

Pennsylvania Language FORUM



"Those who know nothing about foreign languages know nothing of their own."



Adam Haertter

—Goethe

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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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*Jan Hostler Stewart,
President*

PRESIDENT'S MESSAGE

Chers collègues,

What a rewarding profession we enjoy as world language educators where we open our students' worlds to various languages, cultures, ways of thinking, perspectives, art, geography, science...and the list goes on! Our discipline is truly interdisciplinary and, in the global community today, multicultural and metalinguistic awareness as well as interdisciplinary skills are essential to our students' success.

I am honored to serve as PSMLA president and invite you contact me or any of the Executive Council members with your suggestions or concerns. You can learn more about the PSMLA Executive Council (ExCo) and committees by perusing our website: www.psmla.org. Your expertise and inquiries help guide PSMLA to better serve you and, subsequently, world language students in Pennsylvania.

I also invite you to take an active role in PSMLA. Each year, three ExCo members' terms expire for which we run an election. In order to best represent our membership, it is preferable that ExCo consist of a balance of people representing the various geographical locations in the state, various languages and cultures, and K-12 as well as post-secondary education. Please consider either running for a seat yourself or encouraging a colleague to do so. Your voice matters!

As the Pennsylvania Department of Education (PDE) is implementing a new teacher evaluation system, PSMLA is working to assist you. Student Learning Objectives (SLOs), a large part of the PDE evaluation system, focus on student achievement as evidenced through performance-based assessments, which world language educators have long endorsed. World language teachers that have been trained to use the national standards to guide instruction and assess student proficiency will adapt more easily to the new system and serve as a resource to others. PSMLA is providing workshops and sessions at our conference October 16-18 at the Penn Stater in State College as well as regionally throughout the year to assist in this transition and to equip you to assume leadership roles in your schools.

Thank you. Enjoy the beginning of a new year engaging and inspiring students, collaborating with colleagues through PSMLA, and maneuvering confidently through the newest challenge that PDE is setting before us. See you October 16-18 at the PSMLA Conference in State College!

Jan Hostler Stewart, President

*Donna Spangler*

EDITOR'S LETTER

Welcome to the 2014 edition of the *Pennsylvania Language Forum*. I hope that this issue finds you well and prospering. PSMLA is excited to bring you this publication, which we hope will help you get your school year off to a great start. I would like to thank my assistant Forum editor, Mrs. Angie Ryan from the Milton Hershey School, who has helped me to prepare many of the articles for publication in this issue. I would also like to thank Rochele Reitlinger from Chartiers Valley High School, former *Forum* editor, for all advice and assistance she has kindly offered with this year's edition.

Inside this edition, Shrager shows us how to meet ACTFL's guidelines of using 90% target language in the classroom with a Digital Tech Guide. Next, Edwards takes us back to the challenges and the promises of being a student teacher in a world language classroom. Then, Zimmerman shares a piece of writing from a heritage speaker Luis that reminds us about the honor it is to be a teacher in the lives of our students. Taftaf shows us using an infographic how it pays to be bilingual today. Next, I address some of the information, challenges, and questions about the new PA Teacher Evaluation System and how, in particular, it affects PA world language teachers. A variety of interesting lesson plans follow: Rui demonstrates how to combine art and project-based learning in Chinese; Xu and Wang explain an information-gap lesson plan on popular sports for Chinese and American student; and, Wang and Lui share a lesson on differentiated instruction in Chinese color words and cultural meanings. We then get to experience some travel adventures. Mazzante takes us on his trip to meet his sponsor child in Ecuador, and then Mazzante shares information from letters he received from former students who have done some missionary work in Honduras and Guatemala. Then, Snyder shares her and her students' travel to Spain and Portugal. The edition closes with Hallstein's examination about what Herder, universally-known among Germanists, might say today about the idea of European unity.

This issue of the *Forum* brings you a variety of articles, ideas, announcement and opportunities. Teachers are truly in a unique profession. We have the opportunity to start "new" every August / September and to make a significant, positive difference in each of our students' lives. We are a unique profession in that the best of us always look for ways to change, to improve, and to make the work we do inside (and outside) of our classrooms better.

As you read through this edition, think about something related to your classroom or to teaching that you always wanted to try or to do, but just never got around to doing it for one reason or another. Make this school year *your year* to try it or to do it. See where it leads. May this 2014-2015 school year be *your best teaching year*.

I hope you will find this annual edition of the *Pennsylvania Language Forum* useful and inspiring. Have a wonderful school year!

Sincerely,
Donna Spangler
Forum Editor

MID-QUARTER SLUMP-- GETTING BACK ON TRACK USING 90% TARGET LANGUAGE WITH LEVEL ONE CLASS

Ellen Shrager

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Perhaps you are like me. You start the year with really great intentions of following ACTFL's guidelines of using 90% target language (TL) in your level one class. The students arrive wearing their new wardrobes, are enthusiastic to make new friends in your class, and do all of the homework. They are asking to go to the bathroom in the target language and greet you in the target language outside of class.

Somewhere along the time of returning the second test and wondering when you are going to have an administrative observation or walk-through, you realize that attaining your 90% TL goal is slipping.

Perhaps there are some discipline issues that need to be addressed in English and it is harder to steer the class back into the target language. Or, perhaps your students are more comfortable with you and want to talk to you about seeing you at their sporting event, or that one of their sibling's friends returned home from college and remembers you as their favorite teacher. You want to continue to build rapport with the students, but then their limited TL exposure mandates these conversations be done in English, taking away time from the TL. Throw in having to explain fire drill procedures, delayed opening procedures, disaster drill practice, your own absence, along with a few students who struggle with auditory processing and perhaps your feeling sick, and your resolve to use 90% TL with your level one middle school or high school students feels overwhelmingly exhausting.

At this point you may be tempted to come in and read them the riot act about taking points off for using English and you steel yourself that no matter what you will speak in the target language. But you may be setting yourself up for disappointment, just like the thousands of people who join a gym in January and stop going by February. Starting from the emotion of disappointment may come across as your anger and their using the target language as a punishment which rarely can be maintained. (How many times have students been grounded by their parents for X amount of weeks only to have it lifted sooner because it couldn't be maintained?)

Instead, I urge you to focus on the **unwritten** word in the ACTFL statement, "ACTFL therefore 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."

That **unwritten word** is **comprehensible**. I have gone through the time-consuming cycle of how to make something comprehensible: gesturing, pointing, translating, acting, draw-

ing, only to discover that using pre-made visuals is the most efficient and memorable way for most students to comprehend the target language.

If you are able to project onto a wall or screen for all students to see, then you want to make what I call a "Daily Tech Guide" (DTG) that visually supports your lesson, eliminating doubts about what you say in the target language. You probably already have your pre-class activity on a PowerPoint, Notebook, or ActiveInspire slide.

Now think about your level 1 activities and make a visually interesting slide with the words in the target language for each activity. You might need a slide for taking out books, powering up the electronics, finding one's partner, separating the desks for a test, and closure. Over the course of the week I probably have about fifteen of these slides that I use every week if not every day. After a few weeks, I remove the words from the slides, and eventually my students call out the expressions when they see the visual – indicating that they now know the expressions well enough for me to say them without the visual support.

These slides are the skeleton of your DTG. Think about tomorrow's lesson and create a few slides for each activity. If the students are going to use page 42 in the text, capture a picture of the book from the publisher's website or CD. In a large red font, type the page number so that students unsure of their numbers, or numbers that have yet to be taught, are easily understood. I use the Snipping Tool in Windows 7 for this.

If you are going to play a listening activity or a video, embed it into your presentation. If the students are filling in a work sheet, make a slide with the worksheet and follow it with another copy with the written answers. If the students are doing a paired dialog, give an example. (Most days I have at least 50 slides, many of which I can use the next day.)

With your DTG established, you want to make sure you are not always at the computer. Rather, use a remote mouse or a remote presentation device so that you can be in any part of the room and click onto the next slide.

Now you are ready to get back on track with your 90% TL goal. Rather than telling students what you will do, just do it. Use the target language, make sure students are looking at the board for visual support and keeping up. Check for comprehension along the way, using yes/no questions. At the end, compliment them with the number of minutes in the target language. Perhaps write the period number and the number of minutes in the TL on the board for other classes to see. After you have done it for another section, write their period number and minutes and perhaps have a friendly competition between sections.

If you have many class preps, you can't create DTGs for all your classes. Just start with the first level, or the level that needs the structure the most. The first year you create DTGs it takes about an hour per lesson and the second year it takes only about ten minutes to tweak.

Before you know it, not only will you be using 90% TL but your students will as well. When you realize that they are using English for a certain question or response, make an interesting slide and directly teach it. My students wanted to know how to say, "I got it right!" and "Congratulations you got it right!"

Soon you'll be looking back at your slump as just a little bump in the school year. Go ahead, start making tomorrow's Daily Tech Guide – you'll be glad you did!

Spanish Day 1 Daily Tech Guide Example:



Reference

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About the Author

Ellen Shrager is a full time Spanish teacher at Abington Junior High in Abington, Pennsylvania. She is a popular conference presenter and the author of six books including *The World Language Daily Tech Guide: A Survival Guide to Using Technology to Improve Classroom Management and to Visually Support the 90% Target Language Goal for Level One Students at the Secondary Level* and *The Involved Parent's Seventh Grade Guide*.

MENTORING THE NEXT GENERATION: IN PRAISE OF THE STUDENT TEACHER

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When I student taught at an all-boys school, my co-op left me alone for a class and the students convinced me that the bell had rung (on the third floor it was hard to hear) and it wasn't until they all had escaped that I looked at my watch and saw we had 30 minutes left.

The first time I taught my own high school Spanish class, I wrote all the verb conjugations on the board for the third year IB class to review (desperate to fill the time some way). It wasn't until the class had ended that one diligent student approached me to compare what I had written to what he had in his notebook from the year before, and I realized that I had butchered one of the conjugations, and it was too late to correct it.

I confided in my mentor and she gave me barely any compassion, noting that in *her* first year of teaching, a student had made a small fire in the trash can one day. Get teachers going, and you hear variations on a theme – the student who snuck out the tiny window in the back of the room while class was in full swing; the lit teacher who told his class they would read “The Tale of Two Titties” and kept repeating it as he tried to repair his (Freudian) slip. The repeating theme is that learning to teach is *really, really* hard.

As I watch my students in their student teaching experiences, I find myself writing long laundry lists of suggestions, corrections, warnings and redirections. At the end of the class, though, I have to pare it down to the most essential things they need to work on and I have to weigh what will really help them, and what will just paralyze them. Many errors are made in a moment of nervousness or inattention, not real ignorance, and I try to parse out the difference. Other errors will come out in the wash of experience and even if I do correct them now, it won't be helpful until they've been in front of a group for quite a while.

It doesn't seem fair, does it, that one class gets the twenty year veteran with rich resources and one class gets the student teacher with her flubs and insecurity? But in life, *somebody* has to have the new teacher, and indeed, *somebody* had us, before we knew all the answers and had a hundred fun ways to teach the preterit.

However, students can get something different from the student teacher; Something that they can't really get from their experienced teacher. They see someone young (generally), just a few years removed from them, who is dedicating her life to this language, who perhaps has just come back from time abroad, who knows the coolest songs, or has some good stories, who can tell them about a blog, a website, a movie, an experi-

ence that can help the students envision themselves doing the same thing someday. Veteran teachers also benefit from that same excitement and new perspective of a student teacher. Having a student teacher unveils the creaky mechanism of teaching that is usually masked by the smooth theater created by experienced teachers – and it joins the students and their teacher in the instruction of this new teacher. A side benefit: it often can make the students see their own teachers in a new light, and perhaps make them more appreciative of their skills.

Recently in our community it has become harder to find placements for student teachers. I don't know whether that reflects the school districts' reluctance to waste any time that could be better spent preparing for standardized tests, or if it speaks to teachers who don't want to give up their classrooms to the inexperienced instruction of the newbie. It can be painful to watch student teachers struggle with concepts and classroom management. I do know, however, that for as much as we should devote ourselves to our students and to our discipline, we also need to devote ourselves to the *profession* of language teaching. All of us – districts, administrators, high school and college teachers – need to care about the preparation of the next generation of teachers. The financial incentive to be a mentor teacher is very low, but the payback to the profession is profound.

I hope that classroom teachers will always make room for the student teacher. We need to model excellence, hold the bar high, and then be patient when student teachers stumble, *because they will. Because we did. Because learning to teach is hard.*



"Vive Cierito" – created by Marlaina McConville,
Kennard-Dale student – submitted by Karen Snyder

AN ODE TO A TEACHER

Text by Raquel Luis, student at Kutztown University
 Art by Dominique Sinclair, student at Kutztown University
 Introduction and translation of text by Dr. Nancy Zimmerman,
 Assistant Professor in the Department of Modern
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Spanish composition class is not just about putting the right words with the right endings in the right order. It is about building a series of thoughts that are connected and that tell a story with a beginning, middle, and an end. Each time I teach this writing class, I discover that the emergent writers need to sharpen their structure and organizational skills, but even more important, they are learning to write with meaning and purpose. And we writers and teachers are all looking for authentic text that not only encourages advanced literacy skills but may even touch our own lives.

For me, the most useful authentic text is one that can be applied to everyday life, and one that is written in such a way that even the more beginning writers and readers can enjoy and use as a model. I also look for a text that will help the English speakers with the difficult concepts (yes, even after years of Spanish class) of choosing between the preterit and the imperfect and even *ser* or *estar*. A compilation of texts that I find quite suitable and are able to illuminate these grammatical, lexical and organizational issues are childhood memoirs written by Francisco Jiménez, *Cajas de cartón*. In his book of memoirs, *El circuito*, from the viewpoint of his younger self, 'Panchito' describes a childhood that was spent moving with his family from tent to camp to shack to garage in search of fieldwork harvesting cotton, strawberries, grapes and other crops in California. For children of the migrant farm workers in the 40s and 50s, going to school was not a given but only a luxury that came after the harvest had ended. Yet Jiménez not only managed to go to school; he went to college, got his masters and his doctorate and taught for years at the University of California, Santa Clara. He even won Professor of the Year for his inspirational work as an educator and mentor to Latinos. Because he was able to achieve so much with so many hardships in his childhood, Francisco Jiménez has become my hero as a person and my role model as an educator. And as a university Spanish professor, I am always delighted to share his works with my writing classes. Whether we read *Bajo la alambrada*, *Cajas de cartón* or *El regalo de Navidad*, I look forward to being witness to my class as they read his works for the first time.

In a past semester, I had a group of both English-speaking and Spanish-speaking learners in Spanish Composition 212. Both groups equally relied on me to help them organize their thoughts by making sure that they achieved a completed thesis with a strong introduction, conclusion and the necessary and sometimes annoying transitional words that are needed to guide their readers. Interestingly, each group had its own set of challenges including spelling, accents, *ser* or *estar*, preterit or imperfect or deciding whether a word was Spanglish, English or

Spanish. English-speakers need to learn high-frequency words at the same time the heritage speakers need to be able to write the words that come so freely to them in everyday speech. And thus, I rely on the well-written autobiographical memoirs of Jiménez to accomplish multiple goals of the class at the same time I align instruction with the ACTFL standards.

My favorite assignment is based on an episode in *Cajas de cartón* when Panchito is finally able to go to school. His teacher, *el señor Lema*, helps him not only with his struggle learning English, but gives him the gift of music and lends him a trumpet. Unfortunately the episode ends with those *cajas* (moving again!) sitting outside of Panchito's home and we realize that once more the family not only has to look for work but a place to live. However, it is obvious that Mr. Lema has inspired Panchito and I ask my students to write about their own "Mr. Lema" and if possible, to share those stories with the actual teacher who was so influential in their lives. What my students produced greatly inspired me and I would like to share one of those stories that actually brought me to tears.

Raquel Luis, who wrote this, is a heritage learner, born in Cuba and I feel she has a true gift as a writer. I share her piece not only for the sake of this assignment, but also because as a teacher, I feel there is no greater honor than to have had such a role in the lives of our students. This is Raquel Luis's *oda a su profesora*. And although she was not able to send this to her inspirational teacher, she is sharing it as a tribute to Mrs. Ott.

Una profesora admirable por Raquel Luis

El señor Lema hizo sin duda alguna una gran huella en la vida de Panchito. Él le enseñó cómo amar el aprendizaje por toda una vida y es por eso que Francisco Jiménez se convirtió en un profesor y escritor tan reconocido. Los maestros pueden tener un impacto impresionante en la vida de sus estudiantes. Aunque lo sepan o no, los estudiantes aprenderán gracias a los profesores que han dedicado su tiempo y pasión hacia las necesidades de los estudiantes. Muchas veces los maestros sirven como lentes, te ayudan a ver cosas que nunca has visto jamás. Tengo muchísima admiración sobre los profesores del mundo. En mi opinión no existe otro trabajo que premie más que la vocación de un maestro, y es por esa misma razón que un día yo también espero poder ser maestra y tocar las vidas de muchas personas.

