and story)
2. Pre-story telling: Show power point and have students do cubing activity [handout2] as guided practice to assist the learners to focus their attention on the wh-questions or Who-What-Where-When- of the story. Students can read the text as homework [handout3]. Here are some sample interactive questions that encourage the students to acknowledge their comprehension of the story line:
 - What is this (pointing at a dragon picture)?
 - Who is this?
 - What is his name?
 - Can you guess?
 - What's the story about?

- What is this? (pointing to various pictures of dragons on different items)
- What are these? (pointing to pictures of other animals in power point)
- Ye Gong “喜不喜欢”龙? (pointing to different animals and repeating the same grammar form questions)
- Do you like or not like different animals, items?

I'll scaffold the learner's participation during the bi-directional presentational phase to deepen the learners' comprehension two to three times.

B. Attention (5 minutes/standards 1.2, 4.1)

1. Pass out a copy of the folktale [handout3]. The main elements of Ye Gong Hao Long are circled, including “好” and the past tense “过”. Present the power point the second time.
2. Ss attend to the differences and similarities among the sentences.

C. Co-construction (10 minutes/standards 1.2, 4.1)

Verbs are not conjugated in Chinese but adding extra characters. Past tense = present tense + “过”. Different pronunciation changes the function of the same characters (ex: adj. to verb or vise versa) such as “好 3” vs. “好 4”.

1. Introduce the verb phrases with visuals, power point and TPRS. Ss act along as the teacher tells the story. Teacher checks Ss comprehension constantly by asking Ss respond with visuals.

- 好龙(like dragon very much, use a heart and write out “爱 = 好”)
- 喜爱龙(like and love dragon, write out 喜爱 = 爱)
- 画龙(paint dragon, show someone is painting a dragon)
- 描绘龙(draw dragon, show someone is drawing a dragon 画 = 描绘)
- 雕刻龙(carve dragon, show someone is carving a dragon)
- 见 / 见过龙(see/saw dragon, show power point with question mark and other

queuing items)

- 吓/不吓(scared, use gestures to show what scared is and the opposite of being scared)
- 问 (ask, show power point of asking with question mark)
- 讲/ 说故事 (speak or tell stories, 讲 is more formal than 说, often times they are interchangeable, use examples to model)

Present the power point the third time.

2. Allow Ss to think about the meaning of the sentences, and what the elements of the sentences stand for.
3. Guide Ss to think about the form (elements of the grammatical rule) and the function of the grammar. Teacher asks the following questions:
 - How many verbs did you notice?
 - How many verbs have “过” in sentences?
 - What is the major tense here?
 - What did Ye Gong love to do?
 - What happened when Ye Gong saw the real dragon?
 - Are these all simple sentences?
 - Can you use the grammar tense on a regular basis?
4. Ask Ss to look for generalization with one exception to the rules. The teacher can ask the following questions and anticipate some of the answers from Ss:
 - Q: Do the words I have circled look familiar to you?
 - A: Some.
 - Q: Which ones?
 - A: 爱, 叫...?
 - Q: Can you give me an example how to use the verb?
 - A: 我爱你。我叫 David.
 - Q: What are they?
 - A: They are verbs.
 - Q: What is this? (pointing to 好)

- A: Yes. It means good.
- Q: What is the tone for 好 ?
- A: The third.
- Q: Do you know why I pronounce this 好 with a fourth tone?
- A: No. Why?
- Q: Can you guess? (repeat the title a few times with an emphasis on the fourth tone and “I like to eat, study and etc.” as examples. Also use visuals with characters)
- A: No answer.
- Q: Does this 好 3 = 好 4?
- A: I don’t know. Maybe?
- Q: No. Give sample sentences of 好 3 and 好 4. Write down 好 3 does not equal to 好 4 and 好 4 = 爱 . Now can you guess why they are different?
- A: Yes. It is a verb.
- Q : Do you notice any other similar characteristics of these sentences?
- A: Mentioning other verbs, maybe “见”plus the past tense character “过”.
- Q: Why does it have “过” ? Where else do you see “过”?
- A: There. (pointing to another location)
- Q: Why do you think that “过”is used here?
- A: Maybe it is for past tense?
- Q: Can you understand the function of the words that are circled?
- A: Yes. Verbs.

D. Extension

1. Independent practice: group Ss in three to do story

mapping [handout4].

2. Ss will write up a five simple sentence essay about the implied meaning of the folktale with one sentence includes a past tense to hand in next class.

E. Closure (6 minutes)

1. Ss will use the handouts distributed in the class and create a sentence with using one of the verb phrase in the folktale.

Handout #1



The Chinese dragon is made up of:

- Head of a camel
- Eyes of a devil
- Ears of a cow
- Horns of a stag
- Neck of a snake
- Claws of an eagle
- Belly of a clam
- 117 scales of a carp

Handout #2

Story – Based Cubing Activity

<p>谁 ? Who</p>	<p>什么 ? What</p>
<p>哪儿 ? Where</p>	<p>什么时候 ? When</p>

Handout #3

叶公好龙

楚国有个人叫叶公，很喜爱龙。他吃用的碗，筷

画着龙，睡觉用的床和被子也描绘着龙，门窗，

梁柱上也雕刻着龙。他

还常给人讲龙的故事。大家问他“你见真龙吗？”

他说：“当然见过。”天上的龙知道叶公好龙意

笃，便下凡相见。不料叶公一见到真龙，吓得抱

头鼠窜。



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Handout#4

Story Mapping

俚语 (folktale/idiom) :

背景(background) :

人物(characters) :

问题(problems) :

情节(events):

- 1.
- 2.

结局(ending) :

<div>画龙</div> <div>叶公好龙</div> <div>Ye Gong Loves Dragon</div> <div>他吃饭用的筷子画着龙。</div> <div>画龙</div> <div>雕刻龙</div> <div>门窗上雕刻着龙。</div> <div>叶公吓的抱头鼠窜。</div> <div>抱头鼠窜 = 跑</div>	<div>叶公最爱龙</div> <div>龙</div> <div>喜爱龙</div> <div>描绘龙</div> <div>他睡觉用的床和被子描绘着龙。</div> <div>你见过龙吗?</div> <div>见过龙</div>	<div>画龙</div> <div>叶公最爱的碗画着龙。</div> <div>画龙</div> <div>雕刻龙</div> <div>门窗上雕刻着龙。</div> <div>叶公吓的抱头鼠窜。</div> <div>抱头鼠窜 = 跑</div>
<div>画龙</div> <div>叶公好龙</div> <div>Ye Gong Loves Dragon</div> <div>他吃饭用的筷子画着龙。</div> <div>画龙</div> <div>雕刻龙</div> <div>门窗上雕刻着龙。</div> <div>叶公吓的抱头鼠窜。</div> <div>抱头鼠窜 = 跑</div>	<div>叶公最爱龙</div> <div>龙</div> <div>喜爱龙</div> <div>描绘龙</div> <div>他睡觉用的床和被子描绘着龙。</div> <div>你见过龙吗?</div> <div>见过龙</div>	<div>画龙</div> <div>叶公最爱的碗画着龙。</div> <div>画龙</div> <div>雕刻龙</div> <div>门窗上雕刻着龙。</div> <div>叶公吓的抱头鼠窜。</div> <div>抱头鼠窜 = 跑</div>

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Languages Are “Erie”sistible

Languages really were “Erie”sistible at the 2010 PSMLA Fall Conference, October 14-16. The conference weekend began with a daylong pre-conference presented by David Kinman, Associate Professor of Spanish at Houghton College, Houghton, New York. Attendees had the opportunity to exchange ideas and engage in a variety of experiential activities geared to enhancing second language productivity and creativity in the classroom. Friday, October 15 brought sessions that allowed the participants to learn another language, weave Web 2.0 into the world language classroom, or spice up the classroom with *Salsa 101*.



Dr. Eileen Glisan, Professor of Spanish and Foreign Language Education, from Indiana University of Pennsylvania delivered the keynote address, entitled *Turning Up the Heat in Our Language Classroom: On Paradigm Shift and Climate Change* at the Friday luncheon. Saturday, October 16, brought equally interesting sessions. Attendees could enjoy the chance to learn another language by learning Chinese, visiting the Louvre in an all French session and doing *Function-al Raps: A Must for the 21st Century Toolbox* with John DeMado, who also entertained the luncheon audience with his General Session presentation. Numerous world language vendors, who offered insight into new materials or programs, were also present to meet with participants, as well as a language lotto and silent auction, whose contributions helped to offset the cost of the conference. All in all, an atmosphere of fun and function permeated throughout the entire conference.

PSMLA KEYNOTE

“Turning Up the Heat in Our Language Classrooms: On Paradigm Shift and Climate Change”



**Dr. Eileen W. Glisan,
Indiana University of
Pennsylvania
2010 ACTFL President
October 15, 2010**

Good morning, PSMLA members and those who are contemplating becoming PSMLA members! I have a warm place in my heart for PSMLA, since I was involved on the Executive Council for more than a decade and served as President in 1992-1994. PSMLA gave me my start in leadership in our profession and my years of involvement were extremely fulfilling years.... I bring you greetings from ACTFL. How many of you plan to attend our conference in Boston this November?

I hope the title of my address has piqued your interest! My goal in the next hour is to engage you in thinking about the

paradigm shift in foreign language teaching and the classroom climate change that is ever-evolving. Now you might be wondering what a paradigm even is: Dilbert wonders the same thing. Or maybe we’ve all experienced a „personal“ paradigm shift? In preparing my comments for today, I decided to look up the origin of the term „paradigm shift,“ and I found that Thomas Kuhn, author of *The Structure of Scientific Revolution*, coined this term in 1962. Kuhn argued that scientific advancement is not evolutionary but rather is “a series of peaceful interludes punctuated by intellectually violent revolutions”—Does this ring a bell? A scientific revolution occurs, according to Kuhn, when scientists encounter anomalies that cannot be explained by the universally accepted paradigm within which scientific progress had been made. When enough significant anomalies have arisen against a current paradigm, the scientific discipline is thrown into a state of *crisis*, according to Kuhn. During this crisis, new ideas, perhaps even ones previously discarded, are tried. Eventually a *new* paradigm is formed, which gains its own new followers, and an intellectual “battle” takes place between the followers of the new paradigm and the hold-outs of the old paradigm. According to Kuhn, as a result of these revolutions, one conceptual view is replaced by another.