Es sin embargo muy interesante como mis maestros se han diferenciado de cada uno en el pasado. Todos han sido únicos en la manera que son y enseñan. La pedagogía sin duda alguna es un arte. Los maestros son los artistas que pueden pintar con su brocha de conocimiento una obra maestra en las canvas de sus estudiantes. Hubo una profesora artista que pintó en mi corazón mucha enseñanza y conocimiento.

Una profesora que me dejó una marca en mi vida fue Mrs. Ott. Ella fue única comparada con otros profesores que he tenido. Normalmente siempre me han encantado las personas que enseñan con mucho entusiasmo, pero aunque ella no tenía tanta energía física se notaba que su aura vibraba con mucha energía positiva.

Mrs. Ott me tocó el corazón de una manera que pienso que nunca la voy a olvidar. Ella era muy buena y sabía qué hacer para que sus estudiantes participaran en discusiones de mucha significancia. Otra cosa que me encantaba de ella era su manera de abrir y adaptar nuevas ideas presentadas por sus estudiantes y su naturaleza tan llena de empatía. Ella sin duda alguna sabía cómo entender a sus estudiantes; era una mujer llena de paz y de respeto hacia otros. Ella nos contó a la clase una vez que pensaba que ella misma era una persona "más o menos torpe" pero eso fue algo que la diferenció a ella. Su "torpeza" nos hacía reír y nos entretenía en la clase.

Ella fue mi primera profesora de literatura en la universidad y aunque si yo hubiera tenido la oportunidad de escoger el profesor más aclamado del mundo no lo hubiera hecho. Ella fue más que un ser humano, tal vez fue como un ángel. Desafortunadamente ya ella no está con nosotros, cuando perdió su segunda batalla con cáncer. Esa enfermedad nos arrebató una magnífica profesora de las manos pero nunca de nuestros corazones. Ella me enseñó mucho más que cosas sobre literatura, ella me enseñó también una lección en la vida; como no darse por vencido, como guardar las esperanzas y como mantener una sonrisa en la cara sin importar los golpes que te dé la vida. Descansa en paz Señora Ott, muchas gracias por el aprendizaje que me brindaste.

Una profesora admirable por Raquel Luis Traducción por Nancy Zimmerman

Mr. Lema, without a doubt, had a huge impact on the life of Panchito (Francisco Jimenez). He taught him how to love learning throughout his entire life and this is why he became both a renowned author and a professor. Teachers can have an impressive impact in the lives of their students. Whether they realize this or not, students will learn to give thanks to the educators who have dedicated their time and passion toward the needs of their students. Many times teachers serve as lenses, they help you see things that you have never seen before. I have so much admiration for the teachers of the world. In my opinion, there is no other profession that is so rewarding than the vocation of teaching, and it is for this reason that I want to become a teacher and touch the lives of my students.

It is, however, very interesting how my teachers of the past have differed from each other. All have been unique in their own ways and in the way they teach. Pedagogy is without a doubt an art. Teachers are the artists that are able to paint with their brush of knowledge a masterpiece on the canvas of their students. There was a professor/artist that painted on my heart with her teaching and her knowledge.

The teacher that left such a mark on my life was Mrs. Ott. She was unique compared to the other teachers that I have had. Normally I have always loved people who teach with great enthusiasm, but even though she did not have as much physical energy, it was evident that her aura radiated with great positive energy.

Mrs. Ott touched my heart in a way that I believe I will never forget. She was good and knew what to do so that her students would participate in significant discussions. Another thing that I loved about her was her manner of being open to and adapting new ideas that the students brought to her and the empathy that was part of her nature. She, without any doubt, was able to understand her students; she was a woman full of peace and respect toward others. One time she told our class that she considered herself to be a rather clumsy person but this was exactly what made her unique. Her "clumsiness" made us laugh with her and she entertained us throughout class.

She was the first professor that I had in the university and even if I had had the opportunity to choose a more world-acclaimed professor, I wouldn't have done it. She was more than a human being, perhaps she was like an angel. Unhappily, she is no longer with us as she lost her second battle with cancer. This disease took this magnificent professor from our hands - but not from our hearts. She taught me so much more than literature, she taught me life lessons; to not give up, to hang on to hope, and to keep a smile on your face despite what blows life may bring you. Rest in peace Mrs. Ott, and many thanks for all that you taught me.



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4. Provides more job opportunities. It's no joke that bilingual graduates find job hunting easier. Based on a report in CNN Money, the Army, NYPD, and the U.S. State Department can't get enough workers with this job skill and neither can Fortune 500 companies, hospitals, local courts and schools. Knowledge of a foreign language alone opens doors and opportunities in the fields of translation and interpretation. Translators and interpreters are expected to be one of the 15 fastest growing occupations in the nation, according to the U.S. Department of Labor.

In summary, speaking more than one language sets you apart from people that only speak one language, which in turn enhances your employability. Therefore, time spent in the foreign language classroom is money earned later in future jobs. It really pays to be bilingual!

For more information on this topic, check out <http://www.forlang.wsu.edu/top10.asp>.

***One language sets you in a corridor for life. Two languages open every door along the way.*

Frank Smith

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Pictograms created by Kennard-Dale High School students – submitted by Karen Snyder

MAPPING THE WORLD LANGUAGE TEACHER EVALUATION IN PENNSYLVANIA: HOPES, INFORMATION, CHALLENGES, AND QUESTIONS

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HOPES

For approximately the past 40 years, the teacher evaluation system in the state of Pennsylvania has remained almost virtually unchanged. A few years ago, Pennsylvania along with several other states, began to look for a more comprehensive evaluation process to identify quality teachers and to ensure students have access to high-performing educators. The state was looking for ways of not only identifying those high-performing teachers, but also giving teachers more meaningful feedback on their yearly evaluation than the current system provided to help educators improve their practice and better prepare students for the future.

In that vein, the Pennsylvania Department of Education (PDE) along with a variety of representatives across the educational spectrum have been working on developing and piloting a new teacher evaluation tool. In the early stages of the development process, it looked like the majority of a teacher's evaluation would simply come from standardized test scores which was problematic. However, after a lot of discussion, debate, and compromise, the new teacher evaluation system consists of multiple measures of student learning rather than relying simply on standardized testing.

The overall goal of the new teacher evaluation system in PA is that it more accurately measure individual teacher effectiveness than the system utilized for the past 40 years. It is hoped that this new system will be a valid, reliable, and fair measure of individual teacher effectiveness, and that this new evaluation system will provide meaningful feedback to educators to improve their craft of teaching. In addition, when you read and listen to PDE and legislators talk about the new teacher evaluation system, they will often offer the hope that good teachers will become better ones in this system and ineffective teachers can be removed from the classroom. As teachers, we will see over the next few years if the hopes for this new teacher evaluation actually come to pass.

In this new teacher evaluation system in PA, I believe that there are a lot of "parts" that teachers need to be aware of to successfully navigate through the entire evaluation process. In addition, teachers have a certain level of responsibility to educate themselves about the new evaluation system, to successfully advocate for themselves throughout the process, and to collect and to share sufficient documentation to help them earn a quality evaluation score.

The purpose of this article is not only to educate our world language teachers in PA a little about the new teacher evalua-

tion process, but also to provide some guidance around areas of concern with the evaluation process particularly for world language teachers in Pennsylvania. **Please consider** taking some time to read and to consider the points of this article. **However, a note of caution:** because PDE has allowed districts to make some decisions at local levels regarding items like the evaluative tool being used to complete the observation portion of the teacher's rating form and the measurement of student growth that will be used to evaluate a teacher's performance, this article is going to have to walk a fine line between giving enough guidance and information to ensure good decision-making and best-practices in the field of second-language acquisition and the limitations of each district being granted some local decision-making by PDE regarding the teacher evaluation process.

A further caution is that unlike many other states who have approved state standards to help support them in a consistent manner across the state about what is recognized as good decision-making when it comes to evaluating world language teachers, Pennsylvania has not seen the need to adopt state standards across the state. So, while other states have a common language and framework at the state level to refer to when recognizing and speaking about best practices of the world language discipline, Pennsylvania does not. Some districts are choosing to use the ACTFL standards as their common language and measurement; some districts aren't. Some are using the Standards Aligned System (SAS) markers; some districts aren't. Among world language teachers in the state of Pennsylvania, we aren't necessarily using the "same language or set" when it comes to aligning with world language standard across the state in the new teacher evaluation system. That piece adds yet another layer of caution and challenge when talking about the world language teacher evaluation process in Pennsylvania and in this article.

INFORMATION

What are the various 'moving parts' in the new PA Teacher Evaluation System?

Do you as a PA educator, understand the four various categories and subcomponents that make up each of the categories being used in the new PA Teacher Evaluation System? Do you know which subcomponents are currently in place and what school year the other subcomponents of the evaluation system will become active?

In June 2013, the Pennsylvania Department of Education (PDE) published regulations about a new teacher evaluation system. The regulations apply to all non-charter public school teachers working on Instructional I and II certificates in the state of Pennsylvania (PA). This new teacher evaluation has four kinds of data that are used to evaluate PA teachers:

- **Observation Data.** Half of a classroom teacher's final evaluative rating comes from observation of practice in four areas: (1) planning and preparation; (2) classroom environment; (3) instruction; and, (4) professional responsibilities. School districts may use any of several practice models

(including but not limited to Charlotte Danielson's *Frame work for Teaching*) approved by PDE to collect data to complete the observation portion of the rating form.

• **Building-Level Data.** 15 percent of a classroom teacher's final rating must be based upon school data that include at least seven measures: (1) PSSA/Keystone achievement; (2) PVAAS growth; (3) promotion rate; (4) graduation rate; (5) PSAT/SAT scores; (6) AP course participation; and, (7) attendance.

Note: Beginning in the 2013-2014 school year, the PA Commonwealth's new report card, called the School Performance Profile, has been published annually on the PDE website and will comprise the "building-level data" in the new system.

However, the data being used to create the 2013-2014 School Performance Profile is actually a bit of a misnomer. The data that creates this figure is actually student data from the previous year. [For example, the data in the 2013-2014 school year posted on the PDE website is actually student data from the 2012-2013 school year.] For that reason, many teachers will not receive their final evaluative rating in May of the ending school year. Instead, for that data to be an accurate representation of students in school during that year, the data for the **2013-2014 school year will not appear on PDE's website until the fall of 2014.** For that reason, many educators will not receive their final summative rating for the 2013-2014 school year, until the fall of 2014 (which is actually into the next school year).

Also, in the 2013-2014 school year, because several measures of student performance in this new rating system were not ready, a teacher's observation score could have been used by school districts in place of all teacher-specific and elective measures.

• **Teacher-Specific Data.** 15 percent of a classroom teacher's final rating must be based upon elective measures of student achievement and growth that included at least four items: (1) PSSA achievement; (2) student growth as measured by the Pennsylvania Value Added Assessment System (PVAAS); (3) student progress on IEP goals; and, (4) student progress as measured by district rubrics.

Note: The PA regulations even assign specific weights to these individual measures of student achievement. PDE states: (1) if teacher-specific PVAAS data are available, it must make up at least 10% of the teacher's final rating; (2) PSSA / Keystone results must make up no more than 5% of a teacher's final rating; (3) student progress on IEP goals must make up no more than 5% of a teacher's final rating; and, (4) student achievement measured by local district rubrics must make up no more than 5% of a teacher's final rating for teacher's with PVAAS data.

Beginning in the 2014-2015 school year, PSSA scores are incorporated into the teacher-specific score for teachers in tested grades and subjects. However PVAAS scores will not be included in the new system until 2015-2016. As a result, teachers in the PVAAS-tested grades and subjects will use the "Student Learn-

ing Objective (SLO) Template" to measure student progress on IEP goals, student progress on locally developed district rubrics, or other elective measures for the portion of the rating designated to PVAAS. PVAAS scores will not be recorded as part of a teacher's final evaluation until there is a three-year average for the district to use.

• **Elective Data.** 20 percent of a classroom teacher's final rating must be based upon elective measures of student achievement and growth that include at least five measures: (1) nationally recognized measures; (2) district designed measures; (3) industry certification exams; (4) student projects pursuant to local requirements; and, (5) student portfolios pursuant to local requirements.

Note: Beginning in the 2014-2015 school year, PDE will publish its first annual list of allowable elements for the "elective" portion of the new teacher evaluation system, and all local education association (LEAs) are required to use a "Student Learning Objective (SLO) Template" developed by PDE. This SLO template has undergone numerous iterations in the pilot over the past two years. As of the summer of 2014, PDE is now using template 10.1 as the most current template (but, by the time this article is printed, that *could* change).

Some of the "core" subject areas in districts like English and math have some kind of available data in all four areas as standardized tested subjects in the state of Pennsylvania. It is expected that beginning in 2015-2016, all data elements of the new evaluation system will be active and in place for use.

However, for some **subject areas, like world languages, data are not available for individual teachers as we are not a standardized tested subject area.** In that case, PDE is allowing some substitutions in the regulations. Because, for example, we don't have attributable PSSA / PVAAS / Keystone Exam data (as a result of not being a standardized tested subject area) or data related to progress on IEP goals, **we will use student achievement on locally developed rubrics or elective measures, as reflected on the "SLO Template"** to count for up to 15% of our overall rating. Depending upon what your particular LEA has decided to do, for many world language teachers across the state, the SLO component could account anywhere from 20% to 35% of your yearly teacher evaluation. That is a significant portion of your yearly evaluation.

CHALLENGES

What are some general challenges with the new PA Teacher Evaluation System?

Challenge #1: Local-decision making and local training of PA educators

Without a doubt, there are going to be many challenges across the state with the new Pennsylvania Teacher Evaluation System. PDE has left the sharing of the implementation and many decisions regarding the new teacher evaluation process at the district level for a local decision-making process. That is both a good and a bad thing. It is a good thing that districts can tailor

some of the various components of the teacher evaluation process to meet the unique identity of the teachers in the district and the students they serve. But, it is a bad thing in that many of the 501 school districts across Pennsylvania and the educators in those district, are not necessarily experiencing a uniform roll out and standardized understanding of the new teacher evaluation process.

Challenge #2: Local training of PA educators regarding the new system

Currently, one of the most significant challenges is that school districts across Pennsylvania are at various stages of understanding, knowledge, and depth of implementation of the actual process. Some educators in various school districts have a deep understanding and knowledge of the components of the evaluation process and lots of work has already been done with their district's educators in the process of implementing the teacher evaluation process with the district's educators. However, in other districts, educators can not even identify all of the various moving parts of the teacher evaluation process, and some do not have any significant depth of understanding or training provided by their districts regarding the evaluation process. Some districts believe a few hours of training is all that will be needed to bring their staff up to speed on what they need to know and to understand about this system. That's not the case. While we know that assessment shouldn't be a "one-time-vaccination" process for our students, some districts seem to think that a "one-time-vaccination" process somehow works for professionally educating their staff on a high-stakes evaluation process. It doesn't.

What is an SLO?

Student Learning Objectives (SLOs) are content-specific, grade level learning objectives that are measurable, focused on growth in student learning, and aligned to curriculum standards. SLOs are long-term, broad academic statements that clearly describe an expectation for student improvement and learning related to the most important skills / knowledge a student should have by the end of the course.

The primary purpose of an SLO is to improve student achievement at the classroom level. Another equally important purpose of an SLO is to provide evidence of each teacher's instructional impact on student learning. The SLO seeks to measure the teacher's impact on student learning within a given interval of instruction. The teacher and students work towards the SLO targets and throughout the designated time frame and use previously-identified measures to assess individual student progress towards the goal. At the end of the designated interval, the teacher meets with the identified evaluative supervisor in his / her district to assess the progress towards the SLO goal and to determine the teacher's impact on student learning for the SLO portion of the teacher's evaluation.

What are some specific challenges for world language teachers in PA with the new PA Teacher Evaluation System?

Challenge #3: Unlike other states, PA does not have approved PA world language state standards.

Another problem with simply using the *mastery* option as SLO goal, is that in the state of Pennsylvania, we don't have approved state standards. We don't have any set achievement goals for each level of a language statewide. How are you going to make an achievement-based assessment show that you have reached a widely-recognized benchmark of achievement when you don't have approved state standards that identify them?