Paradigm shift has occurred several times in the history of foreign language education, and I would venture to say that there may be people in this room who have experienced 2 or maybe even

3 of these shifts. I would imagine, although I wasn't alive at the time, that perhaps the most extreme shift occurred when the grammar-translation philosophy was replaced with audiolingualism (otherwise known as ALM). As the country's philosophy about the importance of communicating in foreign languages changed for the better, classroom practices were forced to embrace oral language skills for the first time. This shift was so pivotal that the



federal government poured large amounts of money into the re-training of language teachers across the country through the NDEA institutes. After decades of settling into ALM, which for a long time

reflected the best of what we knew about research in language learning, anomalies began to arise indicating that students who were products of the ALM philosophy really couldn't communicate much in a spontaneous manner--how unfortunate that they never had the opportunity to enact those memorized dialogues in Spanish about *albóndigas* or in French about *où est le bibliothèque?* when they were in situations with speakers of those languages. Further, learners often did not know what they were saying as they engaged in pattern drill practice. Subsequent research confirmed that language learning was far more complex than the simple stimulus-response explanation of ALM would have us think. I was trained as an ALM teacher back in the late 70s/early 80s and I recently came upon my notes and papers from my methods class. One particular handout (done as a mimeograph--only those of you older than 50 would know what that is) listed the competencies of the FL teacher. Let me read to you three of them, which we would probably consider anomalies, and which contributed to the paradigm shift:

- *The FL teacher presents the skills in their proper order--hearing, speaking, reading, writing.*
- *He demands mastery of the material. The teacher will be bored with the material long before the student loses interest. Do not accept average.*
- *He teaches structure through pattern practice to the saturation point. He models the utterance, indicating clearly what is to be done; then, he assumes his role of director and judge. He cues practice and corrects errors.*

And so these and other anomalies, together with knowledge gained from new research, led to another paradigm shift from an audiolingual philosophy to a more communicative approach. Now, paradigm shifts, such as this one, are often characterized at first by screaming, gnashing of teeth, arguing, and just plain disbelief. However, most people come to grips with the change and eventually embrace the positive aspects of it until some anomalies come along to call it into question, and the cycle begins again.

Let's keep in mind two points about paradigm shifts. First, changing from one paradigm to another does not mean that all of

the beliefs of the old paradigm are discarded. For example, in my mimeographed ALM documents, I found several statements that could be used today in support of the current paradigm:

- *He avoids embarrassing a student whose performance is poor.*
- *He does not ask students to translate from one language to another during the first three levels of learning. Translation as such is a literary exercise that belongs to an advanced stage of language learning.*
- *He presents culture throughout by use of authentic language as well as by units dealing specifically with various behavioral aspects of the country under consideration.*

The second point is that any change in paradigm or in our philosophy of teaching languages will undoubtedly affect the classroom climate. A classroom that demands only grammatically correct responses and that asks students to do pattern practice to the "saturation point" creates a climate in which the anxiety filter is high and in which students are neither motivated nor excited about language learning.

In sum, then, we can think of paradigm shift as a change from one way of thinking to another; it's a sort of metamorphosis; however, it does not just happen but rather is driven by agents of change and it begins by an initial level of awareness about another way of thinking. I'm here today to talk to you about a paradigm shift that I believe is under way again. As with all paradigm shifts, it should have a major impact on the classroom climate and what I'm going to call the "hotness factor." [I'll define this later.] As we examine the nature of the current paradigm shift in foreign language education, let's first consider the "agents of change" that are driving the shift:

- #1. The work in curriculum design and planning in the area of "backward design"
- #2. Research in second language acquisition and foreign language learning
- #3. Brain-based research, or studies of the brain
- #4. Evolving societal changes such as the role of technology

#1. First, a great deal of recent work in the area of curriculum development and planning has focused on what is called "**backward design**," which represents a major shift in how we have traditionally approached planning for instruction. In backward design, teachers attend first to the desired results of instruction—that is, what it is that we want learners to know and be able to do—and secondly on how we will demonstrate this knowledge and these skills. The principles of "backward design" promote planning our learning experiences and instruction only *after* we know what our goals for learning are and how we will assess these goals. In this case, we select very carefully the grammatical structures that students need in order to achieve communicative goals. **Not every grammatical structure in the text must be covered!** This concept of planning contrasts sharply with planning that simply specifies textbook material in a lockstep way with no thought to the final outcome of the lesson or unit.

Within a backward design framework, lessons and units are planned around "big ideas"—not verb conjugations! Those of you who have read my President's messages in *The Language Educator* know what I'm talking about! In the framework of backward design planning, the focus of instruction is on the *big ideas* for understanding and learning. Wiggins and McTighe

(2005) describe a big idea as a “concept, theme, or issue that gives meaning and connection to discrete facts and skills” (p. 5). What are examples of big ideas in language study? Big ideas are grounded in meaningful contexts in which learners might, for example, use the foreign language to explore an engaging cultural perspective and examine it through the lens of their own culture; connect to another discipline such as art, theater, music, or politics; contemplate an intriguing topic of concern to their community of learners; or interact with members of target language communities. Planning on the basis of big ideas shifts the focus away from inert grammatical details—i.e., talking *about* the language—to *using* the language for a bigger communicative goal and for exploring the cultural communities in which the language is spoken. In this type of approach to planning, lesson objectives are stated in terms of what learners should know and be able to do in light of the big ideas. Certainly the setting of proficiency-based goals, as many states are currently doing, can only be done within this type of backward design that begins with the end goals in mind.

One approach to identifying big ideas is to blend content and language and thus address the K-16 *Standards for Foreign Language Learning in the 21st Century* (National Standards in Foreign Language Education Project, 1996, 1999, 2006). This is still VERY new for us, and let me make this clear—these standards are for levels K-16 [I underscore the 13-16 part]. In a survey conducted by ACTFL a year ago regarding the impact of these standards on classroom instruction, 60% of respondents indicated that overall they have responded to the standards by connecting their current classroom activities to the standards or by connecting the content of their textbook or curriculum to specific standards. Only 33% indicated that they have implemented a standards-based approach in which their planning is based on standards rather than on textbook content. Perhaps a first phase of addressing standards is naturally a “matching” of the classroom activities that we currently do to the standards in an attempt to discover the degree to which our practices reflect the 5Cs. This initial approach can be helpful in enabling us to see the relationship between specific standards and the activities in which we engage our students. However, is it possible that we are growing too comfortable in this “matching-exercise approach” to integrating the standards into our teaching? Have we equated this matching approach to the actual implementation of standards-based teaching and/or the development of a standards-based program? Perhaps it’s time to take the next step by beginning with a standard and planning instruction around it in a backward-design fashion. This approach prompts us to think about how we might help our learners to make progress in meeting a particular standard by means of the learning experiences that we design for them. Such an approach would keep in clear focus the “big ideas” and desired results of instruction.

#2. Second, the research in second language acquisition (called SLA for short) and foreign language learning continues to reveal information about how students learn languages. (For a review of this research and pertinent references, see Shrum & Glisan, 2010). This research provided a major impetus for the paradigm shift from ALM to more communicative approaches. The SLA research has shown that:

- Learners need to hear large quantities of the target language at a level that is slightly beyond what they can understand—what we call “input $i + 1$.” In the new paradigm, TL input is plentiful. How plentiful?, you might ask.
- ACTFL recently released to the field a position statement that deals with use of the TL in the classroom. “ACTFL recommends that language educators and their students use the TL as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum TL use, instructors use a variety of strategies to facilitate comprehension and support meaning making, such as:
 - providing comprehensible input that is directed toward communicative goals;
 - making meaning clear through body language, gestures, and visual support;
 - conducting comprehension checks to ensure understanding;
 - negotiating meaning with students and encouraging negotiation among students;
 - eliciting talk that increases in fluency, accuracy, and complexity over time;
 - encouraging self-expression;
 - teaching students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
 - offering feedback to assist and improve students’ ability to interact orally in the TL.”
- Input $i + 1$ is a necessary but not sufficient condition for acquisition. Input should be purposeful and contribute to a larger topic or goal-directed agenda. It should go beyond describing the weather and the color of classmates’ clothing.

It’s easy to slip into the comfortable pattern of doing what Joan Kelly Hall (1995) calls “lexical chaining”—that is, “the linking of utterances through the use of the same or similar words that have no connection to any larger topically related goal.” This is characteristic of a pattern typically found in classroom discourse called I-R-E. The teacher initiates a statement or question, the student responds, and the teacher gives an evaluative comment such as “Very good! Tres bien! Excelente!” Let’s look at an example:

- T: *¿Te gusta cantar?* [Do you like to sing?]
- Mercedes: *Sí.* [Yes.]
- T: *Muy bien, a ti te gusta cantar. Daniel, ¿a ti te gusta cantar?* [Very good, you like to sing. Dan, do you like to sing?]
- Daniel: *Sí, me gusta cantar.* [Yes,....]
- T: *Excelente, sí. Y Jamaal, ¿te gusta cantar?* [Excellent, yes. And Jamaal, do you like...]

Sometimes, as illustrated in this example, while our talk might contain features of comprehensible input, it may lack topic development and not provide a foundation upon which students can add to or extend their talk. This example also reveals a “classroom discussion” (if we can call it that) that is focused mostly on the grammatical agenda of the teacher. In fact, although we may articulate a larger communicative goal, students are quick to report that “what the teacher really wants is the correct tense of a particular verb.” In classrooms dominated by IRE, learners do not have opportunities to engage in turn taking, since the teacher controls who will speak and when.