Challenge #4: There is a slight "disconnect" between the PA SLO form template and the world language standards that PA educators need to align with for the evaluation in creating a quality SLO.

According to PA's current Student Learning Objective (SLO) Process Template 10.1., SLOs in PA can be based on *growth* ("change in students performance across two or more points in time"), *mastery* ("attainment of a defined level of achievement"), or *growth and mastery*.

At first glance, many PA educators think that the *mastery* option alone may be the way to go with an SLO. Because many districts in PA are not using any kind of proficiency-based, standardized measures across their language classes (i.e., ACTFL-based Oral Proficiency Interview [OPI], Standards-based Measurement of Proficiency [STAMP], Computerized Assessments of Proficiency [CAP] and the CAL Oral Proficiency Exam [COPE]), some teachers immediately think of just using typical achievement-based assessments (e.g., end of chapter exams, quizzes, and semester or final exams) as an SLO measure. These types of achievement-based assessments measure what a student can do on a specific topic (or set of topics) at a specific point in time. They do not tell you what a student specifically can do with the language; They don't tell you what the students knew or didn't know prior to the instruction. Instead, they simply tell you what the student knew at that particular moment in time for the assessment.

If you have been keeping current with best practices both for teaching and assessing second language, there have been many research-based changes. Best-practice language instruction has transformed dramatically from the discrete-point, grammar-driven, translation-based approach to a focus on the communicative and functional use of the target language using a constructivist approach (ACTFL, n.d.; Brown and Abeywickrama, 2010; Bachman and Palmer, 2010; PSMLA Assessment Guide, 2011; Shrum and Glisan, 2005). The quick-and-easy classroom achievement tests that rely on easily quantifiable testing procedures (i.e., multiple-choice, fill-in-the-blank, and matching) are frequently measuring non-contextualized and discrete-point items. These tests do not inform world language teachers about what our students can do in performing authentic language tasks in the real world nor do they indicate student progress in reaching proficiency and communication targets in world language standards (ACTFL, n.d.; PSMLA Assessment Guide, 2011; Sandrock, 2010; Wiggins, 1998).

Challenge #5: Without PA World Language State Standards (that might have listed some achievement-based standards), what should be the direction world language teachers direct their quality SLO towards?

If ACTFL's national standards (which are what PA educators usually look to since we lack approved PA world language state standards) are **proficiency-based**, our **SLO assessments should also be proficiency-based** to align properly with the standards.

Now, if you look to ACTFL's national standards for guidance, you now have yet another challenge with PA's *mastery* option and that is the world language standards are *proficiency-based*. Proficiency-based standards and mastery achievement standards are not one-in-the-same. You are comparing "apples" to "oranges." ACTFL's standards are proficiency-based; There is no specific content that can be measured by achievement. Instead, the *ACTFL Performance Guidelines for K-12 Learners* outline specific targets along a continuum described through standards for communication: interpersonal, interpretive, and presentational. This continuum has targeted levels of overall language proficiency that each student should attain within the context of a language classroom (e.g., novice-low, novice-mid, novice-high, intermediate-low, intermediate-mid, intermediate-high, advanced-low, advanced-mid, advanced-high, and superior). Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing.

Suggested Recommendation for Challenges #3, #4, and #5:

If the standards we are using as PA educators are proficiency-based, the assessments we use and design for our SLO measurements should also need to be proficiency-based to align with the standards. It is not recommended that teachers use achievement-based tests like multiple-choice tests, discrete-grammar item assessments, or percentage-based assessments because they don't inform world language educators about the growth of students' overall language proficiency as measured by ACTFL.

What is more appropriate would be assessment items like long-term portfolio assessments, performance-based rubrics, and Integrated Performance Assessments (IPAs) that assess student's interpretive, interpersonal, and presentational communication. After giving these assessments, teachers would record the student's level of proficiency on a scoring template that does not have percentages on it, but rather the ACTFL proficiency levels.

Because SLOs are looking for multiple measures, the teacher would need to design and record several performance measures for students throughout the SLO. Once all the data is completed and recorded by the teacher, for the sake of the SLO recording form, the teacher would need to note the percentage of students who met or exceeded the stated SLO goal(s).

Challenge #6: Are there any other issues that world language teachers should consider when writing a quality SLO?

Ideally, in order to set appropriate goals, select appropriate measures, and establish appropriate expectations, districts should be providing extensive training to train all teachers on SLO writing practices and to provide opportunities for teachers to examine and to share what well-written SLOs look like. This training should be more than a one-time-shot professional development time slot and the session should be guided by a trained SLO facilitator.

Another issue to consider would be writing an SLO that is too simple. In other words, sometimes teachers will only have one SLO goal for the year. As a world language teacher, if you only write one SLO, you are basically banking on that one SLO for anywhere from 20% to up to 35% of your yearly teacher evaluation depending upon how your LEA has assigned your subcategories since you are a non-tested area in PA. Do you want "all of your eggs in one basket" so to speak?

Also, do you want one performance measure in your SLO, or would it be more beneficial to you to have several performance measures? Would you want to weight your performance measures? Again, these questions go back to the "all of your eggs in one basket" question.

Suggested Recommendation for Challenge #6:

While I firmly believe that both PDE and local districts have an obligation to provide adequate and quality training both in the roll out of the new teacher evaluation process and the writing of quality SLOs, I do believe that for us to expect that all 501 school districts are going to do that is, perhaps, a little too hopeful.

However, it is very important that teachers receive and have access to both: information and a depth of understanding about the new teacher evaluation system and adequate training in writing quality SLOs. If your district is not providing that, then I would encourage you to get yourself educated and avail yourself to resources to put yourself in a more knowledgeable position. After all, this is your yearly evaluation we are talking about. This is your chosen profession. This is your livelihood.

If your district isn't providing the training, talk with the superintendent or curriculum director in your district to request it. Speak to your local union and see if they can help bring some training and information to your district. On your own or with your department, create a professional learning network to help you. You can collaborate, meet, and work with other teachers in other school districts who may be getting more training or information than you have. Or, if they aren't, you can work together to individually research and to share what you learn both about the evaluation system and about writing SLOs.

PDE has some information on the SAS website including some help for writing SLOs at <http://www.pdesas.org/Instruction/Frameworks>. You create an account if you haven't done so

already and you can access things like the Help Desk to walk you through the different parts of the current SLO template. You can also view sample SLOs that were done as examples in various disciplines. PDE also has partnered with Teachscape to provide online professional development for the Danielson Framework for teaching. This training will receive Act 48 credit.

PSEA is also very involved in monitoring the teacher evaluation process. PSEA has webinars that you can watch and advisories you can read at <http://www.psea.org/general.aspx?id=9428&MID=1036> if you are a PSEA member to become more informed about how the process works, what you need to do to be successful with your evaluation, and to learn about issues and concerns with the evaluation plan. They also have research on teacher evaluation at <http://www.psea.org/evaluation/research/>.

Consider setting up more than one SLO and have each SLO include several indicators that correspond to several measures. If you only have one SLO with one measure, you are banking on that single measure to be successful and to count for 20 to 35 percent of your overall evaluation. If you have two or more SLOs with several measures, you aren't putting "all of your eggs in one basket."

In addition, the SLO template allows for up to five performance measures in relation to the goal set up in section 2 of the SLO template. A teacher doesn't just have to list one measure. If a teacher uses two or more multiple measures for each SLO, the teacher may be able to minimize the extent that one assessment impacts the teacher's SLO rating. Also, when the teacher is writing performance indicators in section 4 of the SLO template, a teacher may want to weight the specific performance measures. In other words, if a teacher had written 3 performance measures for an SLO goal, the teacher could designate that one measure count for 50 percent of the teacher's SLO score and the other two count as 25 percent each of the teacher's SLO score. All performance measures do not have to be weighted equally.

Challenge #7: There is another "disconnect" with the evaluative observation tool of the Danielson Framework. World language teachers at early levels of language learning like "novice" and "intermediate" are at a significant disadvantage.

Without a doubt, there is a lot that is positive about the Danielson Framework. The Danielson Framework is a research-based set of components that are aligned to the INTASC standards. It has the activity of teaching divided into 22 components in four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. It is based on student learning outcomes and is often used by administrators in an observable, check-off kind of manner so that there is consistency between raters.

However, here is "the rub" for many world language teachers. World language teachers who teach beginning-level language students are mostly operating in the realm of best practice by providing quality "comprehensible input" to promote

language acquisition with their students (Krashen, 1982, 1983, 1985, 1987, 1994, 1995, 2003) So, you are being evaluated using an evaluative tool predicated on "**student learning outcomes**" and yet your students are at the point in their language acquisition that they are being "provided with **quality language input**" for their students.

Teachers need to clearly understand the "disconnect" between the Danielson tool and beginning foreign language teaching (because there is a philosophical difference between Krashen's model of "comprehensible **input**" and a "student learning **outcomes** tool" especially at novice and early intermediate levels of language acquisition.) If foreign language teachers (particularly beginning-level foreign language teachers) do NOT have a game plan on how they can still provide quality comprehensible input AND also meet the criteria of a student learning outcomes evaluative tool, many may end up with a very low evaluation.

Challenge #8: In all likelihood, your evaluator will not be a speaker of the language you are teaching. Also, your administrator will probably not be well-versed (if at all) about best practices in second language acquisition or second language acquisition research.

Now, some teachers are going to read this challenge and think, "How is this anything new? My evaluator never knew the language I was teaching before or any information about best practices and research in second language acquisition and it never was a problem before???"

Well, it's a little bit of a new ballgame now with the new teacher evaluation system. See, your administration must now evaluate you while watching you teach a class in which he or she will probably understand very little (if anything) if you are teaching towards ACTFL's "**90% of the time in the target language**" goal. Your administrator is now using the Danielson rubric which is based on student performance **outcomes** and he / she must first recognize and then be able to record what is happening with regard to student outcomes in your classroom. First, if the administrator can't understand what you are saying or doing, is he or she going to be able to record it? Will it be accurately recorded? What will he or she miss because he or she simply doesn't understand what is going on? If you had to watch a movie in a language you didn't speak (without subtitles) and then you were expected to accurately evaluate the movie based on a series of four rather extensive rubrics with subcategories, how accurately would you be able to rate the movie? Its purpose? Its success? Its accurate use of language? Its challenges? Welcome possibly to the world your evaluator experiences in your world language classroom with a rather extensive Danielson rubric to complete.

Suggested Recommendation for Challenges #7 and 8:

To start, it would be very helpful for world language teachers (either individually at the "pre-conference" before the actual observation or, more ideally, as an entire department with the principal before observations are conducted in the department for the school year) that the teacher(s) "educate" their observer

about some of the “best practices” in foreign language instruction. Some ideas would include a verbal and brief typed outline including: information about Krashen and his well-respected theories of second language acquisition, some information about observance of physical and verbal responses of students at beginning language learning levels, and some edu-speak words to what is commonly regarded as ‘good teaching’ in general (i.e., differentiation, 21st century learning, formative assessments, habits of mind, etc.)

Another step during this “educating” process of your evaluator might be making a chart (either individually or as a world language department) specifically for *Domain 2 (“The Classroom Environment”)* and *Domain 3 (“Instruction”)* that you would share with your administrator that has various components of the Danielson model at the top, and a left column showing how a quality teacher in a world language class would address that component with observable behaviors, and a right column showing what observable behaviors a student may demonstrate in a world language classroom.

For example, in a “Novice” or “Intermediate” World Language Classroom:

2b. Establishing a Culture for Learning	
In the world language classroom, the teacher may:	In the world language classroom, the students may:
<ul style="list-style-type: none"> • Speak in the target language the majority of the time during class. • Encourage students to use the target language. • Use English to clarify or identify meaning. • Alternate between group or choral response and individual responses. • Formatively assess student learning through both verbal responses (i.e., target language and English when requested) and non-verbal responses (i.e., gestures, acting, drawings, etc.) • The teacher has provided classroom activities the students cognitively busy with the target language • The teacher conveys an expectation of high levels of student achievement • Ensure all students have an opportunity to respond appropriately. • Prompt, assist, and scaffold learning for students who are experiencing challenges. 	<ul style="list-style-type: none"> • Respond in the target language as often as possible. • Follow and participate in class easily because the language being used is comprehensible and level-appropriate. • Follow and respond when appropriate in group and in individual situations. • Respond to formative assessments both verbally and non-verbally when cued by the teacher. • Students are cognitively busy with the target language • Students assume some responsibility for high expectations by initiating improvements in their work, making revisions, adding details, and / or helping peers. • Follow and respond when appropriate in group and in individual situations. • Encourage other students to participate.

Teachers also need to think about and know what they can do to during the actual observation to show their evaluators that they are meeting the components of the Danielson rubric especially in areas like “Questioning.” For example, teachers can have the question word poster on the wall which the teacher can point to as you ask various questions to students and to show your administrator that you ARE asking “higher level questions” and using the range of questions. (The administrator won’t realize that if he / she doesn’t speak the target language.) As another example, the teacher can write specific questions in your observation write up in English showing you are asking / have asked “why” questions that require speculation or integration of information at the beginning levels which may push your marks in that area toward “Proficient” or “Distinguished” especially if you are a beginning-level language teacher since that is a higher-level question.

Challenge #9: The evaluator is not going to be able to see all you do as a world language teacher in the required one or two classroom observations for your yearly evaluation.

No matter how good your administrator is at evaluation, he or she is not going to be able to see all that you do as a world language teacher in your classroom throughout the year because he or she is only in your room for a limited amount of time once or twice a year. In addition, what he or she does see may make little sense outside of the larger context of what you do day-to-day in your classroom because your evaluator is only seeing a “photograph” of what you do in class: not the “video” of the bigger picture.

Now, some districts are saying that “if they don’t see a Danielson component” in the time frame that they are in a teacher’s classroom, they aren’t going to give the teacher any credit for that component. Well, while that legalistic mindset might seem to make things easier for the evaluator, it actually compromises the Danielson evaluation tool. Domain 1 and Domain 4 are specifically set up with components that, in all likelihood, the evaluator is not going to have a very deep picture of (if any picture) or understanding based on what they observe in one classroom visit.

Suggested Recommendation for Challenge #9:

For that reason, many districts are allowing teachers to prepare an artifact binder. If your district will permit it, I would encourage you to consider doing so. Yes, it is a bit of work, but this is your yearly evaluation you are talking about. If you *are* doing something that your administrator may not see in his or her visit, don’t you want acknowledgment that you are, in fact, doing something of quality and value? In the binder, teachers could have it organized by domains and have artifact examples that are clearly linked to each one of the components. Teachers can give it to the administrator at the pre-conference. He / she can give it back to the employee at the post conference. Or, (if you want to demonstrate your 21st century skills), have your “artifact binder” in electronic version through a Wiki or Weebly site for your administrator to access.

For example, *Domain 4, Component 4c: Communicating with Families*, is an area that an administrator is typically not going to see when he or she is observing my 50 minute classroom. In an artifact binder, the teacher can have a paper divider with this Danielson component and samples of teacher-parent communications like newsletters, Back-to-School Night Information, and student behavioral contracts. These are things that would clearly show that the teacher is meeting this Danielson component even through it wasn't seen in that day's observation. It gives the administrator a much deeper understanding of what you are doing in your classroom than just the "50 minute snapshot" he or she saw.

Challenge #10: Some of the "proficient" and / or "distinguished" ratings mean that students need to be in charge of their own learning. At lower-level world language classes, this may be very difficult to show.

Have you ever noticed that some levels of schooling have "accreditation" and "recognition" that aren't available at other levels? For example, you sometimes will hear about high schools pursuing "Middle States Accreditation" but you don't often hear of a "pre-school" or "kindergarten" level pursuing "Middle States Accreditation." Why is that? If it is a worthwhile accreditation, shouldn't everyone be pursuing it at every level?

One of the difficulties is whether or not a "pre-school level" can show evidence that more mature "high-school level" can demonstrate. It really wouldn't be developmentally appropriate for pre-school teachers to allow pre-schoolers to set their daily, weekly, and annual goals. These students don't have the knowledge to know what it is they need to know, don't have all the steps they need to get there to be in charge of their own learning, and don't necessarily have the maturity to set and to reach meaningful goals in their learning. Not every student skill is appropriate at every level in the same way.

On the other hand, setting goals to be in charge of parts of their learning is a life skill that is appropriate for more mature students like high school students. It is a skill they need to transition from being "school learners" to "life-long learners." Requiring these students to be in charge of parts of their own learning is necessary and desired.

In addition, it is more appropriate for high school students to demonstrate more performance-based assessments on a regular basis than pre-school students. The outcomes-based assessment are more readily available and more easily accessible for more mature students like high school students because they have enough knowledge input to demonstrate more outcomes.

However, students in the initial learning phases, or pre-school students for example, are at a greater input learning cycle than output. As a result, the depth and frequency of performance-based assessments tends to be fewer and farther apart than at the high school level because each set of students is currently at a different point in the learning cycle.

Suggested Recommendation for Challenge #10:

Particularly at the beginning levels of language learning (i.e., Novice and Intermediate), it is going to be very difficult to show an administrator that students are in control of their own learning in the classroom. Students at that level need "quality comprehensible input" and it is not going to be developmentally appropriate just to let them be in control of their own learning. Like pre-schoolers, they don't have the knowledge to know what it is they need to know, don't have all the steps they need to get there to be in charge of their own learning, and don't necessarily have the maturity to set and to reach meaningful goals in their learning. That's why they have a teacher.

However, through the use of an "artifact binder," or information presented in the "pre-conference" observation, beginning-level teachers may be able to show some appropriate and limited places where teachers are allowing students to make choices about their learning. One way to do this would be by documenting or sharing ways you are using differentiation within your classroom. For example, putting in some examples of places in your unit or curriculum where you allow students to choose different content (resources), process (activities), or products (assessment) based on their own personal interests. In other words, you aren't assigning them to different content, process, or products based on their readiness level in the target language, but instead you are allowing students to choose (a.k.a., "be in charge of their own learning") based on their interests.

Another way you could document this would be by including items in your artifact binder and / or pre-conference regarding choice selection you allow within the actual unit of instruction with regard to instructional outcomes. For example, teachers could create vocabulary lists that involve both teacher and student input. This not only shows students having a limited part in "controlling their own learning" but it is also a great way to motivate students. The students get to have a say in setting some instructional outcomes while still allowing the teacher to have some control in the instructional selection process. The teacher determines a list of essential vocabulary and lets the students add to the list with their own creative alternatives. Let's say the vocabulary list involves adjectives. The teacher selects 20 adjectives and lists them in the teacher-generated column of the vocabulary list. Then, have students either work individually or in small groups to generate another 10 common / popular adjectives that they would like to learn. The teacher then collects the lists from all the students / groups and he or she generates a master list of the 10 most popular ones. Students then add these 10 vocabulary words to their master vocabulary list.

Vocabulario: Adjetivos

Estudiante: _____

Adjetivos (Teacher Generated)	Adjetivos (Student Generated)
* alto / alta--tall	*
* bajo / baja--short	*
* feo / fea--ugly	*
* bonito / bonita--pretty	*
etc.	

QUESTIONS

As with anything new, there are often many questions in move from an idea, through a pilot program, to full implementation as is happening with the new teacher evaluation system in PA. In addition to the hopes, the challenges, and the recommendations made in this article, it might be good to end with a few questions that are being asked in general by PA educators and researchers about the evaluation program to provide a larger picture.

Do SLOs really measure teacher effectiveness?

This question is a portion of the teacher evaluation system that some educators and researchers are really examining. In the March 2014 PSEA Advisory: *Student Learning Objectives*, PSEA asserted,

“SLOs have not been demonstrated to be valid or reliable measures of teacher effectiveness. SLOs may in fact measure several aspects of teaching and learning that do not relate to educator effectiveness such as the extent to which teachers are able to set accurate long-term goals or the amount of information teachers have about their students at the time of writing the SLO” (p. 3).

For world language teachers who have been 20%-35% of their evaluation rating coming from this section of the teacher evaluation process, the unfolding answer to this question will be something that educators will want to keep an eye on as more research is conducted and numerous SLOs are implemented by educators across the state.

Does this new evaluation system truly measure an individual teacher's impact on student achievement?

Many educators and researchers are questioning if this new teacher evaluation model with all of its various components and sub-components really is set up and is able to truly measure the impact of an individual teacher. Educators and researchers claim that it is difficult if not impossible to isolate the impact of a single individual on a student because teaching is a collaborative and developmental process.

A recent research investigation of available evidence concluded that teacher evaluation has not shown to produce positive results in learning outcomes or school improvement. (Murphy, et al., 2013). Teams of teachers and others like social workers, guidance counselors and school nurses all work together to educate students. Individual classroom teachers also build on the efforts of a student's previous teachers. If a student has a breakthrough in 7th grade, it could be largely due to groundwork built in 3rd and 6th grade. Who should get the credit and do you know without a shadow of a doubt where the credit should truly be given just by an assessment?

Is the 50% observation portion of the model still flawed in some way despite the extensive Danielson rubric since it is still only a “snap-shot” observation?

While for many teachers, the use of the Danielson framework (or a similarly approved tool by PDE) is far more extensive a

reporting tool than the traditional scripted write ups that many teachers have received through observations in years past, many question if the once or twice observation procedure itself in the course of an entire year of teaching isn't still flawed.

Can PDE and area school districts defend the legitimacy of a system of that bases 50% of a teacher's yearly observation on a snap-shot visit (or two visits) to observe a teacher's lesson? What about when these observations are conducted by supervisors and administrators with potentially limited or no classroom experience in the subject being observed? Add to that, in the case of many world language teachers, these evaluators often do not even speak the target language of the lesson they are observing so added to the potential problem of the administrator having limited or no classroom experience in the subject he or she is observing, you have now added a layer of not understanding the language of the class that he or she is observing. Is that potentially a problem?

What if, in the medical field, doctors received yearly evaluations based on how teachers currently receive 50% of their observation? Imagine an experienced surgeon who conducts approximately 180 days of multiple surgeries each day throughout the entire 365-day year. Now, imagine if 50% of the determination as to whether he is a “good surgeon” or an “ineffective surgeon” was based on an observation by a doctor who is a *general practitioner* (and, who, by the way, *has never actually performed an operation*). In addition, this observation will be done once (or perhaps twice) a year for only a total of 50 minutes out of the 180 days total of multiple surgeries per day that this surgeon who is being evaluated completes each year. Could this be a problem when it comes to legitimately defending the 50% total evaluation of the surgeon as a “good surgeon” or an “ineffective surgeon?”

Is this new teacher evaluation system in PA going to make a difference in a more meaningful evaluation for teachers and will it get rid of ineffective teachers?

This final question is probably the most common question spoken asked by teachers, educators, and researchers about the new evaluation plan. Everyone who cares about education is on the same page about wanting a valid, reliable, and fair measure of teacher evaluation. Everyone who cares about education wants the very best teacher for their children in front of the classroom every day. No one wants an ineffective educator in front of the classroom every day. Every educator who truly cares about his / her craft of teaching wants meaningful feedback to continue to improve each and every day of teaching.

The question is, “Will this new teacher evaluation process in PA accomplish that?” Clearly, it uses multiple measures to answer that question. Are those measures valid and reliable? Is it fair that a good teacher who is working in an academically challenging school district may receive a lower score due to their yearly School Performance Profile? Does this new evaluation system encourage the best and the brightest of our teachers to go to school district who face the biggest challenges? Or, will the best and the brightest of our teachers be discouraged to

go to districts where a portion of their yearly evaluation could be low due to a district's yearly School Performance Profile? Are there enough multiple measures to balance those considerations out? Do the performance measures really evaluate how effective an individual teacher's contributions are? As any public school teacher will tell you, most of us get the students who are randomly assigned to us as teachers. We don't get to pick-and-choose which students we will teach. Will this teacher evaluation system truly measure how well we, as teachers, teach or will this teacher evaluation system simply reflect the students that we, as teachers, are assigned?

In all likelihood, we won't know the answer to these questions until some time has passed under the new system. Until then, I would encourage all teachers to do the very best they can under the new PA teacher evaluation system. Become knowledgeable about how the system works. Educate yourself if your district isn't doing enough. Work collaboratively with other teachers to learn the new system. Start or participate in your own Professional Learning Network. Write quality SLOs for your students that are meaningful to what you do in your classroom. Improve your teaching craft. Try something new this year. Advocate for yourself. Care about your students: both who they are personally and where they are academically. Collect and share sufficient documentation for your pre-conference and through an artifact binder to earn the quality teacher evaluation score you deserve.

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HOW I COMBINE ART AND PROJECT-BASED LEARNING IN TEACHING THE CHINESE LANGUAGE AND CULTURE

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Most likely, children *like* to get their hands dirty and colorful if they get a chance to paint or explore. I was one of those

children. I found out that students learn and retain content information better if they are provided with opportunities to learn by doing, to explore by taking risks, to perform by making mistakes, and to succeed by making learning fun. As a teacher who started teaching in China and continued teaching in the United States, teaching has given me opportunities to design lessons that encourage creativity, optimize learning with hands-on projects, and that bring rigorous learning that is also fun.

The following pictures are actual artwork done by my students from sixth to eleventh grade in 2012, 2013 and 2014.

An eighth grader painted this Chinese dragon during the 2013 Chinese New Year. The Chinese dragon plays a significant role in the Chinese culture.



Since Zodiac animals are a big part of the Chinese language and culture, my students of all language levels pick one of the twelve Zodiac animals and use the animals that they have chosen to do projects. Here is a Zodiac wheel that my first year Chinese student in eighth grade created by writing out twelve animal characters and using a wheel to find out Zodiac animal signs for others.



This is a paper cutting with four of the Chinese characters “春” (Spring) by an eighth grade student. The Chinese New Year/ Chinese Spring Festival signifies the beginning of spring.



A third year Chinese student drew/painted a horse character for the Year of Horse to celebrate the Chinese New Year. Students wrote the characters of horses in simplified and in traditional forms with Chinese brushes and painted the horses by half writing and by half painting the characters. Then, the artwork was stamped and signed by the artists before it was mounted on craft paper. Their work was posted in the classroom and in the school hallway for others to view.



FORUM

A seventh grade student created all parts of the cat with Chinese characters when we were learning about the origins of Chinese characters. Students were encouraged to create pictures with characters only.



I assigned projects of creating ideal countries to students for their zodiac animals while they were learning about countries. Two seventh graders created a Panda Country and two high school second year students created a republic for their animals.



I designed my lessons so that my students learned vocabulary in sentences and context for all their work and projects.



Two sixth graders created a daily routine for their animals.



An eighth grader created a treasure hunt in which he gave directions to a partner who found the hidden treasure by following his directions in Chinese.



A seventh grader painted a picture for learning a Chinese idiom. The idiom means "birds singing and flowers exerting fragrance" to describe springtime.



The fish below is painted by a first year high school student with the idiom saying "two fish playing in water" to describe the playfulness of the fish and the beauty of the nature.



A first year high school student drew a bamboo and copied a famous Tang Dynasty Chinese poem to celebrate the Mid-Autumn Festival. The poem describes the loneliness of the poet that how much he missed his home by taking a post in distant place.



An eighth grader copied a famous Tang Dynasty poem painted a cliff background for the poem. The poem means: "The hot sun is setting behind mountains, the Yellow River flows into the ocean. If you want to see far, you should go up a floor higher."



A third year high school student drew a plum blossom for learning a Chinese poem. The stanza in the brush painting means "one red plum branch peeks out the stone doorway of the friend that the poet was visiting."



Two sixth graders wrote a pair of Chinese lucky couplets in calligraphy for their house to celebrate the Chinese New Year – the year of snake. The couplets mean: "big luck and profit, every year has left over for next year." The act of "saving money" is a ritual for Chinese families to prepare for unexpected.



An eighth grader created a paper-cut lantern to celebrate the Chinese Lantern Festival which signifies the end of Chinese New Year on the fifteenth day from the Chinese New Year's day. The luck couplets mean: "Every year is safe and peaceful; everything goes the way that you wish."



FORUM

A seventh grader painted the 2013 snake year with Chinese brush. Zodiac animals are very important in Chinese culture and people's lives. Every sign has its own significance.



Two seventh grade students talked about what sports that their zodiac animals liked.



A first year high school student wrote a pair of Chinese lucky couplets in calligraphy for his house to celebrate the Chinese New Year.



A first year high school student talked about her zodiac animal's favorite sport(s), where it came from, where it has traveled, and a general introduction of her animal.



Two sixth graders introduced their zodiac animals.



Here's a picture where seventh graders created and introduced their own zoos in Chinese.



Two seventh graders introduced their zodiac animals by using many sets of Chinese transitional phrases.



On the first day of school, all students make their origami rabbit as their name tags. Their origami rabbits will be used in many learning situations as prompts. Throughout the process of making the rabbit, all commands are in Chinese. Students can follow the process by visually following the steps even though they may not understand all the Chinese commands in target language.



Eighth graders completed a Chinese geography project that included drawing Chinese maps with three required neighboring countries.



INFORMATION-GAP LESSON ON THE COMPARISON OF POPULAR SPORTS FOR CHINESE AND AMERICAN STUDENTS

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I. CONTENT

A. THEME: Comparison of Popular Sports for Chinese and American College Students Language Learners: Level 1 Chinese in College, the second semester

B. FUNCTIONAL OBJECTIVES:

SWBAT discuss their favorite sports, and compare popular sports in Chinese and American colleges.

C. PERFORMANCE OBJECTIVES:

SWBAT talk about their favorite sports with Chinese students.

SWBAT introduce orally their favorite sports.


SWBAT read a short paragraph about a Chinese student's favorite sports.

SWBAT write the vocabulary of sports.

SWBAT know the common sports for Chinese college students, and compare the differences of the most popular sports.

D. GRAMMATICAL OBJECTIVES:

SWBAT express orally their hobbies using “喜欢 (like)” and “最喜欢 (favorite)”.

			
Gǎn lǎn qiú 橄欖球	Yóu yǒng 游泳	Wǎng qiú 網球	Lán qiú 籃球
			
Zú qiú 足球	Pǎo bù 跑步	Píng pāng qiú 乒乓球	Yǔ máo qiú 羽毛球

E. VOCABULARY OBJECTIVES:

SWBAT identify vocabulary and phrases of sports, including (see the pictures above):

- 1) 橄榄球 American Football 2) 游泳 Swimming
- 3) 网球 Tennis 4) 篮球 Basketball 5) 足球 Football
- 6) 跑步 Jogging 7) 乒乓球 Ping-Pong 8) 羽毛球 Badminton

F. CULTURAL OBJECTIVES:

SWBAT discuss the similarities and differences of sports between American and Chinese college students.

G. STANDARDS ADDRESSED:

COMMUNICATION

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

CONNECTIONS

- 3.2 Students acquire information and recognize the distinctive viewpoints that are different in foreign language and its cultures.

COMPARISONS

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- 5.1 Students use the language both within and beyond the school setting.

II. LEARNER DESCRIPTION

The learners are U.S. college students registered in the Integrated Chinese Level 1 course. They have already finished three lessons, and lesson 4 is "Sports." There are 10 students in this class.

III. MATERIALS

8 pictures (to express new vocabulary for sports)
Forms (for the Info-Gap section)

IV. ACTIVITIES

A. WARM UP (3-minute/ 1.1)

Considering the background knowledge of students, they have already learned basic expressions about dates and times. We conduct a Q and A section to introduce the new topic on sports. Three to five students will be asked.

Questions are as follows:

- 1) What kind of sports do you like?
- 2) What do you often play with friends?

3) What do you often play in the weekend?
Also, the teacher could capture the students' attention with pictures for sports.

B. INPUT/ENGAGING LEARNERS (12-minute/ 1.2)

TPR Activity:

Introduction

First, the teacher teaches the students the vocabulary by using pictures, saying the words, and showing the corresponding picture at the same time. Then, we hand out 8 pictures to the students, and provide a dialogue between an American student and a Chinese student talking about their favorite sports. When the vocabulary mentioned in the dialogue, the corresponding picture will be raised by the student who holds it. Also, the teachers point the picture to stress the vocabulary. Next, the teachers repeat each of the vocabulary, and the students are asked to do actions to respond. For example, after we say "打篮球 (play basketball)", the students need to express the meaning by gestures like shooting. Later, the teachers will gesture the actions to express each vocabulary phrase, and students need to say the words since once they have enough listening experience on hearing the pronunciation.

C. GUIDED PRACTICE (8-minute/1.1, 1.2, 1.3, 2.1, 3.2, 4.2)

As pair-work practice, assistance will be provided by more capable peers: the more capable peer will read a short paragraph about a Chinese student's favorite sports, compare and discuss the similarities and differences of the sports between American and Chinese college students. For example, playing badminton is uncommon for most American students, but it is one of the most popular sports for Chinese students. One student would ask the other student a question, for example, "Do Chinese students/American students like playing basketball?" Using this technique, students not only practice the grammar and vocabulary, but students also practice their reading and speaking skills. With the help of a guided practice section, the class then is now ready to move into the info-gap section.