The alternative is called IRF--the F stands for feedback in order to encourage students to think and to perform at higher levels. An IRF response by the teacher might be "Tell me more! Are you saying that...? Isn't that surprising?" These types of "assisting" questions or comments engage students in the type of communication that takes place outside of the classroom. Plus IRF promotes multiple turns at talk--where else but the classroom do you only get to say one thing? In an IRF exchange, for example, the question about whether or not students like music might be a prelude to discussion about different types of music, particular songs, or an introduction to Hispanic singers/artists. In today's classroom environment, larger topics and IRF must become the norm where students engage in multiple turns at talk--very similar to how people interact in the world beyond the classroom. I would like to challenge you to monitor how much evaluative feedback you give and to make an effort to substitute some of it with communicative feedback.

- Learners acquire language only if what they learn is meaningful to them and if they are actively involved in meaningful tasks.
- Since language acquisition is a social process, learners' language develops through meaningful interaction with others and guided assistance by the teacher and more capable peers.

Paramount to this type of classroom are opportunities for learners to interact with one another and with the teacher in meaningful tasks and discussions--in other words, to engage in interpersonal communication. What is interpersonal communication? Now most of us can verbalize what it is and would even maintain that we do it in our classrooms, but let's take another look. In order for interpersonal communication to occur in the classroom, the following must be the case:

- Students engage in communication and exchange information in a spontaneous manner; interpersonal communication is not scripted, read aloud, or performed as a memorized skit.
- Since interpersonal communication is spontaneous, students must interpret what their classmates are saying.
- The objective of interpersonal communication is to communicate a meaningful message. Consequently, working in pairs to do mechanical grammar exercises out of the textbook does not constitute interpersonal communication.
- There is often an "information gap" in interpersonal task; that is, one speaker seeks to acquire information that the other speaker has, or at the very least one speaker doesn't know what the other is going to say or how he or she will respond. Therefore, pair activities in which Student A and Student B know in advance how the other will respond do not reflect true interpersonal communication.
- Negotiation of meaning is a key element in interpersonal communication, as conversational partners try to make sense of the message. Negotiation of meaning involves asking for repetition, clarification, or confirmation.
- Speakers involved in interpersonal communication often use gestures to make themselves understood and to circumlocute, or express an idea in an alternate way in the absence of specific words in the TL.

In order for students to learn how to communicate in the interpersonal mode, the teacher must provide guided assistance and scaffolding, by offering students support and help, often in the form of hints, until they are able to interact more on their own.

Sometimes we confuse interpersonal communication with presentational communication, which refers to one-way communication to an audience of listeners or readers. An activity such as presenting a memorized skit is presentational, NOT interpersonal communication, since the two speakers do not need to listen to what the other person is saying--everything is a script, whether read or recited from memory. Now we must come to grips with a few basic facts about orchestrating interpersonal communication in our classrooms.

- At beginning levels of language instruction, interpersonal communication is very basic and rough, as students search for bits and pieces of memorized language that they have acquired. This is to be expected and students will grow in their roles as communicators as they acquire more language and play with strategies for communicating.
- Early on students will use English when you aren't looking (and sometimes when you are!). Often they have a good reason to do so--they are trying to make sense out of the task. [give example about teachers at a workshop doing a group activity] As long as we provide the incentive, keep insisting on TL use, and assess students on it, they will use less and less English.
- Students will make lots of errors when they are engaged in communicative activities. **Students must be permitted to make errors when they are speaking, if we truly want them to acquire language.** According to Selinker, students speak what is called "interlanguage" as they move from their L1 to the L2. Interlanguage is simply an approximation of the L2. If our students don't make errors--that is, if every utterance is completely flawless, let me assure you that they are not acquiring language.
- Improvement in linguistic accuracy can only occur if learners are given ongoing individual feedback from the teacher that specifies what they must do in order to improve.

In survey research, students make two very strong assertions regarding the feedback that they receive:

1. They say there isn't enough of it from the teacher.
2. They report that the feedback they do receive isn't clear or detailed enough to show them what they really need to do in order to improve. There is a great deal of difference between feedback that consists of "Good work!" as compared to "You've improved in your ability to describe in present time and write longer, more complex sentences."

Because assessment should blend with instruction and lead to additional learning, we shouldn't be concerned that assessment takes too much time--especially if it enables us to give students individual suggestions and guidance. Furthermore, in the recent history of language instruction, testing and assessment have been used to refer to something that teachers do to students in order to measure achievement of content knowledge and language skills. However, the term "assess" can be traced back to its Latin root *assidere*, meaning "to

sit with" (Wiggins, 1993, p. 14). Based on its historical definition, an assessment refers to the process of "sitting with" the student in order to determine what he or she knows and can do. As Wiggins reminds us, "It is something we do *with* and *for* the student, not something we do *to* the student" (p. 14). The implication is that the assessor is obligated to do as much as possible to determine students' strengths and to assist them in progressing. How can we conduct assessment *with* students (as per the Latin definition)? Conducting some individual assessments with students (e.g., an oral interview situation) enables us to collect more information regarding their individual performance. Further, feedback to the student is key to improve performance. The feedback referred to here goes beyond simply providing a grade but instead informs students of what they are able to do well and what they need to do in order to perform more successfully and/or to reach the next level of performance. To this end, rubrics that describe the range of performance enable students to understand the task expectations and where their individual performance falls along the continuum. In the spirit of "sitting with" students, we could conduct individual conferences several times during the semester or year to discuss progress, which would provide an opportunity for conversing with each student about his or her current strengths and areas for improvement.

Finally, the textbook is ONE of many materials, and in the current paradigm it does NOT drive classroom practices. To be honest, my best student teaching sites do not even USE a textbook at all! While textbooks have certainly improved in the last decade in terms of including additional features such as suggestions regarding how certain activities might address one of the 5 goal areas of the national standards, texts change slowly due in part to the conservative nature of our teaching force and the resistance to or fear of change. Dorwick and Glass (2003) remind us that textbook publishers only produce the materials requested by their audience--FL instructors--and that change will occur more rapidly when the field truly embraces SLA research and indicates a preference for materials that reflect that research. Providing teachers with textbooks that introduce innovation will not necessarily lead to change in teaching practices unless the new approaches are in consonance with their own beliefs. I have seen for myself teachers who adopt a new and exciting textbook program yet continue to ask students to memorize dialogues and translate everything, despite the fact that these strategies are not a part of the textbook approach. In a standards-based FL curriculum that focuses on the development of real-world communication, the components of the textbook often labeled as "supplementary materials" are often just as important as, or even more important than, the textbook itself, for they provide contextual, visual, cultural, and interdisciplinary connections that are essential for contextualized language instruction. I am referring to authentic materials, videos, tape recorded segments, internet sources, and other multimedia--in short, effective and interesting resources for bringing the language to life.

#3. The third area that has offered us some new implications for learning and teaching languages is brain-based research, or studies of the brain (Kennedy, 2006; Sousa, 2006). For example:

- Age is the strongest predictor of language acquisition: For Phonology or the acquisition of native-like pronunciation, the "critical" or "sensitive" age is 6 in many, 12 for rest; for Morphosyntax & Lexicon, the critical or sensitive age range is 6 to 7. Despite all of the published research (and there is a lot of it!) confirming the pivotal role of age in language acquisition, why is it that our country refuses to acknowledge the need to begin language study in the elementary school or even better, preschool?
- The human brain seeks patterns in its search for meaning. The brain cannot make sense of mechanical practice that is void of meaning. Meaning is the criterion that has the greatest impact on whether or not something will be learned.
- The brain is constantly scanning its environment for stimuli because IT IS A NOVELTY SEEKER! When confronted with unexpected (i.e., novel) stimuli, adrenaline closes down unnecessary activity and focuses the brain's attention. On the contrary, predictable repeated stimuli lowers the brain's interest and tempts it to turn within for novel sensations.
- Rote repetition is not effective! It requires novelty to be effective--that is, humor, movement, multisensory instruction, music, games.
- Lecture results in the lowest degree of retention. The brain must be actively involved in activities and tasks that are not only meaningful, but engaging.
- The brain's working memory has a limited capacity. So we might plan lessons in 15-20 minute segments. Learners will remember best what comes first in the lesson and what comes last. They will remember least of what comes just past the middle of the lesson, so this is a good time to change the activity in favor of movement or interaction or novelty.
- Due in part to today's multi-media environment, young brains have changed their functioning and organization to accommodate the large amount of stimulation in the environment. Hence, learners can listen to their ipods, send and receive text messages, and search for information on the internet.... while they are in our classes!!!
- Educators have a major challenge because of societal changes. In the past, school was the interesting place to be because it had a TV, films, field trips, and guest speakers--if the home had a TV (and ONE only!), it was controlled by adults. The home was quieter and maybe more boring(?) than school. Now, it's the reverse. Children are surrounded by media and they get information from many sources besides school. It is very difficult to compete with what learners have at their disposal when they leave our classrooms, and we work very hard to ensure that what they like to do is NOT brought into the classroom--cell phones, ipods, etc.

Emotions play a pivotal role in learning in two ways. One is the emotional climate in which the learning occurs. This refers to whether students feel that the teacher cares whether

they learn and whether they feel that they can succeed in the class. The second is the degree to which emotions are associated with the learning of content and/or skills. Students tend to have an emotional investment in activities such as role plays, journal writing, and creative tasks. We can foster the emotions of our students by using real-world stories, humor, and showing that we care about students' learning. A low anxiety filter and opportunities for social interaction are other factors that relate to the role of emotions in the language classroom. In addition we should strive for "truth value" in our activities and tasks so that students know that we value their honest responses. For example, if we want to know about the leisure-time activities that our students actually do, we might need to provide vocabulary beyond what appears in the textbook. We might also want to reconsider asking students to use all of the vocabulary in a particular chapter to write a personalized essay, if in fact, some of the words do not pertain to their lives or have no personal meaning for them. Students quickly become aware of whether or not it matters to the teacher if they "tell the truth" or whether all that matters is that they use the correct vocabulary and verb forms. This will determine the degree of emotional investment that students are willing to make in the class.