D. INDEPENDENT PRACTICE (12 minute/1.1, 1.3)

Information-Gap Activity:

The teacher hands out the forms to students. Each student has to ask 5 questions and fill out the forms. The suggested two questions are: "Do you like____?" "How many students like____?" The vocabulary in the forms would provide linguistic assistance to students.

FORM 1

1. Ask your classmates the question "Do you like _____?"
2. Fill out the form according to the question (do not forget count yourself).

How many students like 有多少学生喜欢 _____?

九 night								
八 eight								
七 seven								
六 six								
五 five								
四 four								
三 three								
二 two								
一 one								
	橄 榄 球	游泳	网球	篮球	足球	跑步	乒乓球	羽毛球
	运动 Sports							

E. CLOSURE (5-min/1.3)

The teacher asks students to vote for the most popular sports as class summary.

F. HOMEWORK

Students need to ask 3 people (including at least 1 Chinese person) about their favorite sports, and list the names of sports in Chinese.

V. SELF-REFLECTION

During the class, the students have opportunities to listen, to speak and to discuss the sports theme. This lesson plan covers Communication standards 1.1, 1.2, 1.3; Cultures standards 2.1; Connections standards 3.2; Comparisons standard 4.2 and Communities standard 5.1. This function-driven class will motivate students' interests to participate in the activities. Participating in TPR and info-gap activities, students will better understand the meanings of the new vocabulary and

how to use "like" and "favorite" to express their opinions. Also, they will learn about popular sports in Chinese, which probably they are not very familiar with, and compare those Chinese popular sports with popular sports for American college students.

There are several theories involved in this class lesson:

1) **Long's interaction hypothesis.** According to Long, individuals can make their input "comprehensible" in three ways. At the beginning of this class, we use the first way, which is simplifying input by using familiar structures and vocabulary to introduce the new lesson. 2) **Negotiation of meaning.** This refers to the exchange between learners and teachers as they try to resolve communication breakdowns and work toward a mutual comprehension. In this class, the teachers negotiate meaning with students to make sure they are clear about the instructions.

3) **Swain's output hypothesis.** Swain argues that language learners need opportunities for language production. In the info-gap activity, students will have opportunities to participate in real conversations;

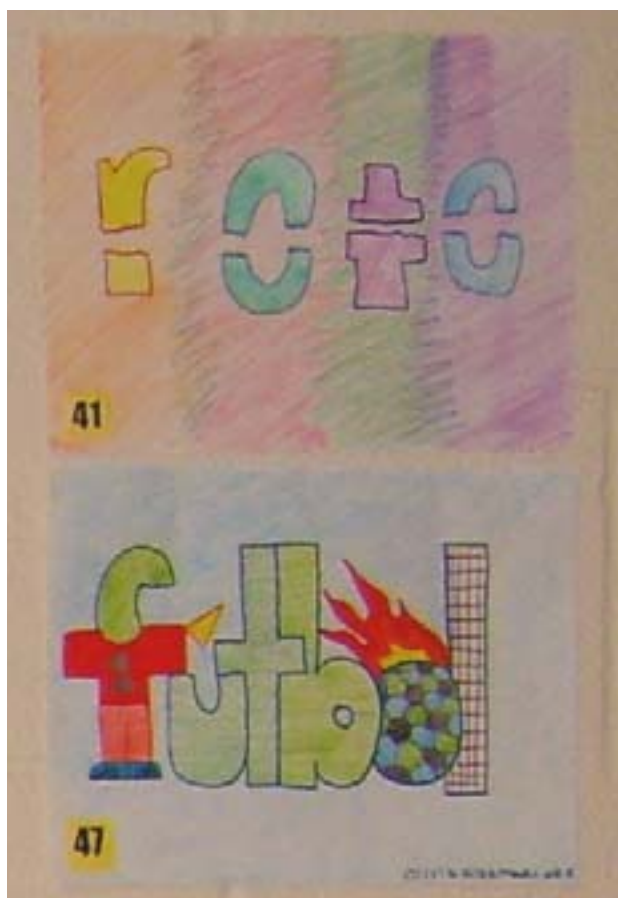
4) **Scaffolding.** In scaffolding, teachers motivate learners based on their language levels, and learners positively explore answers and show their abilities with the appropriate types of assistance. During the whole class, students will get scaffolding assistance provided both by the teacher and peers resulting in higher proficiency levels.

Problem anticipation:

- 1) Time-control of the activities
- 2) Students may want to express some vocabulary they haven't learned yet. This lesson has the possibility that the students will use English rather than the target language to communicate with peers. For the second problem, I will require students to use target language as much as possible in the class. Also, I would let the students prepare some new words they are interested in, and let the students share those words in the class.

VI. EVALUATION

Create rubrics for the report, and provide detailed feedback to students.



Pictograms created by Kennard-Dale High School students – submitted by Karen Snyder

DIFFERENTIATED INSTRUCTION ON CHINESE COLOR WORDS AND THEIR CULTURAL MEANINGS: A LESSON PLAN

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I. CONTENT

A. THEME: Color Words and Their Cultural Meanings

B. FUNCTIONAL OBJECTIVES:

1. SWBAT use basic color words and understand the cultural meanings of the colors used on Peking Opera masks.

C. PERFORMANCE OBJECTIVES:

1. SWBAT demonstrate understanding of the new vocabulary.
2. SWBAT identify different colors by looking at the visual materials (pictures, graphic organizers, PowerPoint slides, etc.)
3. SWBAT discuss their most and least favorite colors.
4. SWBAT read and role-play the dialogue given on the PowerPoint slides.

D. GRAMMATICAL OBJECTIVES:

1. SWBAT identify and comprehend the like/dislike structures.
2. SWBAT use the like/dislike structures to discuss their likes and dislikes of certain colors.

E. VOCABULARY OBJECTIVES:

SWBAT recognize the new vocabulary introduced by the visual materials.

F. CULTURAL OBJECTIVES:

SWBAT know the cultural meanings of the colors used on Peking Opera masks, especially their representative meanings of the different personalities of the mask wearers.

G. STANDARDS ADDRESSED: 1.1, 1.2, 1.3, 2.2, 3.1, 5.1

II. LEARNER DESCRIPTION

This lesson plan is designed for a College Level 1 Chinese class.

III. MATERIALS

Visuals of the new vocabulary, graphic organizers, PowerPoint slides, and blank sheets of Peking Opera masks for coloring activities.

IV. ACTIVITIES

1) CONTENT

The lesson introduces different color words in Chinese, as well as a dialogue used to talk about one's like and dislike of certain colors. What the teacher will not differentiate in this content is the essential understanding of the new vocabulary and the grammatical structure of the dialogue.

Vocabulary

- 1) Introduce the new vocabulary of like/dislike using pictures and graphic organizers.
- 2) Introduce the new vocabulary of colors using visual materials, such as the pictures of the colors.
- 3) Check for students' comprehension of the new vocabulary using PowerPoint slides, by asking students to say the names of colors.
(See pictures below)

喜欢 xǐ huān  Like	Dislike  不喜欢 bù xǐ huān
--	---



Like/Dislike Structure:

- 1) The teacher lists the grammatical point on a piece of paper and attaches it to the blackboard. The grammatical point includes two comparative sentence patterns.

(Input)

E.g.: I like red color, and you?

我喜欢红色，你呢？

- 2) The teacher introduces the content of the dialogue and then asks students to practice the dialogue by asking each other questions. (Guided practice)
- 3) The teacher asks the students to work in pairs or in groups to role-play the dialogue. (Independent practice)

Dialogue 1

- Wǒ xǐ huān hóng sè nǐ ne
 • A: 我 喜 欢 红色， 你呢？
 I like red, and you?
- B: 我喜欢绿色。
 I like green.



Role Play



A



B

2) PROCESS

The teacher differentiates the process by asking students to develop dialogues based on their likes or dislikes of different colors. What the teachers will not differentiate in the process is the need for all students to use the materials that the teachers prepared, apply their understanding of the materials to design the dialogues, and to share their ideas with their classmates.

1. There is a class-wide introduction of the content by the teacher. (Vocabulary and grammar using the PPT slides)
2. The teacher assigns students to different groups based on the color they like from the following three options: red, green and black.
3. The teacher hands out different task sheets to each group. (During the group activity, students could use English if necessary)

Task for Group 1:

- (1) List 3 popular colors for Christmas decorations.
- (2) Write down the Chinese characters of these colors.
- (3) Discuss and prepare a greeting card, using the colors you choose for a Christmas decoration.

Task for Group 2:

- (1) Write down your favorite color(s) in Chinese.
- (2) Explain why you like the color(s).
- (3) Discuss the cultural meanings of the chosen color(s) in China.

Task for Group 3:

- (1) List 2 colors that you like.
 - (2) List 2 colors that you don't like.
 - (3) Practice the like/dislike dialogue with your group members, trying to use Chinese words for the colors.
1. Have each group present their tasks, and share their thoughts and ideas with their classmates. The activities are primarily student-centered. During the practice activities, the teacher leads the activities and helps the students to make sense of the instructional content, while the students discuss and complete the color-related tasks based on their own knowledge of the language.

3) PRODUCT

The product will not be differentiated. Students are given a hands-on task, which aims to help them understand the meanings of the colors used in Peking Opera masks. Students are then asked to make their own Peking Opera masks by choosing different colors.

4) ANALYSIS

Differentiate Why: The reasons why we decided to differentiate the instruction are:

- 1) The text of this lesson contained a dialogue

between two students who were talking about their color preferences. We hoped that students could apply the knowledge that they had learned in this lesson—the new vocabulary and the comparative sentence patterns—to the discussion about their own color preferences in real life.

- 2) While students are working on their assigned group tasks, teachers make themselves available for groups that needed help and advice.

Differentiate What: In this lesson, we differentiated the process by assigning different tasks to each group based on their choice of color. We designed three tasks for each group that like the colors of red, green and black. We also prepared a task sheet for a potential fourth group that may have chosen not to like any color. The specific content for each group task varied but they had similar levels of difficulty.

How to Differentiate: Considering that the audience of this lesson are college-level students, this differentiated instruction utilizes Gardner's multiple intelligences theory. Each group were given multiple tasks of different natures to accomplish during the activity time. This provided the group members with equal opportunities to demonstrate their talents in different fields.

This differentiated instruction also reflected Vygotsky's ZPD theory. During the group discussion, students not only improved their language knowledge and skills through conversations with their group members, but also received input or assistance from their more capable peers or the teachers if needed.

In addition, the hands-on task of coloring the Peking Opera masks not only motivated students' interests in learning the Chinese color words, but also helped to develop students' interests in Chinese culture. Students will show their coloring products to their relatives, friends and classmates, whereby increase the community's awareness of Chinese color terms and their related cultural meanings.

Appendix:

1) Worksheet 1

1. Write the following colors in Chinese **AND** pinyin. 3 for each, total 15 points.

Example : 红色 hóng sè	橙色
黄色	Green
Blue	Black

2. Bonus 2 point. What's the color for Chinese traditional paper-cutting? (In Chinese character)

2) Worksheet 2

Meanings of Colors on Peking Opera Masks

Color in the Mask	Meaning of Personality
红(hóng) 色(sè)	Loyalty
黑(hēi) 色(sè)	Frankly
白(bái) 色(sè)	Cunning
蓝(lán) 色(sè)	stubborn
黄(huáng) 色(sè)	ambitious

TASK:

Please color the Peking Opera mask, and share with your group. Explain the meaning of the color(s) you used.



THANKSGIVING IN ECUADOR

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Mom's homemade pumpkin pie with a dollop of whipped cream on top is what I look forward to every Thanksgiving. Last Thanksgiving, however, I traded a slice of pumpkin pie and turkey with all the fixings for a lunch on Turkey Day that consisted of chicken, beans, and potatoes in Quito, Ecuador that I ate seated beside my Ecuadorian sponsor child in her native village in Pastocalle, Ecuador. Currently, I am a Spanish teacher with the Montoursville Area High School, but I also am a Childfund International sponsor of an Ecuadorian teenager named Mónica Elizabeth Toapanta Chicaiza. Childfund International is a child-focused international development organization that works with families and communities to improve living conditions for children in need, as well as improve their quality of life. Like many philanthropic groups, Childfund International works with its sponsors to organize reunions with their sponsor children in their native countries. Last November in 2013, I traveled to Ecuador over Thanksgiving break to meet Mónica and experience Ecuadorian culture for the first time.

I began my solo journey with a four and a half-hour flight from Atlanta, Georgia to the capital city of Ecuador, Quito. I traveled on a 737, which departed the United States at approximately 6:30 p.m. and arrived at Quito airport at approximately 11:00 at night. Unlike my several travels to Spain, there was no jet lag on this trip because Quito is only one hour behind PA!

Upon arriving in Ecuador, my first order of business was to catch a taxi cab to my hotel which was about a 45-minute ride from the airport. Little did I know that my taxi driver, and other random Ecuadorians that I would soon meet in the streets and on public transportation, would end up being my best resource to navigate through the unknown city of Quito. The driver was friendly, informative and easily understandable. Ecuadorian Spanish wasn't too different from the Castilian Spanish I had learned in Spain, aside from differences in pronunciation and choice of words. The 45-minute ride was actually a great learning experience because I acquired quite a bit of useful knowledge from the driver, such as:

1. The airport in Quito used to be in the city but was moved because it was too noisy.
2. Summer in Ecuador is short; from July to September. Otherwise, they experience spring-like weather year round, with lots of rain in the winter months and dry weather in the spring months.
3. Tipping a cab driver or waiter is not practiced in Ecuador
4. Rules of the road exist, but certainly are not followed. (I learned unofficially from the cab driver.) For example, yielding is pretty much observed by whoever manages to pass by first.
5. People on motorcycles think they own the road,

navigating freely and unexpectedly through traffic. They "ride by their own rules, for sure!"

6. By the time I had arrived at my hotel, I discovered that straight stretches of roads are few and far between in the mountainous spirals of Quito!

Finally at my hotel, I thanked the cab driver and paid him (with American currency). I checked into my room and looked forward to a good night's sleep before the big day.

The big day had arrived! I woke up and ate breakfast in the hotel. My guide, Rosita Armas, and the Director of Sponsors, Janeth Murgueytio, met me in the hotel lobby at around 8:30 a.m. We got in Rosita's car and dropped off Janeth a couple of blocks down, at the Childfund office. Then, it was off to Cotopaxi, which would be an hour and a half trip outside of the city. The drive was nice; Rosita was down-to-earth and informative. We talked about so many different things on the way: learning languages, being the middle child, parenting, Quito, and the "Mamá Negra" festival in Ecuador. She was quick to identify my Spanish as *castellano*. Spanish-speakers are so good at knowing where Americans learn Spanish. They have a radar for it!



My sponsor child, Mónica, lives in a community at the base of the volcano Cotopaxi. Her community is divided into sectors, much like a state is divided into counties. She lives in the Pastocalle community. In her community, there is a Childfund International office where families report for various dietary and



medical trainings that the program offers and supplies. As per policy rules, I was not permitted to either know or to go to Monica's house. The reunion happened at the office, at the bottom right.



Mónica and her family had not yet arrived when Rosita and I arrived, so Rosita and I took a walk. The town was both what *I had expected* and *not what I expected*. It was what I expected when I saw the open meat markets, run-down buildings, and simplistic dwellings and facilities. It was not what I had expected in that the streets were lined with little shops that sold modern merchandise like food, bathroom items, and electronics.

We walked around for about 15 minutes and then received word that Mónica had arrived at the office. Monica, her mom, her brother, her three sisters, and her niece all met me at the main office. They were timid at first, and didn't say much. So naturally I took it upon myself to break the silence, and I became a little bit of a motor mouth. I tried to make things more relaxed by making jokes and small talk. They seemed to enjoy that and loosen up a little bit. After some time talking with them, more Childfund representatives entered the office and began speaking about the program.

The Pastocalle coordinator talked to me about how my dollars were spent and the types of training parents receive in childcare and meal preparation. The invited me to ask questions, too. They showed me pictures of recent projects that Childfund had carried out in the community, one of which was an Olympic-like tournament to promote physical education.



(Me, Mónica, Mónica's mother, & Mónica's niece)

After talking with the coordinator, about nine of us piled into Rosita's car and headed out to explore Pastocalle. Our first stop was an elementary school (*escuela primaria*). I had requested to see a school, so they took me to the closest one, which was Mónica's former elementary school.

We met a kindergarten teacher and a substitute principal who were both filling in for the principal. They invited us into the main office and spoke about their school and the improvements that Childfund had made to it; namely, the installation of bathrooms.



From there, we visited classrooms! First we visited a kindergarten classroom, which was more loosely monitored than one might expect. Kids were climbing on desks, running around, and doing everything but work!



Next, we visited a first grade class where the kids sang me a song they were learning for the "Fiestas de Quito," which is a week-long celebration that commemorates the founding of Ecuador's capital, Quito. I recorded it on my phone; I couldn't believe the kids were able to memorize the song in only three days! After they sang, we all got our



FORUM

picture taken. The children crowded around me in curiosity to see how it turned out!

From there we visited a sixth grade class, which was much quieter and reserved than the 1st grade class. All stood up as we entered and were introduced. Again I became motor-mouth to end the awkward silence. Then my visit turned into a question/answer session, which was hilarious! The two questions that seemed to be on all the kids' minds were: 1) How old are you?; and, 2) Are you married? As we continued to talk, they warmed up to me and asked other questions, too, like where I was from and if I always dressed the way I was dressed!



The last class we visited was the most exciting class, the 2nd graders! After entering the second grade classroom, I was met with the same silent curiosity as the sixth grade class, which I handled in the same way. The response from the second graders, however, was much more enthusiastic and interactive than that of the sixth grade class. (Later on I had learned that I was the first American in person that the students from all classes had ever seen. Wow!)

The neatest, most outgoing little boy named Andrés was brave enough to approach me and talk with me. He was like the "leader" of the class. After we started talking, his groupies all ran over for a closer look and listen. Andrés demonstrated for me a popular trick that all the students in the school new about, "El Baile del Trompo," or spinner dance. I learned that a "trompo" is a diamond-shaped, hand-held spinner with a metallic point that comes with a white string. How it works is that first one wraps one end of a string around one's finger and the other is wrapped repeatedly around the *trompo*. Then, the *trompo* is thrown to the ground in a similar way to activating a yo-yo. The *trompo* spins on the ground, and the handler wraps the string around it to pick it up. Finally, the handler tosses it to his hand, where it continues to spin, or as the Ecuadorians say, it dances.



Of course I was excited to try it for myself! The kids asked their teacher if we could all go out to "el patio" to "dance," and when she granted permission all fled the classroom in a fast herd. Disappointedly, I was unable to even wrap the *trompo* around my hand correctly, let alone execute the dance. So my buddy, Andrés, did all the steps for me and then passed to my hand the spinning *trompo*, where I posed in a picture with it!



Unable to dance the *trompo*, I stuck to a trick that I knew well: a cheap coin disappearing trick. They didn't fall for it!



I had an amazing time in the hour that I visited the school. I was getting lost in the kids, and could have stayed there all day. Sadly, it was time to go.



I ended my day eating lunch with Mónica and her family at the Childfund office and exchanging hugs, pictures, and gifts. They thanked me for having traveled so far to meet my "adopted daughter," as Mónica's mom called her. I was grateful that they had welcomed me to their village and made my meeting with Mónica entertaining, educational, and truly memorable.



With only two days left in Ecuador, I made it my mission to try local foods and visit other parts of the country. Thanks to the advice of two elderly Ecuadorians with whom I rode in a taxi, I learned how to arrive to one of the destinations on my list of places to see in Ecuador, *Mitad del Mundo*, which means “Middle of the World”. All over the world are milestones constructed to show the path of the equator. *Mitad del Mundo* is a well-known monument in Quito, Ecuador, built on the imaginary line that divides the earth into the northern and southern hemisphere. Inside the monument tourists can find the Ethnographic Museum of nine levels with a ground floor and a viewpoint from the top. A yellow line on the pavement running east and west through the monument indicates the location of the equator. I, like many who visit the middle of the world, took the popular tourist picture in which I stood with one leg in the northern hemisphere and the other in the southern hemisphere. I was literally in two places at once!



Another geographic phenomenon that I experienced was the ability to visit all the geographic hemispheres via a short walk around the monument. Quite an accomplishment for only an afternoon-long trip!



I certainly worked up an appetite having walked through all four hemispheres, so I decided to try more of one of my favorite Ecuadorian dishes, *el churrasco*. It is *lomo*, loin, over rice, with two fried eggs and French fries. It was filling and only \$6 and some change. I ate quite a bit of lomo while in Ecuador. I ate lunch at a place called “Adobes”, which has the set-up of a fast-food restaurant but offers quality food. I ordered at the counter, but took a seat and waited for them to literally yell across the courtyard to tell me that my order was ready to pick up. It was a delicious, filling lunch. Another busy day ended, and it was time to return to my hotel and to pack for my departure from Ecuador.



My week-long stay in Quito came and went quickly. My travels to Pastocalle and Mitad del Mundo introduced me to new people and novel experiences. I fell in love again with the excitement and the reward that solo travel to new lands can bring to a traveler. The people with whom we journey together in life are as meaningful, if not more meaningful, than the place's where we live and visit. The people of Ecuador welcomed me with open arms, kindly attended to my needs and questions, and contributed to a gratifying and memorable stay in their country. ¡Viva Ecuador!



Pictograms created by Kennard-Dale High School students – submitted by Karen Snyder

SEEING WITH NEW EYES

John Alex Mazzante

Letters to their teacher Señor John Alex Mazzante
from Ms. Carolyn Macbeck and Ms. Natalie Grieco
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Summer is a time of the year in which many teachers engage in the life-long discipline of self-reflection. When summer vacation arrives, we proudly remember our accomplishments from the school year and humbly vow to correct our shortcomings and failures the next time around. We propose to make improvements in our professional and personal lives in the upcoming school year. In a way, the first day of a new academic year is like the January 1st for teachers. It is an opportunity for us to put into practice our “new school year resolutions” that we make over the summer, as a result of many rounds of self-reflection.

Ryuho Okawa, spiritual leader and author of *Ten Principles of Universal Wisdom* (Okawa, 2008) defined self-reflection as a spiritual discipline that we all are called to practice in life: “Just as a diamond accumulates dirt if it is neglected, our souls inevitably collect dust and grime as we live in this world. We are supposed to refine our own souls, and this is actually our spiritual discipline. Although someone else could wash your physical body, only you can cleanse your own soul; you are responsible for polishing it.” I have been a Spanish teacher at Montoursville Area High School for seven years. In the past four years, two of my former Spanish students have traveled abroad after graduation to participate in missionary work and have written me letters about their experiences in Central America. I was delighted to read in their reflections of their trips how their interactions with the locals and the missionary work that they had accomplished polished their hearts and refined their understanding of happiness.

Carolyn Macbeck and Natalie Grieco are both graduates of Montoursville Area High School and traveled to Central America on missionary trips after graduating high school. Carolyn’s mission took her to the country of Honduras where she and a friend made a short documentary about her cousin’s efforts to organize a soccer league for the youth of a little town called La Ceiba, located in a garbage-dump community. Natalie’s mission lead her to San Lucas, Guatemala, where she and her partners from church shared their faith, food, and school supplies with youth from 12 different local villages. After returning from their missions, both girls wrote letters to me in which they shared adventures and insights gained from the time they had spent in their respective countries. Carolyn and Natalie’s stories are worth sharing because the insights they share in their letters are a simple yet powerful reminder of the personal gratification and spiritual transformation gained by sharing our time and treasures with others.

Carolyn McBeck is a 2010 graduate of MHS. In high school, she studied four years of Spanish—one year of which she studied

level II Spanish with me. In college she had the opportunity to visit La Ceiba, Honduras, where her cousin serves as a missionary and back-and-forth resident. Carolyn accompanied a friend to Honduras, where they filmed her cousin’s missionary work and explored parts of the country. Upon returning from her trip, she shared with me many details about her trip that, according to her, were a mixture of highs and lows. In her comments, I read about both the excitement and also the frustration that often accompany a trip to a foreign country whose official language is not English. I begin by sharing a couple of highlights that Carolyn mentions about her trip; namely, the children and the food.

“The children there were hilarious, animated, devilish, sweet, and knew how to shake their hips! Movement there is so sexual, and the boys taught me a lesson or two in dancing. The food...wow! Dole banana and plantain trees were all around us. I had so many fried plantains that I could preach a sermon on them. We ate a ton of rice and beans, and then [tasted] a Honduran native dip with tortilla chips. It was both hard and easy to be a guest in so many households.”

Carolyn also shared about frustration that she felt while visiting Honduras; namely, the challenge to involve herself in humor that the language barrier created:

“It was frustrating all around to be unable to partake in humor the way we wanted to. We couldn’t coherently joke with them unless we acted freakish with our body movements, and they couldn’t with us; yet, they clearly had home field advantage.”

Furthermore, she remembers a stressful chance encounter with a hurt boy that landed her in the hospital, relying on survival Spanish to make it through the ordeal:

“At one point we were in a medical clinic arguing in broken Spanish with nurses and doctors about the fact that, no, we were not responsible financially for the boy with a busted hole in his kneecap but, yes, we brought him in...”

In the following reflection that Carolyn shared with me, I too, was able to envision Honduras with the same pair of eyes as Carolyn’s—a pair so finely-tuned to seeing goodness and blessings in even the most unpleasant moments of her stay in Honduras:

“Literally every situation, even if it were frightening---like men in the streets staring and signaling towards me, being grabbed by a homeless man, and the plane rides (I hate airplanes)---God was present. I was happy that we got to interact with the people in the community the way we did and that they did not deem us religious zealots. We danced with them, ate with them, went out to karaoke bars with them...and we were able to film them in order to make others aware of how God is still good to them despite their (impoverished) living conditions.”

In all, Carolyn enjoyed her time spent in Honduras and is happy to have had the opportunity to go. She ended her letter by saying:

"So, in all, I'm grateful that I could go. My Spanish wasn't as terrible as I thought it would be, and songs we sang in your Spanish class helped me to connect with the boys there! Singing Juanes got a huge laugh out of everybody there!"

For a look at Carolyn's video of La Ceiba, Honduras, visit the link: <http://vimeo.com/22627944>

Natalie Grieco is a 2013 graduate of MHS and another of my former Spanish students. In June of 2013 she traveled to San Lucas, Guatemala, on a mission trip with her church. During her stay in Guatemala, Natalie connected with local youth through bible study, games, and casual interactions and found herself in the unexpected role of interpreter for her English-speaking group. In her letter to me, Natalie shares the memorable details about her time with her Guatemalan locals.

She begins by expressing how glad she was to have had the opportunity to travel abroad because it really did change her perspective on life. She says: "Just seeing the way these kids live really gave me a reality check. The nicest things people on the streets had did not even compare to the worst things that I have."

In all, Natalie visited 12 different villages where she and others supplied schoolchildren with school supplies, candy and also sang bible songs and performed skits for them. "Pato, pato... ¡ganso!"—or "Duck, duck...goose!"—was a favorite game amongst the preschool children, which Natalie said she played quite a bit!

The impact that simplicity can have on a person is noted in her words regarding her favorite aspect of the trip: "The best part about my trip was seeing the kids (of all ages) feel a love from us that they have never before experienced. Just hugging them and giving them small things really touched them, and you could see that. I learned that language may be a barrier but it doesn't stop us from making friends and touching lives through simple gestures."

Finally, Natalie shares in her letter a great real-life experience that underscores the utility of studying Spanish in high school. She tells of one night in which the English-speaking missionaries went to a restaurant for dinner without an interpreter. Because the missionaries knew that Natalie had studied Spanish in school, they designated her to be the interpreter. She describes the experience as such: "It was difficult, but by the end of the week I was surprised how well I could hold a conversation in Spanish. [Besides the interpreter] I was the only one from our mission team that knew any Spanish. If it were not for my Spanish classes in high school, I would not have had as much fun as I did."

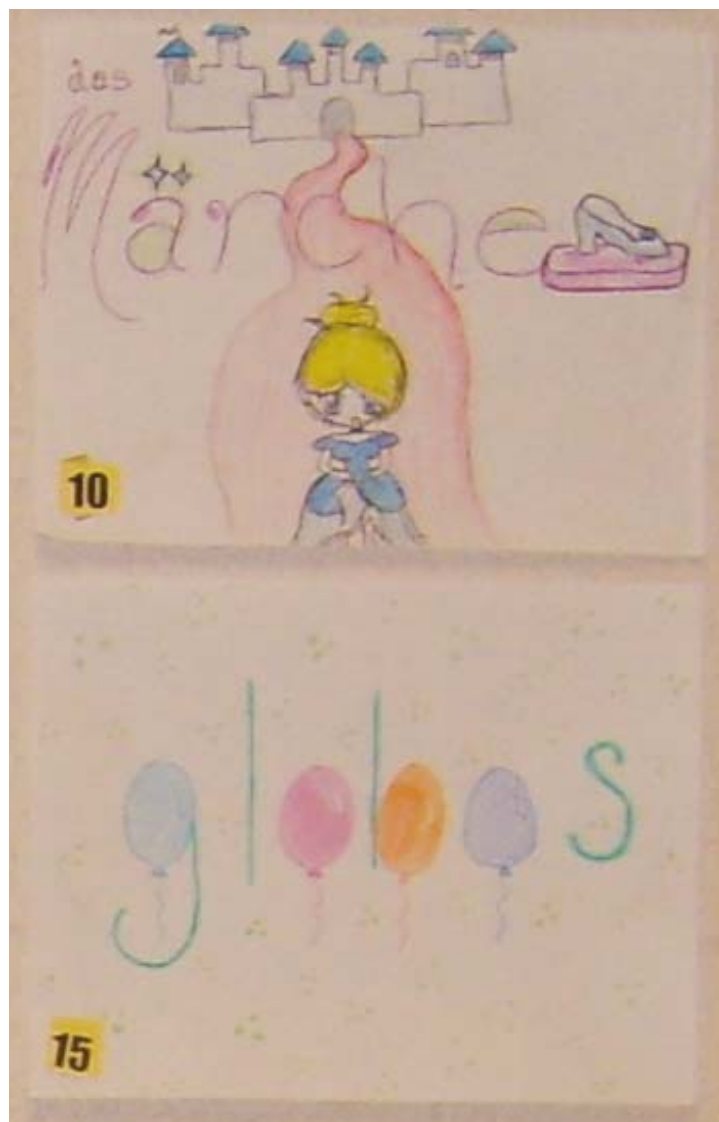
Marcel Proust, a French novelist once said: "The real voyage of discovery consists not in seeing new lands (necessarily) but in seeing with new eyes." Carolyn and Natalie's stories are examples of how travel and novel experiences in new places have the power to positively alter the vision with which people view others and their own lives, as well. As a result of seeing life with

new eyes, the girls experienced an internal change that both empowered and humbled them.

Ultimately, Natalie realized that she in her life has so much more, materially speaking, than the people of San Lucas but that material possessions are not enough to secure true peace and happiness in one's life. Caroline saw Honduras with a pairs of eyes so finely-tuned to recognizing the goodness and blessings of the people of La Ceiba despite the deplorable conditions in which they were living. My students' shared experiences are an inspirational reminder to me to continue seeking opportunities to enrich my life and refine my soul through self-reflection, new experiences, and service to others.

Reference

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Pictograms created by Kennard-Dale High School students – submitted by Karen Snyder

KENNARD-DALE STUDENTS, FRIENDS, AND PARENTS EXPLORE SPAIN AND PORTUGAL

Karen Snyder

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On Monday, June 24, a group of twenty-eight students; Keith Amberman, Amy Best, Katie Borig, Michelle Borig, Bette Burdette, Brierly Burdette, Karly Burdette, Jeannie Craley, Jim Craley, Dot Devilbiss, Joe Devilbiss, Joanne Firestone, Teresa Fuhrman, Marshall Greaver, Leah Kordaz, Allie Leach, Daphne Leeder, Rick Leeder, Anne Lowe, Bill Lowe, Brad Lowe, Leo MacEntee, Sandy Heimberger, Barb Peterson, Pam Rayburn, Karen Snyder, Mike Snyder, and John Stoltenberg, met at Kennard-Dale High School to take a coach bus to Dullus Airport.



We boarded a plane at Dullus Airport which took us to Paris, France and then to our destination in Madrid, Spain. The trip was organized by Spanish teacher, Mrs. Karen Snyder and music teacher, Mr. James Craley at Kennard-Dale High School working with the educational tour group EF tours. The group spent twelve days touring Spain and Portugal.

The first stop was in Madrid, the capital of Spain. Madrid was a typical city with plenty of people, traffic, and places to see and things to do. We encountered many historical places during our walking tour of Puerta del Sol where we had a glimpse of the bear and tree, Madrid's emblem. A visit to the Plaza Mayor gave us insight into why Hemingway's book *The Sun Also Rises* immortalized this sight famous for its restaurants, concerts, shops, and variety of décor. A guided tour of the Palacio Royal gave us an opportunity to view how royalty lived and to observe the 2,000 extravagantly decorated rooms with their collection of priceless chandeliers, furniture, tapestries, and possessions.