Now for the definition of "hotness." My daughter recently took Spanish 1 in her second year of college, and about half-way through the semester, I asked her how her class was going. She responded that it was a really "hot" class. Now I will admit that part of her assessment of the class stemmed from the fact that her instructor was a young male Hispanic teaching assistant who didn't speak much English. My daughter said that when he did speak in English occasionally, it was so cute and the girls all went wild. But once we got past the hot instructor, she said that it was an exciting class because they did things that she had never experienced before in her prior learning of French, both in high school and college. She told me that they had "real conversations," and that although it was level 1, each student had to go to the Spanish Department and interview a native speaker--she felt as if she really knew something and felt that it was an accomplishment to be able to conduct this interview. I also found out that the instructor showed the class authentic websites on a regular basis and they explored topics of interest. Authentic music, videos, and blogs were incorporated--all of which my daughter's brain found to be novel and engaging. Now if you look up the word "hot" in the dictionary, one of the categories of definitions is "exciting, popular or successful, good, fresh, new." As defined in the context of the FL classroom, let's say that a "hot" classroom is one that engages students in exploring big ideas through novelty, authentic language, hands-on experiences, and sociocultural interaction, and in which the classroom environment is supportive, and ongoing assistive feedback by the teacher leads to progress.

As you heard me talk about these characteristics, some of you may have thought: "I already do that or I already know that." What I have found is that we are often very good at "talking the talk"; that is, we have heard some of these statements before and perhaps we have adopted them as part of our own individual teaching philosophies. But I am going to challenge you to dig deep within yourselves and ask "Do I also walk this talk?" There is a great deal of research looking at classrooms in which the teacher articulates that he or she has a standards-based, proficiency-based, communicative, interactive, hot classroom climate, but when

a lesson in that classroom is video taped, one sees a traditional teacher-centered, classroom that focuses on a grammatically driven agenda and the providing of correct responses by students—in other words, our talk about our individual approach doesn't always match what is actually happening in our classrooms.

Now I won't be asking for public confessions about what we each do or don't do in our teaching, but I am going to pose a series of questions to prompt us to reflect on our own "walk of the talk." Perhaps your silent responses will serve as an impetus to reconsider and/or work on some specific areas.

1. Do I plan my instruction around big ideas or am I still caught up in the grammar web?
2. Have I tried to plan with a standard as a goal rather than matching my activities to standards?
3. Do I speak the TL in my classroom at least 90% of the time on most days?
4. Do I provide scaffolding and guided assistance to students and use gestures and visual support to facilitate comprehension?
5. Do I expose my students to enough authentic language so that they learn what real-world discourse is like?
6. Do my students have interesting content to talk about that goes beyond describing what the weather is like or what color someone's shirt is?
7. Do I give students a chance to have more than one turn in a conversational exchange?
8. Do I prompt my students to give more information and details in conversations?
9. Do I provide as many opportunities as possible for my students to engage in interpersonal communication--when they do not know in advance what their conversational partner will say?
10. Do I regularly introduce NOVELTY into my teaching to keep my students' brains engaged?
11. Do I implement strategies that will lead to students having an emotional investment in learning the language?
12. Do I encourage my students to take risks with the language--to engage in language play in order to become more successful learners--and do I reward them for it?
13. Am I patient with my students' use of interlanguage as a normal part of the acquisition process?
14. Do I provide individual ongoing feedback to my students to help them to make progress?
15. Do I use the textbook as one of many sources of language samples or does the textbook drive my teaching?

NEWSLETTER

In conclusion, scientists are asking: What will the Earth's climate be like at the end of this century? They say that it's going to be warmer. That's virtually certain. But before they can forecast how warm it will be in 2100, they have to know many social factors such as whether people are going to take the problem of global warming seriously. Foreign language professionals are asking: What will the classroom climate be like at the end of this century? We think it's going to be warmer. But before we can forecast how warm it will be in 2100, we have to know many social factors such as whether we are going to pay attention to what current research and the new paradigm tell us.

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2010 PSMLA CONFERENCE AWARD WINNERS

Educator of the Year Post-Secondary 2010

Albert Kipa

Albert Kipa is Muhlenberg's first Professor Laureate and former Head of the Department of Languages, Literatures and Cultures (1989-1993; 1997-2004). He is also Saeger Professor of Comparative Literature. He has taught at Muhlenberg for over forty years. He teaches courses devoted to German, Russian, and world literature. He specializes in Germano-Slavic literary and cultural relations and is the author or co-author of studies and reviews (i.e., books, articles) in his field. He has been the recipient of Fulbright, NEH and IREX grants, as well as Goethe Institute/AATG, Pennsylvania Department of Education, Ukraine's Ministry of Culture and the Ukrainian Free University's merit awards. From 1980 to 1982 he served on a National Advisory Council to the U.S. Department of Education. Currently he serves as president of The Ukrainian Academy of Arts & Sciences in the U.S. and is a Fellow of the Academy of Pedagogical Sciences of Ukraine. He has also served PSMLA as President and member of the Executive Council. He remains active in this Association as well as several others, among them the AATG.

FLES in the Erie School District

During the 2005-2006 school year, Grover Cleveland was awarded a FLAP grant to begin Spanish Language instruction at the kindergarten level. was the program selected, and along with

a certified Spanish teacher and the classroom teachers, students began learning another language with weekly lessons. The following year, the program was expanded to include first grade students. The 2007-2008 school year not only saw the program with the Grover Cleveland students moving forward to second grade, but Jefferson School was added to begin instruction in Spanish to its kindergarten students. By the end of the grant period, Cleveland's students from grades kindergarten through fourth, and Jefferson's students from grades kindergarten through second grade, were conversing in the Spanish language. Pre- and post-tests were given each school year so that documentation could be reviewed as to the success of the program. Parents became an integral component of the program and some of the students were given a study book to keep at home. With the material, parents could work with their children to practice Spanish at home.

Along with learning the language, classroom teachers enhanced the program with lessons on Spanish culture and traditions. Students were engaged in making crafts as well as learning about and tasting food indigenous to the Spanish culture. The program continues with great success even after the completion of the FLAP grant.

Bradford Area School District, Bradford PA

"Your students are provided with the opportunity to learn a world language...at the elementary level...in rural Bradford, PA?" After implementing a successful pilot program, the progressive George G. Blaisdell Elementary School expanded their program to kindergarten, first, and second grade students. This initial year was so successful that it now includes its preschool students as well. The goals are not only to introduce students to the Spanish language, but also to open their minds to a world of fascinating

cultures that are located far away from their own hometown. The district wanted to maintain and strengthen the student's Spanish speaking skills. Thus, Bradford's upper elementary school, School Street Elementary (grades 3-5), last year enlisted the help of district's middle and high school world language teachers to continue the program with their third grade students. Thus, students were provided with the experience of both the Spanish and French languages. The teachers' goals were to expose the students to a new language and motivate them to take languages in the future. Recently, the district hired a teacher who is certified in both Spanish and French for School Street Elementary. Additionally, the district now offers Spanish and French I in eighth grade so that students will be able to explore the languages at a deeper level during their high school experience. In addition, School Street Elementary and Fretz Middle School offer a distance learning program for Mandarin Chinese.

The Cemanahuac Experience: A Unique PSMLA Summer Scholarship Opportunity for Pennsylvania Spanish Teachers

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The goal of this article is to provide Spanish teachers with information about the Cemanahuac Scholarship in Cuernavaca, Mexico, a wonderful summer scholarship opportunity offered through the PSMLA. I will explain the scholarship application process, give a personal reflection about my recent experience at the Cemanahuac Educational Community, and share how it has helped me make culture come alive for my students at Central Catholic High School in Pittsburgh, Pennsylvania.

Who can apply for the scholarship?

- Any PSMLA member who has been in good standing for at least 2 years prior to applying
- Any full-time teacher in a public or private school at the K-12 level for the present school year.
- A teacher with a teaching load of at least 50% Spanish classes

What is the scholarship?

The PSMLA Summer Scholarship is an opportunity to study Spanish in Cuernavaca, Mexico at the Cemanahuac

Educational Community for two weeks. You can apply to get Act 48 credit through this scholarship. You can decide when you want to go in the summer. Cemanahuac is flexible, and you can stay for more than two weeks, but you are financially responsible for any stay longer than two weeks.

What is included in the scholarship?

The host family stay with a Mexican family for two weeks. All meals during that timeframe are included. Also, the individual attends Spanish language classes five days a week for five hours a day, or more if desired. This counts as one field study experience.

**The recipient is responsible for airfare, textbook, and spending money. The estimated total cost for participant: \$1,200.*

What are the responsibilities of the scholarship recipient?

The recipient must present at a PSMLA Conference within two years of participation and submit an article for the PSMLA Forum.

What is involved in the application process?

The application process takes place in February and applicants are notified by mid-March.

The applicant needs to complete an application form which can be downloaded from the PSMLA website. The applicant needs to write a cover letter to Sister Mary Helen Kashuba (kashubam@chc.edu) and include a Curriculum Vitae with the letter. The cover letter should be *mailed not emailed* to Sister Mary Helen.



The applicant also needs to write a 150-word statement in Spanish explaining how the experience would help his or her teaching, expressing his or her commitment and involvement in the teaching of Spanish, and what he or she is expecting to gain from the cultural immersion experience. In addition, the applicant should express a willingness to share the experience by providing a workshop or a session at the annual PSMLA conference. Along with the application, the applicant needs to include recommendations from his or her school principal and/or department chairperson.