A visit to Madrid is not complete without spending time at Museo del Prado to view the more than 3,000 famous paintings there. The most popular painting among the students was *Las Meninas*, painted by Velázquez. In addition to visiting El Prado, we visited the Museo Nacional Centro de Arte Reina Sofia which houses numerous works of modern art. We got the opportunity to see Pablo Picasso's *La Guernica* (a famous painting portraying the hardships of the Spanish Civil War).

In an effort to learn more about the Spanish tradition of *la corrida de toros* or bullfighting, we visited La Plaza de Toros which

gives visitors and residents the opportunity to watch a bullfight. Statues of famous matadors decorate the outside of the ring, but inside the ring the audience is entertained while eight bulls battle with matadors.

In addition to visiting the ring, we visited a bull farm, *la finca del cubilete*. After having a barbeque lunch and a taste of sangria, a popular drink throughout Spain, we toured the bull farm. We observed bulls in their natural habitat and learned the facts about what makes a bull good to enter a bull ring and the various stages leading to a bull's maturity. Many of us practiced bullfighting in the practice arena at the farm. We used a cape and waved it as a fake bull charged us.

Toledo, famous because it was a former capital of Spain and for its Damascus jewelry, swords, and tranquility was our next stop. We walked the narrow streets of this city surrounded by walls. We toured the 12th century St. Mary's Synagogue, the church of Santo Tome, a local Damascene workshop, St. Martin's Bridge, and other areas of interest. We had the opportunity to view El Entierro del Conde de Orgaz (The Burial of Count Orgaz) which was one of El Greco's masterpieces. Some students were impressed that the town of Toledo was as realistic as it appeared in many of El Greco's paintings of Toledo.



Many of us were familiar with Miguel Cervantes' famous novel *Don Quijote*, but we had no idea that he could be found as a hero throughout Spain. We traveled through La Mancha, the region where Don Quijote chased windmills and had his majority of adventures. Some of us posed with one of the many statues of Don Quijote. Others preferred to stand beside the windmills in the small town of Consuegra.

After Toledo, it was off to Granada. Granada is nestled in the foothills of the Sierra Nevada Mountains and was the setting for the film *The Arabian Nights* and one of the Star Wars movies. Washington Irving wrote about Granada and the Alhambra in many of his works. While touring the Alhambra, we saw exotic mosaics, courtyards, gardens, learned the history of the area, and got a historical overview of the area. The 14th century Alhambra is known as the last Moorish stronghold of the country.



In addition to visiting the Arabian Palace of the Alhambra in Granada, we visited a local *tetería* or tea room. Here we participated in the Moorish tradition of sipping and smelling exquisite herbal teas at low tables in a dimly lit room decorated in rich Arabic colors.

Granada is also a famous city for enjoying an evening of flamenco dancing. We took a walking tour of the Albaycin neighborhood where gypsies reside in the caves before entering one of the caves to be entertained by gypsies performing flamenco dances.

Cordoba was also on our itinerary. After a walking tour in 98 degree weather, we visited the 8th century Mezquita, which was formerly the largest mosque west of the Mecca. The eight hundred and fifty columns of the Mezquita resembled candy canes. Here we learned about the importance of this once sacred Muslim city. While enjoying free time in Cordoba, travelers shopped, enjoyed ice cream, ate tapas, and took a horse-drawn carriage ride through the city, or relaxed in the park.

The Carbonell Olive Oil factory which was started in 1866 by Antonio Carbonell and was located just outside of Cordoba was our next stop. We learned about the history and production of olive oil and participated in taste testing activities to distinguish the tastes and smells of various types of olive oil. After their explanatory tour, many of us purchased olive oil products as souvenirs or gifts to bring home with us.

Seville which is Spain's only river port, was one of the highlights of the trip. We were able to view the beauty of the Guadalquivir River, see the Old Tobacco Factory, tour Seville's Cathedral, and pay tribute to Christopher Columbus' grave. In addition, we climbed the Giralda Tower for a great view of the city, saw the Torre del Oro, and visited the Plaza de España. While in Seville, we experienced the sight of the Feria de Abril, visited the remains from the 1929 Ibero-American Fair, and toured the Moorish Alcazar which was built for Pedro the Cruel in the 14th century. We entered the Plaza de Toros de Maestranza which took almost one hundred years to build and we toured the bullring and museum that is dedicated to the many bulls and matadors who fought there.

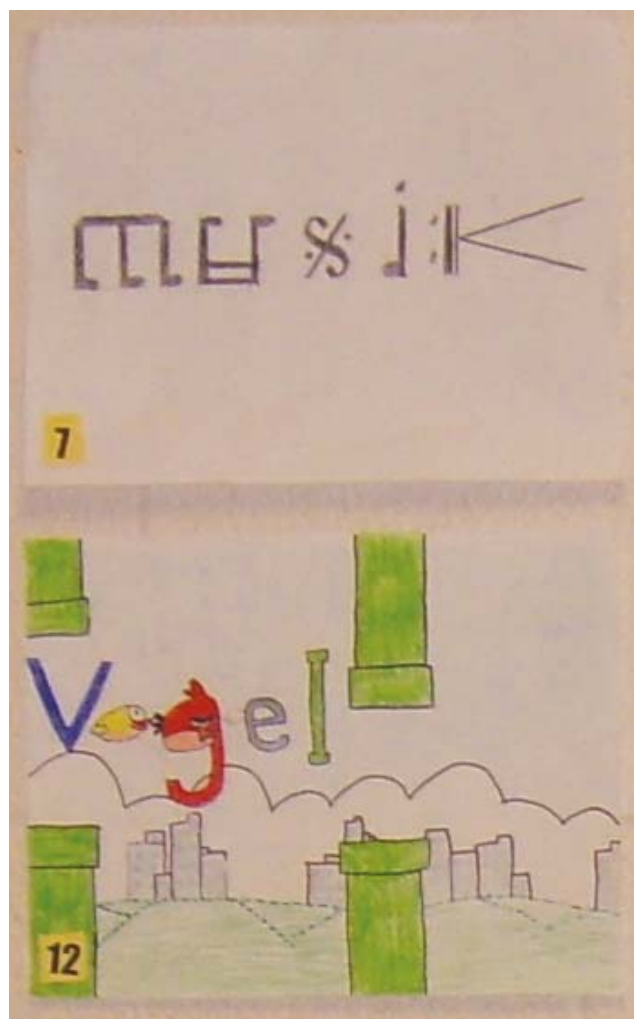
Although the travelers enriched their understanding of the Spanish culture and improved their Spanish language skills, it was now time to journey to Portugal. As we rode the bus to Portugal we saw the black bull statues of Spain guarding much of the countryside. It was now time to practice our Portuguese skills. Our first stop took us to the Algarve Coast where we spent a relaxing day at the beach or pool, trying some local seafood for lunch, and experiencing the night life of this beautiful coastal town. It was a nice break because the temperatures were in the high nineties/low hundreds and the heat was exhausting.

After a restful day along the Algarve Coast, we did some sightseeing on a walking tour in the walled town of Evora. Here we toured the Igreja Real de Sao Francisco which is a church famous for its chapel of bones. In addition, we saw the ruins of

the Agua de Prata Aqueduct (the Silver Water Aqueduct), which carried water during Roman times.

Before nightfall, we had reached the capital city of Lisbon, Portugal which was built on seven hills. In the morning, we took a walking tour of the Alfama district where we enjoyed breath-taking views of the city and the Tagus River. We toured Padrão dos Desobrimientos and the Torre de Belém. In the past, navigators set sail from this area. We toured the Castelo de São Jorge, one of Lisbon's oldest monuments, which housed the early kings of Portugal. We spent our evening listening to Fado, a musical tradition in Portugal which consists of ballad-like songs, dances, and musical instruments that tell emotional stories about life.

At the end of our journey, all our travelers returned home with a better understanding of the historical and cultural backgrounds in Spain and Portugal, a plethora of fond memories, and lots of pictures to document this great trip. Many participants hope to travel again in the future.



Pictograms created by Kennard-Dale High School students – submitted by Karen Snyder

JOHANN GOTTFRIED HERDER AND THE IDEA OF EUROPEAN UNITY

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Introduction

Although the name Johann Gottfried Herder is universally known among Germanists and all readily acknowledge his contributions to major currents in the history of ideas in the late eighteenth century, the fact that this court preacher and polymath of classical Weimar himself was not one of the first rate 'literary' authors of his day and that he took a strong stand against the philosophical idealism of his erstwhile teacher Immanuel Kant, whose system was to hold sway among the next several generations of philosophers, seems until recently to have pushed this towering figure in intellectual history into the background. But the founding of the International Herder Society in 1985 and the publication of a new critical edition of his collected works (Frankfurt, 1985-2000) have helped to promote research that has finally cemented Herder's reputation as one of the seminal figures in a number of academic disciplines, such as cultural anthropology and cultural history. After a long period of neglect, Herder is now in vogue. Some of his ideas, for example his advocacy of cultural diversity and what we would now call 'pluralism', strike us today as quite contemporary. Considering the broad scope of Herder's writings (32 volumes in the edition by Bernhard Suphan, 1877-1913) and the variety of fields to which he contributed, we ought to ask ourselves: What would this so called father of cultural anthropology and advocate of cultural diversity say today about the idea of European unity?

Since its inception as the European Economic Community in 1957, the European Union (EU) has generally experienced growing economic prosperity and has expanded to include new nations; but today one has to ask how long this economic system can be sustained without a stronger political union to undergird it. If greater political integration is inevitable for the EU, what are the implications for the individual national *cultures* of Europe, for those who belong to the EU and for those who do not, and what are the prospects for amicable coexistence and cooperation among them?

The current popular disapproval in Germany of attempts to rescue some of the EU's weaker economies and the concomitant popular resentment in these economically weaker nations against perceived German interference into their internal affairs may seem to portend the beginnings of European disintegration rather than continued integration. But one needs to keep the long view in mind. In the past, European political integration has proceeded not according to a rigidly preset timetable but only when and where it has been seen to be economically viable. In the future, economics will likely continue to drive politics. When economic conditions warrant, further integration will likely proceed, even if there are some setbacks along the way. So in the long run, questions about the *cultural* impact of

European integration remain as relevant as ever. What are the cultural implications for individual nations when they enter or exit the Eurozone or when they enter or exit the EU itself? How might nations that belong to the Eurozone and/or the EU handle possible pressures toward an amalgamation of the various national cultures? Would such a cultural amalgamation inevitably serve to alienate non-member nations?

At first blush, Herder might seem to be an unlikely ideological resource for the contemporary EU. For one thing, he (or any other eighteenth century thinker, for that matter) has nothing relevant to offer in the area of finance and currency unions, the EU's most pressing problem at the moment. Herder also has little to say about the theory and structure of political government *per se*, and moreover he has often been viewed as a prophet of nationalism rather than internationalism. I will offer a sketch of the essential features of Herder's thoughts on the topic of political government and on the question of nationalism in the first two sections of this paper and evaluate their somewhat limited relevance to the question of European unity. The greater relevance and applicability of Herder's thought for the contemporary EU lies at the nexus of his ideas on cultural diversity and human universality. This will be the subject of the final two sections.

Perhaps the most basic matter to consider is how Herder used the term 'Europa'. In one of the more revealing passages from his *Briefe zu Beförderung der Humanität* he calls Europe 'nur ein Gedankenbild, das wir uns etwa nach der Lage seiner Länder, nach ihrer Ähnlichkeit, Gemeinschaft und Unterhandlung zusammenordnen'.ⁱ For Herder, Europe is a construct that designates a geographical location as well as the cultural similarities and societal connections between its nations. More might be said about the specifics of how Herder describes Europe,ⁱⁱ but this should suffice as a basic definition of 'Europa' for our purposes.

Herder on Government and Political Unions

Even though the European Union cannot realistically look to Herder for advice on basic political theory and governmental structure, we can see in his writings a general principle that might give direction regarding the prospect of uniting different nations through political means.

Herder was clearly against hegemonic empires and forced colonization. Arguing as he so often does from an examination of phenomena observable in both human cultures and in nature, Herder says in his *Ideen zur Philosophie der Geschichte der Menschheit*:

Wunderbar theilte sie [die Vorsehung] die Völker, nicht nur durch Wälder und Berge, durch Meere und Wüsten, durch Ströme und Klimate, sondern insonderheit auch durch Sprachen, Neigungen und Charaktere; nur damit sie dem unterjochenden Despotismus sein Werk erschwerte [...]ⁱⁱⁱ

And in *Auch eine Philosophie der Geschichte zur Bildung der Menschheit* he mentions, for example, the inevitable failure of

Rome's attempt to create a unified empire by force. He claims the Romans attempted to destroy distinctions in national character, to bring everyone together as one Roman people; nevertheless each nation in fact maintained its own rights, freedoms, customs and religion.^{iv}

But how would Herder see the prospects for a *voluntary* political union between nations? Although both Wulf Koepke and Wilfried Malsch feel that Herder envisioned some kind of a federation of European states, I have not yet found clear and compelling evidence in his writings to support this. Koepke speaks of a 'Republic of Europe as a federation of nation states' as Herder's political ideal but does not point to any particular passage in Herder's writings to demonstrate this. Herder does indeed use the term 'Europäische Republik', but this expression seems to have no political connotations because it appears in a section of the *Ideen* in which he merely describes the characteristics of the various peoples of Europe but says nothing about a political union between their nations.^{vi} Malsch feels that Herder envisioned an 'übernationale Vereinigung der Nationen', but the passage from the *Ideen* that Malsch adduces implies that this so-called union had already taken place in Europe by virtue of the way the nations have influenced one another due to their geographic proximity.^{vii} In this sense, Herder's 'Union of Nations' seems to have more of a cultural than a political or institutional foundation. In Renate Stauff's words, Herder's Europe is not based on 'Verträge und Verfassungen'.^{viii}

On the other hand, Frederick Barnard goes perhaps too far in the other direction by saying that Herder had no faith at all in international treaties and inter-governmental institutions, thinking them doomed to failure if they attempt to bring true international unity.^{ix} Although Herder does not seem to anticipate the establishment of a political union such as the contemporary EU, he perhaps would not have expressly opposed it if the member nations entered into it *voluntarily* for their mutual benefit. For Herder, the main problem is political coercion, not political union *per se*. This is perhaps nowhere more evident than in his treatise *Vom Geist der Ebräischen Poesie*. Here he states that the genius of the Law of Moses was that it affirmed the rule of law over the rule of the lawgiver. Herder envisions this law as having been freely accepted and freely followed by a free nation. And what's more, this law was also able to bind together the twelve tribes of the nation. Whether or not Herder has accurately assessed the efficacy of the rule of law in ancient Israel is beside the point here. He at least shows us in this work that he was not a radical sceptic who opposed political unions in and of themselves. For Herder, the real problem was rather 'alle Eigenmächtigkeit, Willkühr, die Alleinbeherrschung eines oder einiger Menschen'.^x

Herder on Volk as Nation

Fortunately, Herder is no longer seen as promoting a narrow-minded German nationalism. Indeed, the inclination to associate the name 'Herder' first and foremost with the development of nationalism in nineteenth century Europe^{xi} has all but disappeared. Hans Adler and Wulf Koepke's companion to the works of Herder does not even contain a chapter specifically

about Herder and the development of nationalism.^{xii} Old and inappropriate perceptions have apparently been laid to rest.

Primary in this much needed re-evaluation of Herder is the 116th letter in the *Briefe zu Beförderung der Humanität*, which famously warns against selecting a 'Favoritvolk' when studying the course of human history.^{xiii} And other passages abound that show how strongly Herder advocated taking various cultures on their own terms rather than comparing them to norms established by the so-called advanced nations.^{xiv} His sense of patriotism is clearly not based on a feeling of German superiority over other nations.