Where is Cuernavaca?

Cuernavaca, the capital city of the state of Morelos, is approximately 50 miles south of Mexico City. Cuernavaca is known as the "City of Eternal Spring" for its gorgeous weather all year round. It is very accessible by bus from the Mexico City airport. The bus is safe, clean, and inexpensive.

Where is Cemanahuac?

Cemanahuac is in the Las Palmas neighborhood of Cuernavaca. Las Palmas is a beautiful section of the city, and it is easy to get to the Zócalo on foot or by bus.

What is offered at Cemanahuac?

- Grammar and Conversation classes conducted in Spanish.
- Lectures and workshops on history, literature, art, music, and current events in Spanish and English
- Excellent guided field study tour program to places of historic and archeological interest
- Academic and CEU credit for teachers

For more information, visit Cemanahuac's website, www.cemanahuac.com.

Personal Reflection

Because of Cemanahuac's commitment to make Spanish language study in Mexico a reality for many teachers across the United States, I was able to meet other enthusiastic and motivated teachers from all over the country. Without a doubt, the experience increased my cultural understanding and improved my effectiveness as a teacher.

I am thankful for such a wonderful experience in Cuernavaca. I have been abroad quite a bit, and this experience was my favorite other than the time I went to Oaxaca, Mexico when I was 16 years old. I love Mexico. Of all the places I've traveled to, it's my favorite.

I stayed with an incredible host family. I have stayed with three different host families in Mexico, Spain, and Costa Rica, and my home stay in Cuernavaca was the best. My señora was a lovely woman. I really enjoyed talking with her and also with her two children. They were all so warm and inviting. Her house was within easy walking distance to school which made it very convenient. At night, we walked her dogs together around the golf course in her neighborhood. I really could not have asked for a nicer home stay experience.

Secondly, I thought the program at Cemanahuac was excellent. I loved my grammar and conversation teachers. I learned so much in such a short amount of time. I only wish I could have stayed longer. They were very kind, intelligent, and professional.

Finally, I felt very safe while in Cuernavaca and also in the various places I traveled to throughout Mexico during my time there. I was in the Zócalo in Mexico City during the World Cup game (Mexico versus Argentina). It was an experience of a lifetime. The metro in Mexico City was wonderful as well. I found it to be very clean and well run. I felt safe walking around Cuernavaca during the day by myself, and I also had no problems catching a cab when coming home late at night on the weekends.

Traveling to and from the airport to Cemanahuac could not have been easier. The directions on Cemanahuac's website are excellent, and the bus was a delight to take from Mexico City to Cuernavaca.

I recommend this program wholeheartedly to anyone who would like to improve his/her Spanish language skills and is looking for a cultural immersion experience abroad. I am grateful to have had this wonderful opportunity.

Classroom Application of Scholarship Experience

This experience has made a positive impact on my teaching. I have been able to teach my students more about the Aztec culture as a result of visiting many historic places. My visits to the Templo Mayor in Mexico City, the ruins at Xochicalco, and Diego Rivera's murals in the Palacio Nacional have allowed me to share many power point slides with them. Additionally, I have examined depictions of the Aztec God Quetzalcoatl in stone and in art in my classes. I have tried to expose my students to social justice issues as a result of my visit to Mexico as well. While in Cuernavaca, I attended several lectures on the current social and political situation of the country. I also visited an orphanage, Nuestros Pequeños Hermanos (NPH), and a nonprofit organization, (VAMOS), that provides education for street children and employs homeless adults in downtown Cuernavaca. I introduced my students to these places through pictures and was able to explain to them the dire situation in Mexico right now. (Approximately 2/3 of its people live in poverty, meaning that they live under \$2 per day. Furthermore of the 2/3, approximately 1/3 live in extreme poverty, or living under \$1 per day.) Seeing the plight of the people there has inspired me to try and do my part here. I started a tutoring program to help young Latino children that attend an elementary school nearby. My students and I go there once per week after school and help the children with their studies.

Additionally, I taught my Spanish Club the art of "la cintura," or Guatemalan bracelet making. I hosted five workshops in the fall for students on how to make these bracelets. I learned how to make them at Cemanahuac, and was able to purchase lanyard for the students inexpensively at a local craft store.

Finally, I taught my classes how to salsa dance this year. I learned four basic salsa steps from the class I attended at Cemanahuac, and taught my students the steps over a two day period. The first day we learned about the history of salsa, and how salsa (through the percussion that is present in all salsa music) can be distinguished from other types of Latino music. The second day we danced to the famous, "Azúcar" by the Queen of salsa, Celia Cruz.

Please do not hesitate to contact me if you have any questions about this opportunity at my email address.

The 2011 PSMLA / University of Pittsburgh SOPI Workshop

On Saturday, January 22nd, PSMLA, in conjunction with the University of Pittsburgh's European Studies Center and the European Union Center for Excellence, once again offered a SOPI Rater workshop in French, German, and Spanish. Twenty-five participants braved the cold to come from as far as Ohio, Maryland, and various corners of Pennsylvania. The presenters were particularly pleased to have seven Pitt foreign language education graduate students in attendance.

The workshop focused on assessing the interpersonal speaking standard that, traditionally, has been very difficult to test in a valid and reliable manner. Using the *Center for Applied Linguistics SOPI Guidelines*, the workshop materials presented were originally developed by Pittsburgh Public Schools (PPS) -- with funding from several USDE Title VI FLAP grants that focused on designing a comprehensive speaking assessment program.

PPS found that most students want to learn to SPEAK the language they are studying. Furthermore, the district determined that not only is progress noted on the national ACTFL Proficiency Scale informative (for teachers, parents and administrators) but also, that it is highly motivating for students! They found that the ACTFL Scale could be an extremely valuable tool to articulate and focus instruction K-16, as well as provide a common language that cuts across languages and levels of instruction.

Thus, in the workshop, participants reviewed the ACTFL Scale, learned the structure of a SOPI type test, and had an opportunity to practice rating student speech samples in language specific-groups. The workshop was well received. Below are some participant comments when asked "Has the workshop influenced you to consider changing in any way (e.g. objectives, methods, teaching practices, materials) in your foreign language classes?"

--This research I have been following for awhile, and I have been starting to change my way of teaching (using more communicative activities). Now, I plan to implement SOPI to give my students and myself information about their progress.

*--I'm going to try to make more of a paradigm shift from achievement learning to proficiency learning and not have so much grammar focus in order to celebrate what the students **can do** with the language.*

*--I'd like to emphasize the value of speaking in my courses with something that **does not** live and die based on the AP exam. The SOPI tests will be able to show my students and myself their progress from Levels I-IV.*

The presenters, Dr. Bonnie Adair Hauck, Ms. Susan Cefola, and Dr. Thekla Fall, enjoyed presenting the workshop although they find it is a challenge to introduce so much material in a relatively short day. Drs. Adair-Hauck and Fall presented a similar six hour workshop at the NorthEast Conference on the Teaching of Foreign

Languages (NECTFL) conference which was held at the **Baltimore** Marriott Waterfront Hotel, MD, on April 1 - 4, 2011. Please see the NECTFL website at www.nectfl.org for the conference schedule.

The 2011--2012 PSMLA Exemplary Program (PEP) Awards

Thekla Fall

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Each year PSMLA seeks to identify and publicly recognize outstanding foreign language high school programs across the Commonwealth. It is not a competition; every school that provides evidence of meeting the criteria of 11 PEP indicators receives an award. There are four award levels: Golden Globe, Silver Globe, Bronze Globe, and Globe that are given on a two-year basis. It is very nice to see that schools are reapplying (some for the 4th time since 2005) and also the new applicants. It is also nice to see that both public and private schools are represented.

Congratulations to the following schools! Please see www.psmla.org and click on the [2011 PEP SHOWCASE](#) to read about each of these great programs.

Golden Globe Award:

Academy of Notre Dame	Rosemarie Guarino
Germantown Academy	Maryanne Boettjer
Pittsburgh Allderdice	Mina Levenson
Quaker Valley H.S.	Cynthia Goldbach
Upper Moreland H.S.	Jenny Lehman
Vincetian Academy	Beverly Buxareo

Silver Globe Award:

Wilson High School	Shelly Campbell
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Globe Award:

Hempfield H.S.	Jan Stewart
Seneca Valley H.S.	Andrea Coates

I want to personally thank the new PEP Chair, Mina Levenson! She has taken on a very time consuming project with PEP and is doing a great job. Thanks also to the numerous PSMLA Council members who each year give freely of their time to review the PEP applications and publicize the awardees.

If you are interested in applying for the 2012 PEP Award program, but are not sure what to do, please contact Mina (mina.levenson@gmail.com). **It is not too soon to set up 11 PEP files and start collecting evidence of professional development, memberships, special program features, and assessment data for 2012 PEP!!** Don't wait until the last minute.



Cooking in the Classroom with Señor Poole Debbie Wills dlwills721@comcast.net

On Saturday, March 12, 2011 sixteen energetic World Languages teachers met at Franklin Regional Middle School in Murrysville, PA for PSMLA's first cooking extravaganza! Señor Jeff Poole led the workshop and shared his passion for cooking and his love for teaching with all of the participants. Jeff and his assistant, Mrs. Jo Schutte are both Spanish teachers at Franklin Regional. Featured countries at the workshop were Argentina, Mexico, France and Italy. Under the direction of Señor Poole, who has studied cooking with local chefs in several of these countries, the teachers had the opportunity to make two kinds of empanadas, Mexican hot chocolate, and mole as part of the morning session. During the afternoon session, the teachers found themselves in the heart of France as they prepared their own little bags of the Herbs of Provence! A cooking demonstration of several French and Italian foods was next

on the agenda for the afternoon. The teachers raved about Jeff's culinary talents as they were treated to samples of foods like braised asparagus, lavender chicken, testaroli, and soupe crasse. For the final activity of the day, the teachers learned cooking vocabulary and cultural customs as they worked their way through five learning stations. Recipes and handouts were provided for all activities. Below are some comments that the teachers had to say about their day:



- This was a fabulous way to spend a Saturday!
- The activities are tremendously imaginative and kid friendly!
- It was such a pleasure to be here!
- Wonderful workshop!
- Superb presentation!
- I would like to attend again next year to try new foods!
- Fantastic! Please take this on the road!
- Wow! Best workshop I ever attended!
- Great day! Thanks for sharing your wonderful ideas! I learned a lot!

If you haven't had a chance to attend a regional PSMLA workshop, please be sure to check out our website for future events that may be happening in your area!

PDE CORNER – World Languages in the 21st Century

Please . . . por favor . . . s'il vous plaît . . . bitte . . .
prego . . . Qing . . . mid fadlukum
do not take away my world language offerings
during the world global economy crisis!

---anonymous students

Education Secretary Arne Duncan's Remarks on Foreign Language Study:

"And one place we obviously need to get better is in teaching languages. The United States is a long way from being the multi-lingual society that so many of our economic competitors are.

My message to you today is that K-12 schools and higher education institutions must be part of the solution to our national language gap.

The President and I want every child to have a world-class education – and today more than ever a world-class education requires students to be able to speak and read languages in addition to English.

The Department of Education plays an important role in supporting second language instruction starting in the earliest grades and to ensure that students are engaged in language all the way through high school.

President Obama, the First Lady, and I reject the notion that the arts, history, foreign languages, geography, and civics are ornamental offerings that can or should be cut from schools during a fiscal crunch. The truth is that, in the information age, a well-rounded curriculum is not a luxury but a necessity."

Let's be creative and inspiring with fortitude in our districts:

"The Science of Getting Rich" by Wallace Wattles:

"The creative mind is shown to help others where the competitive mind is shown to be not helpful to others."

"Moral and spiritual greatness is possible only to those who are above the competitive battle for existence; and only those who are becoming rich on the plane of creative thought are free from the degrading influences of competition."

Governor Tom Corbett's plan:

- **Developing strategic international alliances** with partner countries/regions that will focus on growing Pennsylvania's export of both goods and services and target supply and demand side benefits

Therefore, Mr. President and Honorable Governor please

consider that only with a multi language savvy workforce and multi lingual entrepreneurs and international business executives shall we be able to accomplish a rise from the ashes of the recent recession.

World Language colleagues/professionals of Pennsylvania: I challenge you and will assist you. Share the Passion about our Profession for the State and the United States of America.

Personally as best I can technically assist you, I always will. Please feel free to consistently pursue me though e-mail or office phone (717-787-7098). My passion for world language learning will never allow me to stop trying to do my thorough best for you. Use WLWeb: www.portal.state.pa.us/portal/server.pt/community/world_languages/7542 when I cannot be found.

Yours in Service,
La Colega Pam Kolega
pkolega@state.pa.us
World Language Education Advisor,
Division of Standards and Curriculum

Wendi Li, Senior from the Agnes Irwin School, Awarded Palmes Académiques Scholarship

Wendy Li, a senior at the Agnes Irwin School in Rosemont, PA, has been awarded a scholarship in the amount of \$2,500 from the American Society of the French Academic Palms to study at the Sorbonne in Paris next summer. The primary purpose of the scholarship is to provide students with the opportunity to become more proficient in the language and to understand and to appreciate cultures found in the French-speaking world. The American Society of the French Academic Palms believes that every advanced-level French student in high school should have the experience of living and studying in France or another French-speaking country. Competing against French students from the entire country, Wendy won the scholarship awarded to one a high school student.

Wendy has been a national winner every year in the *Concours*, the French contest organized by the *American Association of Teachers of French*. She is a member of the *Société honoraire de français* and received the Lucy Knauer Modern Language Prize. Having completed the AP French course as a junior, she is currently doing an independent study in French and creating a documentary film about Lucie Aubrac, a courageous woman who fought in the Resistance and spent her life fighting for human rights.

The *Ordre des Palmes Académiques* (Order of Academic Palms) was founded by Napoleon Bonaparte in 1808. The organization recognizes devotion and accomplishment in the areas of teaching, scholarship, and research.



Intermediate World Language Program Explores Culture and World Language

Cherie Garrett

cherie.garrett@dallastown.net

The World Language Department at Dallastown Area School District offers an enrichment program at their own intermediate school which houses grades 4-6. The after-school program runs for ten weeks and offers six languages: American Sign Language, Chinese, French, German, Korean and Spanish. Mrs. Cherie Garrett, the coordinator and founder of the program, meets with high school language students every Tuesday after school to practice the week's lesson, to create manipulatives, and to practice teaching the lesson. The lessons include an eclectic mix of methodologies which range from the use of music and games to kinesthetic activities and cultural video clips. Each Wednesday, the group of high school students travels to the intermediate school to teach their designated students in the classrooms. The classes range from 10-20 students and include students from all three grade levels. The program's *teachers* are high school students currently studying the language and several students who are native speakers. Currently more than 180 students in grades 4-6 are studying their language of choice and 30 high school students are teaching their own language of study. The goals of the program for the intermediate students are to teach basic vocabulary and phrases in the target language, to learn about different cultures, and to promote the study of world languages. For the high school students, the goals of the program are to provide them with teaching experience, to use the language which they are currently studying, and to share their enthusiasm of language learning with the younger children.

To begin this program each year, an informational meeting is held at the high school to explain the goals and parameters of the program in order to recruit high school world language students and native speakers to teach the various languages. Once the languages to be taught are determined, a letter of interest is sent to the parents of the intermediate students. The parents reply with the students' top three language choices and include a \$5 fee which covers the cost of supplies to run the program. Once the forms are received, they are sorted by students' first choice, and then each language of study is assigned to a specific classroom with two high school students. The ideal number of students in a classroom is ten to twelve; therefore, it is necessary to have multiple classrooms for the various languages depending on the student interest. If there are only two high school students capable of teaching a specific language, then the class size increases or students are assigned their second choice. Once the task of dividing and placing students is completed, then it is necessary to meet with the high school students to familiarize them with the lesson, to have them make the materials necessary to teach that specific lesson, and to have them practice teaching the lesson. Also, transportation needs are addressed during the first meeting. During each class, volunteer parent helpers are used to assist with

classroom control, to distribute materials, and to videotape the lesson. The video is placed online so that students can review the material after the lesson or students who were absent can see what they missed. Also, parents can access the video to see what their child has learned or to teach themselves the new language. In conclusion, the Intermediate World Language Program is an exciting program which opens the door to the exploration of other cultures and world languages.

PSMLA Executive Council Meeting Minutes State College, PA September 11-12, 2010

Saturday, September 11, 2010

8:15-9:15 – Executive Council officers met separately to prepare for the weekend:

Maryanne Boettjer, Ellen Irish, Frank Mulhern, Phyllis Rzodkiewicz, Jan Stewart, Thomasina White, and Debbie Wills.

President's Welcome - 9:42 am

President Boettjer welcomed Council members. The following members were in attendance: Adam Bailey, Colette Ballew, Ron DelPorto, Robert Hall, Ellen Irish, Sister Mary Helen Kashuba, Pam Kolega, Frank Mulhern, Susanne Nimmrichter, Natalie Puhala, Rochele Reitlinger, Drew Richards, Phyllis Rzodkiewicz, Jan Stewart, Thomasina White, and Debbie Wills.

The following members were absent: Mina Levenson and Katie Lumley-Pohl.

Approval of minutes from the spring meeting was done via e-mail.

Treasurer's Report (D. Wills)

Debbie explained that the external audit was done by an accountant from her church. The auditor explained that everything was accounted for and that his recommendation of having a check approval process was working well. We had followed his suggestions and he found no problems or concerns. The fee for the audit was \$150. On a Ballew/Puhala motion, council accepted the report.

Secretary's Report (P. Rzodkiewicz)

Phyllis reported that the 3-year membership option had worked well. We currently have 515 members and 26 Institutional members. This number will continue to go up with the conference soon. It was suggested that we buy stamps for two years since postage is going up again.

Debbie showed the beautiful banners that she purchased for use at the conference. The cost was \$600. We might eventually keep

one in the east and one in the western part of the state, but both will be used at the conference in October. Council voted to approve the report on a White/Wills motion.

Advertising Manager's Report (R. Hall)

Bob presented his detailed report on the ads for the 2010 PSMLA Forum and for exhibitors and ads for the brochure for the conference. He explained that the number of tables for the conference is subject to change with a month until the conference. The report was approved on an R zodkiewicz/Richards motion.

Website Manager's Report (R. DelPorto)

Ron explained that as of two days ago, the website was changed over. Everyone agreed that the website looks wonderful. Council was reminded that it is important that they send Ron updates for the website on a regular basis. A form was developed for members to fill out when something is given to Ron so he knows where it is to be placed on the website and the length of time it should be there. This will be a great help in maintaining the site. The PSMLA logo was changed and this will be sent to Frank to be used with ACTFL. The logo will also be housed on the Ex Co only section of the website for those who need access to the logo. Council voted to accept the report on a Wills/R zodkiewicz motion.

10:00-12:00 – Committee meetings: Advocacy, Publications, Finance, Awards, Membership, Nominations and Professional Development

The committees met and re-examined their goals, making necessary revisions. Committees also reviewed their area of the website and let Ron know about any necessary changes. They prepared a report for later during the weekend. The reports were to be sent to electronically to Phyllis.

12:15-2:30 Several committees met over a working lunch.

The 2011 Conference Committee met with the local committee to begin planning the conference. Other ExCo members worked on a review of the website, based on recommendations by the Publications Committee.

Organizational Reports

PDE – (P. Kolega)

Pam explained that the Curriculum Framework for World Languages is 2/3's complete on the PDE website: www.education.state.pa.us under Standards Aligned Systems. She explained that we are included with all the State Tested and Local Tested content areas. A committee will continue to work on the SAS Portal for world languages.

A meeting will be arranged between Thomasina, Maryanne, and Pam and the new State Board Chair (J. Torsella) on a weekend. Thomasina is arranging the date. The group will also try to meet with Sate REP Vanessa Brown who has a new Bill to override the State Board to approve updated World Language Standards.

Act 48 (J. Stewart)

Jan explained that we were contacted on June 25 that our provider status for Act 48 would expire on June 30. Jan submitted the paperwork under the new guidelines. Our proposal was rejected and our status was withheld. Jan, with the help of

council, submitted another request. We are waiting to hear from PDE. We are grandfathered, so once our status is reinstated, we can go back and input the hours into the system. We hope to have this resolved before the fall conference. The biggest change is the focus on student impact. For the conference evaluations, we have added a section on student impact. Sister explained to council that at the Governor's Institute, attendees were given a take home assignment and they were asked to implement strategies gained through the workshops. This would show how they would implement what they had learned in their classroom. Minimal time was added for returning the Act 48 form. ACTFL is doing the same thing. Susanne Nimmrichter and Nancy Smith have agreed to help Jan with Act 48.

ACTFL (F. Mulhern)

Frank explained that ACTFL has developed a series of position statements over the years and would like endorsement from PSMLA for our website, with the approval of Council.

PSMLA will donate \$1500 and sponsor the Presidential reception for Dr. Eileen Glisan at the ACTFL conference in Boston in November 2010. The following statements were endorsed by the PSMLA Executive Council: 1) Acknowledgment of PSMLA sponsorship on all communication and signage. This will include use of the PSMLA logo where possible; 2) Invitations to the PSMLA council members and to those registering for the ACTFL conference in Philadelphia in 2012 at the close of the pre-registration period, October 14, 2012; and 3) PSMLA will co-sponsor the ACTFL 2012 Annual Meeting in Philadelphia.

The following ACTFL Position Statements were discussed and endorsed by PMSLA on a R zodkiewicz/Bailey motion:

1) Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time. Therefore, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices.

2) Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. ACTFL recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom.

3) ACTFL and its members encourage learning environments that support heritage and native speakers of languages other than English. It is critical that these students be able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment.

The complete position statements can be found on the PSMLA and on the ACTFL websites. These can be used with parents, students, etc. These will be sent to PSMLA members via the list serv.

CCA - (D. Wills)

Deb Wills reported that CCA is ready to start the competition this year. They did a workshop on sustainability and students received a certificate of participation. This year there will be a regular competition, the country is India. Competition will be held the first week of May at the University of Pittsburgh. PSMLA will support CCA with a gift of \$1000 toward dictionaries that are given to the students, field trips for students, and mentors from universities to work with the students, and bus scholarship money for participating schools. Council approved to accept these Organizational Reports on an Irish/Richards motion.

2:15-3:30 Continuation of the Organizational Representative reports, begin Standing Committee reports, based on morning meetings and e-mailed reports

JNCL – (T.White)

Thomasina sent out her report on May 10. There were 3 major concerns: 1) Adequate federal support for languages and international programs and that the Flap Grant remain available; 2) The need for lengthy learning sequences and foreign language education partnerships; and 3) There needs to be continuous funding for foreign language education. We are lucky in PA to have Senator Casey who is very pro language. He is dedicated to finding money for foreign languages. There is a focus committee that is upset that the committee says that in the world language classroom, teachers are not guiding students to become communicative.

NECTFL – (N. Puhala)

NECTFL is moving to Baltimore this year on April 2-4. Discussion centered on how to get more people to apply for the Mead Fellowship. There was discussion that perhaps having a mentor to help with the proposal would generate more interest. Perhaps we could give a small stipend to help with materials and to help offset the costs. It was decided that for this year, we would not provide money for the mentor. A motion was made to provide reimbursement up to \$250 for materials for any person whose proposal was selected by NECTFL. Receipts must be provided. Council felt it was worth trying this to see if more people would submit a proposal.

PaCIE – (Sister Mary Helen)

Sister Mary Helen Kashuba will again represent PSMLA at the PaCIE conference in Scranton on September 30 – October 2. The post conference workshop will focus on how to be safe and secure when traveling abroad. Some topics for the conference include: finding money for scholarships, Teachers Without Borders in Africa, etc.

Conference 2010—Erie - (P. Rzodkiewicz)

The theme of this year's conference is: Languages are Eriesistible. Dave Kinman is doing a pre-conference workshop. Dr. Eileen Glisan is delivering the Keynote on Friday. John DeMado is doing a general session on Saturday. One of the suggestions from last year's conference in Gettysburg was to have a few sessions on learning another language. Therefore we sent out the request and have two sessions that will provide a Glimpse at a Less Commonly Taught Language. Both Slovenian and Chinese will be offered at

the Erie conference. We are again at the Ambassador Banquet and Conference Center on October 14-16.

Conference 2011--State College – (M. Boettjer)

Maryanne reminded Council members that their attendance is expected at the fall conference, for both days, from Friday morning through Saturday afternoon. Calper will provide two half-day workshops and will have a table with complimentary materials for teachers. Calper will also help find grad students to help man the tables. Mimi Met will deliver the keynote.

Awards – (Sister Mary Helen)

The Awards Committee nominated the Erie City School District as a recipient for a Merit Award. They have a FLES program that has gone beyond the period of the Flap grant and have expanded the program to other schools. They also nominated Bradford County School District to receive a Merit Award. They have a Fles program and have introduced Chinese. They use their accountability grant money for world languages. They have developed this program while other districts are eliminating Fles programs.

The Awards committee also nominated Al Kipa to receive the Post Secondary, Educator of the Year Award. He is a Life Member of PSMLA and a past president. He has done much for language education, and has worked at Muhlenberg College.

The committee proposed a new award: the PSMLA Leadership in World Languages Award. This award will recognize the exemplary work of an individual who has: 1) Provided outstanding leadership in the foreign language profession in the state, region, and/or nation; and 2) Contributed significantly to the work of PSMLA. The recipient must have been a member of PSMLA for a minimum of ten years and must still be active in the work for which the award is being given. The Award is not meant to replace the Educator of the Year Award, nor is it a career achievement award – but the focus is **leadership**, above and beyond all other PSMLA Awards. The award does not have to be given annually. Members at the PSMLA 2010 Conference in Erie will vote on accepting the Award.

Finance – (T. White)

Council was reminded that all budgets for Professional Development workshops are due two months prior to the workshop. All honorarium and presenter fees should be paid on the day of the event. All receipts are due within two weeks. To be eligible for a refund for workshops and the conference, cancellations must be made prior to the registration deadline.

The Finance Committee recommended that PSMLA double the amount of the award for the Outstanding Seniors. The nominating school and/or teacher must have been a member of PSMLA prior to March 1 of the year of submission of the application in order for the student to be eligible for an award. The Chair of the Awards Committee needs to check with the Membership chair to make sure the teachers and/or schools are members of PSMLA.

Membership – (P. Rzodkiewicz)

Last year we did the 3-year membership deal and over 70 members took advantage of the offer. The Regional workshops are helping to increase membership but we need to find a way to make those who attend a Regional workshop want to renew their membership for the next year.

Nominations/Elections – (D. Richards)

Doug Wolfe resigned and Drew Richards took over nominations. The following persons are running for three three-year positions and one two-year position. The following slate was approved on a Richards/Rzodkiewicz motion: C. Ballew, B. Buxareo, M. Levenson, J. Ricardo-Osorio, and N. Zimmerman. Once elections are held, Drew will contact people and encourage them to attend the conference.

Publications

Rochele will develop forms to help make it easier to submit proposals, etc. Council also discussed putting something in the Forum about the author. Those chosen to be published will complete a biography summary. Rochele will have a separate e-mail for the Forum and this will keep information for submissions separate from regular e-mail. A PDF of the Forum will be located on the website in the members only section. A form for submissions will also be located on the website. The website will also include links to our partner organizations like ACTFL, NECTFL, PaCIE, PDE, JNCL, CCA, etc. The nominations and publications reports were approved on a motion by Wills/Bailey.

Regional Projects

Members met by region to discuss projects and workshops for the coming year. Debbie Wills reported that one of the teachers from Franklin Regional would be presenting a cooking workshop in March.

Upcoming Meetings

On a Boettjer/White motion, the spring PSMLA Executive Council meeting will again be held at the PennStater on April 9 and 10, 2011. The meeting was adjourned at 4:30 pm.

Sunday, September 12, 2010

The following members were in attendance: Adam Bailey, Colette Ballew, Ron DelPorto, Robert Hall, Ellen Irish, Sister Mary Helen Kashuba, Mina Levenson, Frank Mulhern, Susanne Nimmrichter, Natalie Puhala, Rochele Reitlinger, Drew Richards, Phyllis Rzodkiewicz, Jan Stewart, and Thomasina White.

The following members were absent: Adam Bailey, Pam Kolega, Katie Lumley-Pohl, and Debbie Wills.

Publications

Council congratulated Rochele on the job she had done with the Forum. She will check to see if part of the Forum can be placed on the members only section of the website, if we can keep a portion of the Forum open to the public. For now, the entire Forum will be on the members only section of the website. Kudos also went out to Ron DelPorto on the new design for the website. Chairs of committees are asked to go to the website within a few weeks and check the drop-down menu for their topic to make sure everything is accurate and appropriate. Ron will develop a form so that when something is given to Ron to post on the website, persons will complete the form so Ron knows when it is to be posted and when it is to be taken down. Susanne and Colette will screen the information for Ron. A mission statement will be

placed on the website. The publications report was accepted on an Rzodkiewicz/Irish motion.

Council discussed having a PSMLA Facebook page as a way of communication. There was mixed feelings about having this page. Jan volunteered to contact the person who set up the IUP Facebook page before we continue. The goal will be to have people visit the PSMLA website. After a Stewart/Irish motion and an 8 to 1 vote, council voted to allow Ron and Jan to put up a PSMLA facebook page on a trial basis. This will be evaluated at the spring meeting.

Standing Committee Reports

Advocacy

Thekla and Nancy have been working on finalizing the Assessment Guide. On an Rzodkiewicz/Levenson motion, it was voted to give one Assessment Guide to each PSMLA member at no charge. These will be distributed at the fall conference, if they are ready. Phyllis will check into having these printed by her district.

JNCL – (M. Levenson)

PSMLA's name will be added to ASCD regarding recommendations and foreign language. There is much legislation going on how this affects us at a lower level.

PEP – (M. Levenson)

Mina has taken over PEP. Mina has organized two groups that will meet and review the applications: East (Sister, Maryanne, Ellen, Frank, Adam and Thomasina) and West (Thekla, Debbie, Phyllis, Mina, Natalie, and Jan). It was suggested that we recognize the winning schools at the conference. The schools are listed in this year's conference brochure and the schools will be announced at the conference. The winning schools are also posted on the website. There was some concern in two areas: quality in-service for private schools and those schools in little districts; and feedback to be provided for those districts not approved. Mina explained that each school had received an individual response. Mina will investigate these concerns and report back to Council about any possible changes in PEP. It was decided that letters will be sent to the schools that won the PEP award, to the point person and to the principal, encouraging them to register at least one of their teachers because their school will receive their awards at the PSMLA conference in the fall. Schools will be notified by March 10. Applications will be due the first week in February, like before. The recipients of the Golden Globe will receive \$250, Silver Globe will receive an Institutional Membership for 5 and Bronze Globe will receive an Institutional Membership for 3, and Globe will receive a certificate. Council voted to approve the 3 reports on a motion by Ballew/Richards.

Regional Updates

Northwest -- Phyllis will try to find someone to host another Immersion day in 2011, in the spring or fall.

Southwest – Debbie Wills has worked with Jeff Poole who will present a workshop (Cooking in the Classroom) in March. This will take place at Franklin Regional High School. There will be 22 seats available.

Also, there might be a follow up SOPI workshop, a Part 3 that will focus on assessment, in Pittsburgh in January 2011.

NEWSLETTER

Central PA – The state conference will be in State College next year.

Northeast – Colette will approach Marywood or Scranton University and see if they can host an Immersion day for the spring.

Southeast – Sister will communicate with Thekla to see if they can bring the group to Philadelphia in mid-August or March. She will check the calendar for breaks and she will check the availability of Chestnut Hill College.

On a Richards/Kashuba motion, council voted to accept the Regional Reports.

New Business

Ellen Irish went through the PSMLA Minutes, by-laws and the website and is making sure things can be found easily. Where will this information be housed? Can a timeline be made? This document will be distributed when it is finalized. A bank of letters will also be developed.

Thomasina explained about the special model-sharing institute she attended during the summer at Sanford. A model will be developed for world languages. What California has is unique. Can this program happen in PA and in other states? Stanford started this project with the national writing project.

Maryanne read Doug's resignation letter to Council. His resignation from Council was accepted on a White/Rzodkiewicz motion. A copy of the letter will be sent to Drew for the archives.

The PSMLA fall meeting was adjourned on an Rzodkiewicz/Kashuba at 10:52 am. On a Boettjer/White motion, the spring PSMLA Executive Council meeting will again be held at the PennStater on April 9 and 10, 2011.





PSMLA 2011 Conference
“State of the Art: From Innovation to Impact”

Co-sponsored by the

**Center for Advanced Language Proficiency Education and Research
(CALPER) at Penn State**

Save the date

October 21-22, 2011
The Penn Stater Conference Center Hotel
215 Innovation Blvd
State College, PA 16803



LOOK for 2 pre-conference workshops presented by
CALPER Penn State
on Thursday, October 20, 2011

Language (e)Portfolios

9:30 a.m. -12:30 p.m.

Presented by Gabi Appel, Penn State University and Mary Toulouse, Lafayette College

Attendees will learn how to use electronic portfolios in the World Language classroom.

(this is the a.m. session)

Lunch

12:30 - 1:30 p.m.

A full lunch is included with registration for either session.

Teaching Heritage & Domestic Language Learners

1:30 - 4:45 p.m.

Presented by Karen E. Johnson, Penn State University

Attendees will learn how to meet the challenges of teaching heritage and domestic language learners in the same classroom.

(this is the p.m. session)

Attendees may choose to register for either or both sessions. See PSMLA Conference Registration Form for details available on the website www.psmla.net.



State of the Art: From Innovation to Impact

PSMLA Conference 2011 • State College, Pennsylvania • October 20, 21, 22, 2011

Conference Registration Form (please type or print)

Name		Name as you would like it to appear on conference ID badge	
Home Address			Zip Code
Home Phone		Home E-mail	
School Name		School E-Mail	
School Address			Zip Code
School Phone		Languages Taught	
ACT 48 ID #			

Conference Rates (Please mark an ☒ in the column of the sessions for which you are registering)

•Advanced Registration postmarked before September 25 •Non-member rate includes membership (paid only once)

ADVANCED	Member	Non-member	Student (valid ID)
Friday only	\$75.00 <input type="checkbox"/>	\$115.00 <input type="checkbox"/>	\$30.00 <input type="checkbox"/>
Saturday only	\$75.00 <input type="checkbox"/>	\$115.00 <input type="checkbox"/>	\$30.00 <input type="checkbox"/>
Both days	\$120.00 <input type="checkbox"/>	\$160.00 <input type="checkbox"/>	\$40.00 <input type="checkbox"/>
REGULAR	Member	Non-member	Student (valid ID)
Friday only	\$100.00 <input type="checkbox"/>	\$140.00 <input type="checkbox"/>	\$50.00 <input type="checkbox"/>
Saturday only	\$100.00 <input type="checkbox"/>	\$140.00 <input type="checkbox"/>	\$50.00 <input type="checkbox"/>
Both days	\$160.00 <input type="checkbox"/>	\$200.00 <input type="checkbox"/>	\$85.00 <input type="checkbox"/>

Pre-Conference Workshop presented by CALPER (Center for Advanced Proficiency Language and Research)

•ACT 48 credit available •limited to 30 participants •cost includes continental breakfast and lunch

ADVANCED	Member	Non-member	Student (valid ID)
a.m. session only	\$50.00 <input type="checkbox"/>	\$90.00 <input type="checkbox"/>	\$25.00 <input type="checkbox"/>
p.m. session only	\$50.00 <input type="checkbox"/>	\$90.00 <input type="checkbox"/>	\$25.00 <input type="checkbox"/>
Both sessions	\$75.00 <input type="checkbox"/>	\$115.00 <input type="checkbox"/>	\$40.00 <input type="checkbox"/>
REGULAR	Member	Non-member	Student (valid ID)
a.m. session only	\$65.00 <input type="checkbox"/>	\$105.00 <input type="checkbox"/>	\$25.00 <input type="checkbox"/>
p.m. session only	\$65.00 <input type="checkbox"/>	\$105.00 <input type="checkbox"/>	\$25.00 <input type="checkbox"/>
Both sessions	\$90.00 <input type="checkbox"/>	\$130.00 <input type="checkbox"/>	\$40.00 <input type="checkbox"/>

Please make checks payable to PSMLA and send to
Phyllis Rzodkiewicz 5410 Gardner DriveErie, PA 16509
No refunds after September 25, 2011

PSMLA MEMBERSHIP APPLICATION

psmla.org

PSMLA is a non-profit professional organization dedicated to the teaching and learning of languages and cultures from kindergarten through university levels.

INDIVIDUAL MEMBERSHIPS

Regular Membership. Membership length is for one or two calendar years. (Members whose school has an institutional membership may deduct \$5.)

Student Membership. Student membership is available for full-time students or part-time students WHO ARE NOT EMPLOYED AS REGULAR CLASSROOM TEACHERS. A copy of a valid student I.D. must be provided. Membership remains valid if you graduate and obtain a teaching job before your student membership expires. However, the first time your renewal is due after your employment, you will become a regular member and pay the regular membership fee.

Joint Membership. Joint membership is available for two members (married couples, partners) who have the SAME HOME address. Only one copy of the **Forum** is sent, but both members may vote.

Life Membership. This membership is available for both regular and retired members. Life members will be entitled to all benefits of PSMLA membership. The fee may be paid on an installment plan.

Retired Membership. This category is available to members who have retired.

INDIVIDUAL MEMBERSHIP APPLICATION

Check one: **New** _____ **Renewal** _____

One Year Membership (check one)

Teacher: \$40 _____ Student: \$20 _____ Retired: \$25 _____ Joint: \$50 _____

Two Year Membership (check one)

Teacher: \$70 _____ Student: \$35 _____ Retired: \$40 _____ Joint: \$80 _____

Name: _____

Home Address: _____

City/State/Zip _____

Phone: _____ Email Address: _____

School/School Address: _____

School Phone: _____ School Email Address: _____

Position(s)/Language(s): _____

Life Time Membership (check one)

Teacher: \$400 _____ Retired: \$250 _____ Joint: \$500 _____

For either yearly or lifetime membership, please make **checks payable to PSMLA**.

Mail payment and this form to:

Phyllis Rzodkiewicz, Secretary PSMLA
5410 Gardner Drive
roadrunner.com
Erie, PA 16509

814-868-0020
przodkiewicz@

To pay by credit card, visit the psmla website (psmla.org).

Return To:
P. R zodkiewicz
5410 Gardner Drive
Erie, PA 16509