Though Herder would categorically reject using the *characteristics* of a Volk to demonstrate their supposed superiority, he does see a vital role for the concept of Volk. For one thing, he believes that the Volk is the natural unit for establishing political government. He says in the ninth book of the *Ideen*:

Die Natur erzieht Familien; der natürlichste Staat ist also auch *Ein Volk*, mit Einem Nationalcharakter. [...] Nichts scheint also dem Zweck der Regierungen so offenbar entgegen, als die unnatürliche Vergrößerung der Staaten, die wilde Vermischung der Menschen-Gattungen und Nationen unter Einen Scepter. Der Menschenscepter ist viel zu schwach und klein, daß so widersinnige Theile in ihn eingepflegt werden könnten; zusammengeleimt werden sie also in eine brechliche Maschiene, die man Staats-Maschiene nennet, ohne inneres Leben und Sympathie der Theile gegen einander.^{xv}

Arnd Boehm concludes that Herder saw the Volk (as opposed to the state) as 'an organizing unit for the political order'.^{xvi} Frederick Beiser concurs when he says: 'According to Herder, the foundation of the political order should be a shared culture or national character, not a centralized, bureaucratic state. What binds a people together should be not the state but shared language, history and religion'.^{xvii}

Herder also posits an inseparable union between thought and language and in turn between language and Volk. He says in the first of his collections entitled *Über die neuere deutsche Literatur*: 'Jede Nation spricht also, nach dem sie denkt, und denkt, nach dem sie spricht'.^{xviii} In commenting on this link between thought, language and Volk, Barnard concludes that Herder 'firmly established the principle that language was the most natural and hence indispensable basis of socio-political association; that language *created a Volk*'.^{xix}

If this is the case, would a political structure that brought together different nations that use different languages be an inherently unnatural and ill-fated construction in Herder's view? Perhaps not. His warnings against mixing various kinds of peoples and nations 'unter Einen Scepter' and against the 'Staats-Maschiene' appear in context to be a plea against the coercive expansionism of monarchical empires and against an ineffective imperial government that ignores cultural differences rather than

against the mere uniting of nations into one political system. It is the type of government, an undemocratic state as machine, more than the mixing of the peoples *per se* that seems to trouble Herder. Much of what he says about the Volk-State is to try to show the benefits of democratic government over an hereditary authority that alone had full sovereignty to govern the people. It would not necessarily mean that people who aren't of the same ethnic group can in no way be part of the same political entity or under the authority of a common government. Though Herder seems to envision nothing like a United States of Europe, we cannot say *ipso facto* that he would oppose such a thing purely on the basis of its being an organization that unites different peoples. The issue for Herder would almost certainly be the *nature* of the unifying governing authority and not the mere *fact* of its existence. He is mainly concerned to see that such a government does not interfere with the growth and flourishing of the various nations under its authority.

If Herder offers us little in matters of political theory and government and only caveats concerning the idea of politically uniting different nations, where then is the greater relevance and applicability of his thought for the contemporary EU? The answer lies at the somewhat problematic but nevertheless quite productive intersection of his ideas on cultural diversity and human universality.

Herder on Cultural Diversity

1. *The uniqueness of each nation*

In contrast to many of his Enlightenment contemporaries who tended to speak of 'culture' in the singular, as something distinguished from 'nature', Herder emphasised a plurality of human cultures and the uniqueness of each nation's character,^{xx} which he said was determined by a common history, geography, climate and language. Regarding the importance of geography and climate, he echoed two thinkers from the previous generation: Giambattista Vico and the Baron de Montesquieu. But Herder's concept of cultural diversity based on differences in geography and climate is clearly the most extensively elaborated of the three, having been a major theme in the four volumes of his *Ideen* as well as in its precursor, *Auch eine Philosophie*. Regarding the importance of language in determining national character, Herder says in his *Briefe* that the uniqueness of each culture resides in its language:

In ihr wohnet sein ganzer Gedankenreichthum an Tradition, Geschichte, Religion und Grundsätzen des Lebens, alle sein Herz und Seele. Einem solchen Volk seine Sprache nehmen oder herabwürdigen, heißt ihm sein einziges unsterbliches Eigenthum nehmen, das von Eltern auf Kinder fortgeht.^{xxi}

It will be remembered that Barnard says Herder thought language was not only the most natural basis of socio-political association but that language actually creates the Volk. Differences in languages lead to differences in national character.

In *Auch eine Philosophie* Herder gives perhaps his most succinct and memorable statement about the fundamental nature of cultural diversity. In answering the question 'What

was the happiest nation in history?' he said: 'das Bild der Glückseligkeit *wandelt* mit jedem Zustande und Himmelsstriche [...] —jede Nation hat ihren Mittelpunkt der Glückseligkeit *in sich*, wie jede Kugel ihren Schwerpunkt.'^{xxii}

2. *The desirability of cultural diversity*

Herder saw cultural diversity as a good thing, in and of itself. It needs no justification or rationale beyond its own existence since it is clearly the design of nature. Michael Jenkins states in his book *Christianity, Tolerance and Pluralism* that both Vico and Herder believed that God himself had 'woven plurality into the very fabric of creation' and that God 'delights in this variety'.^{xxiii} Herder himself writes in the eighth book of the *Ideen* that the existence of so many different languages on earth shows us the intention of nature to maintain a certain distance between peoples. In order to preserve cultural diversity, each nation must occupy its own space:

Kein Baum soll, so viel möglich, dem andern die Luft nehmen, damit dieser ein Zwerg bleibe oder um einen freien Athemhauch zu genießen, sich zu einem elenden Krüppel beuge. Eignen Platz soll er finden, damit er durch eignen Trieb Wurzelaus in die Höhe steige und eine blühende Krone treibe.

This had two main consequences for Herder. For one thing, he felt that cultural differences should not be levelled, variety should not be homogenized. In *Auch eine Philosophie*, a work rife with sarcasm, Herder 'praises' the extinction of distinctly national characteristics in Europe: 'Bei uns sind Gottlob! alle *Nationalcharaktere* ausgelöscht! ... wir gehen mit einander um, sind einander völlig *gleich* – *gesittet, höflich, glücklich!* haben zwar kein *Vaterland*, keine *Unsern* für die wir leben; aber sind *Menschenfreunde und Weltbürger!*' And as Herder envisions the arrival of a monolingual Europe, his sarcasm becomes even more apparent: 'Schon jetzt alle Regenten Europa's, bald werden wir *alle* die Französische Sprache reden! – Und denn – Glückseligkeit! es fängt wieder die güldne Zeit an, "*da hatte alle Welt einerlei Zunge und Sprache!*"'^{xxv} Clearly Herder would have eschewed the kind of bland cosmopolitanism that tends to ignore national differences in order to promote 'international unity'.^{xxvi}

Secondly, Herder avoided comparing various cultures for the purpose of ranking them according to their accomplishments. He writes in the *Briefe*: 'Der Naturforscher setzt *keine Rangordnung* unter den Geschöpfen voraus, die er betrachtet; alle sind ihm gleich lieb und werth. So auch der Naturforscher der Menschheit.'^{xxvii} Herder himself, for example, collected and published folksongs from many nations without passing judgment on their relative quality. In the *Briefe* he also asserts that there isn't even a common standard by which to judge cultures comparatively.^{xxviii} The uniqueness of *each* nation's cultural heritage is to be celebrated and none is to be held as normative.

3. *Diversity within unity*

Nevertheless, the differences between human cultures are not so fundamental that each culture should be considered

a species unto itself, an entity that has no parallels to other cultures. Rather, the differences between nations actually show themselves to be various shades of one basic human colour. Book 7 of the *Ideen* proclaims: 'In so verschiedenen Formen das Menschengeschlecht auf der Erde erscheint: so ists doch überall Ein' und dieselbe Menschengattung.'^{xxxix}

Regarding Herder's view of the compatibility of differences in human culture, Isaiah Berlin, one of the English speaking world's best known interpreters of Herder, writes:

As for the greatest champion in the eighteenth century of variety, Herder, who passionately believed that every culture has its own irreplaceable contribution to make to the progress of the human race, even he believed that there need be—indeed, there should be—no conflict between these dissimilar contributions, that their function is to enrich the universal harmony between nations and institutions [...]^{xxx}

Barnard, always quick to point out Herder's abhorrence of coercive governments, makes a helpful distinction here between unity and uniformity and summarizes Herder's position on cultural diversity as follows: 'Unity within diversity, not uniformity or "mechanical" unification, was Herder's operative principle of international *Zusammenwirken*.'^{xxxi}

The fact that Herder often speaks of European culture as a collective, in contrast to non-European cultures,^{xxxii} also implies that he perhaps sees at least some common elements in the various national cultures of Europe that would predispose them to harmonious *Zusammenwirken*. Renate Stauff believes that Herder paints 'ein Bild der kulturellen Komplementarität in Europa.'^{xxxiii} So Europe itself might be seen as something of a cultural unit even if it comprises different national cultures.

4. *Intercultural influences and intercultural understanding*

This concept of cultural diversity within unity allows Herder to assert that nations can and should influence one another. Indeed, nature itself seems predisposed to their actually learning from one another. The often cited 42nd letter in the *Briefe* asserts that as one person learns from another, so one nation should learn from another until they understand that 'kein Volk sei ein von Gott einzig auserwähltes Volk der Erde; die Wahrheit müsse von allen gesucht, der Garte des gemeinen Bestens von *allen* gebauet werden.'^{xxxiv} Each nation, Herder insists, must make its own contribution, without denigrating others, on the one hand, and without a pride that leads to intercultural discord, on the other. The Germans, for example, need not be ashamed to learn from other nations, both ancient and modern. No nation of Europe can close itself off from others and foolishly assert: 'bei mir *allein*, bei mir wohnt *alle* Weisheit.'^{xxxv}

Anne Löchte believes that Herder viewed learning from foreign cultures, specifically through 'Bildungsreisen', commerce, and science, as an indispensable impetuous for cultural development in general.^{xxxvi} In the resulting exchange each culture, Herder believes, will naturally take up from others only what is appropriate to itself. That which is incompatible will not be assimilated. He says in *Auch eine Philosophie*: 'Der Grieche

macht sich so viel vom Ägypter, der Römer vom Griechen zu eigen, als er für sich braucht.'^{xxxvii} In this sense, prejudices ironically serve a purpose by protecting a culture from adopting aspects of other cultures that are not suited to it.

But considering the diversity among cultures, how *can* they learn from and come to understand one another given their endemic differences? Here we might co-opt Herder's concept of 'Einfühlung', a subjective 'feeling one's way', as it were, into another culture. Herder saw the attempt to personally identify with 'the other', to see the world the way another person sees it given his particular cultural context, as essential for coming to an understanding of a different culture. We find Herder's classic admonition regarding 'Einfühlung' in *Auch eine Philosophie*: '[...] gehe in das Zeitalter, in die Himmelsgegend, die ganze Geschichte, fühle dich in alles hinein—.'^{xxxviii}

At first blush, this attempt to identify with another culture may sound simply like a restatement of the Golden Rule, a well-known and now somewhat platitudinous injunction found in the teachings of Confucius, Jesus, Mohammed and in one form or another in most world religions. But Herder's 'Einfühlung' actually goes quite a bit farther. The Golden Rule is still based on seeing others from one's own perspective: '... as *you* would have others do unto *you*'. 'Einfühlung', on the other hand, is perhaps more effective because it actually gets us out of ourselves and into the mindset of another culture.

In the interest of full disclosure, I should point out here that Herder did not tout this procedure as a means for achieving peaceful coexistence per se but only for coming to a true *understanding* of cultures other than one's own. He does not assert that understanding another culture will inevitably lead to embracing it. Nevertheless, Herder's 'Einfühlung' could perhaps serve as a vehicle for promoting peaceful cooperation in the European Union. This would be especially true for areas such as the former Yugoslavia where historic ethnic animosities, unlike those between the French and the Germans, are still very much alive and might threaten to destabilize the region. It might also facilitate discussions concerning the incorporation of traditionally Islamic peoples in the Balkans and in Turkey into the European Union, to say nothing about reducing tensions between the economically stronger and weaker nations of the EU.

Herder saw in commerce another vehicle for promoting intercultural contact and reciprocal influence. In the *Ideen* he says that commerce had done more to make Europe a 'Gemeinwesen' than any political or cultural institution by creating 'ein gemeinschaftlich-wirkendes Europa.'^{xxxix} International commerce has clearly been the backbone of the EU during its more than fifty years of existence. Political agreements and cultural exchanges have served to undergird its development, but the buying and selling of goods has been and continues to be the primary driving force. Assuming that future circumstances do not curtail international commerce in the EU, one can only expect (and welcome) the further development of 'gemeinschaftliches Wirken.'

But as in the case of 'Einfühlung', a disclaimer is in order here. Herder does not imply that peaceful coexistence will necessarily result from commercial exchanges. They serve only to promote a type of collaborative unity, not necessarily full amicable communion. That would require the development of 'Humanität', Herder's signature contribution to the discourse of the German Enlightenment and to intellectual life in classical Weimar.

Herder on Human Universality

Herder's *Briefe zu Beförderung der Humanität*, written after the *Ideen* and *Auch eine Philosophie*, present a slightly different perspective on cultures. Here he emphasises not only the diversity but also the commonality between cultures under the rubric of 'Humanität'. In the *Briefe* he makes it clear that 'Humanität' refers neither to our species itself nor merely to a benevolent treatment of or a kind attitude toward one's fellow humans. The term incorporates all of what we mean by a variety of related concepts such as humaneness, human rights and responsibilities, human dignity and love for one's fellow man. None of this has been realized in any culture to the extent that it should be. Rather, it remains the *goal* for which we must all strive lest we sink 'zur rohen Thierheit, zur Brutalität', which would lie at the other end of the spectrum from 'Humanität' for Herder. He defined this goal elsewhere as 'der Geist, der Menschen an Menschen, Völker an Völker bindet, d. i. das große Gesetz der Gerechtigkeit, Billigkeit und Liebe ist Geist der Natur, Regel der Vernunft, offenbare Tendenz aller Menschengesellschaft'.^{xli}

Although Herder conceives 'Humanität' as a universal characteristic and project of humankind, he maintains that it does not manifest itself identically in all cultures. We read in the *Ideen*: 'In allen Zuständen und Gesellschaften hat der Mensch durchaus nicht anders im Sinne haben, nichts anders anbauen können, als Humanität, wie er sich dieselbe auch dachte'.^{xlii} Each society might produce and cultivate its own concept of 'Humanität', but in their various forms these concepts represent only various aspects of one common goal. Furthermore, all cultures bear the potential for actually realising their own concept of 'Humanität'.^{xliii}

It is perhaps no coincidence that Herder speaks here in the same sentence of 'Gesellschaften' (in the plural) and 'der Mensch' (in the singular). The two are completely compatible in his view. Though there are a plethora of human societies, one can still see humankind as a whole. This perspective reminds one of the idea of diversity within unity already discussed in regard to cultural diversity. Perhaps the best picture for describing Herder's concept of the coexistence of human cultures is a series of overlapping but non-concentric circles, with 'Humanität' representing the overlapping portions.^{xliv}

Those who would make Herder an exponent of full cultural relativism have not taken into account the trans-cultural dimensions of 'Humanität'.^{xlv} It would perhaps be better to see Herder as an advocate of cultural *pluralism* rather than of true cultural *relativism*, in the spirit of Isaiah Berlin's famous distinction.^{xlvi} Berlin, who like Herder is committed to

universality as well as particularity,^{xlvii} sees an objective quality in 'pluralism' that is missing in what is often termed 'relativism'. Pluralism recognizes the *fact* of cultural differences whereas relativism goes beyond mere recognition to deny that there can be any objective position from which to understand these differences.

Barnard, who emphasizes the organic and teleological nature of Herder's thought, has drawn the following conclusion regarding the role of 'Humanität' in the development of internationalism within a framework where nationalism is still preserved:

For Herder, then, it would appear, nationalism and internationalism were not currents that ran in opposite directions but rather successive stages of historical development. The particularist tendencies of nationalism and the universal tendencies characterizing internationalism were seen by him as complementary and not as contradictory forces. National and international 'humanization' was *one* single process.^{xlviii}

Barnard has described this more recently as the 'oneness of nationality and humanity'.^{xlix} Although one would be hard pressed to find a specific statement in Herder's writings that put the matter quite so pointedly, Barnard's characterisation of Herder's view is not without foundation.

What Would Herder Say about the European Union Today?

In summary, Herder's understanding of culture and intercultural relations might serve the European Union by providing a conceptual framework for avoiding the repression of individual national cultures by a coercive, centralized, international government; for promoting cultural diversity and intercultural exchange while balancing diversity and unity; for advocating the understanding of other cultures through a concerted effort to identify with them ('Einfühlung'); and for reviving hope in the concept and salutary function of 'Humanität', which fell on very hard times after the world wars and genocides of the twentieth century. Answers to the questions posed at the beginning of this paper might be found in these four aspects of Herder's thought.

Although cultural diversity and human universality might at first seem to be contradictory aspirations, Herder insists on a proper place for both, even if he doesn't give us a clear idea of how to keep them together. Sonia Sikka's characterization of Herder as charting 'a complex course navigating between the poles of cultural particularism and universalism'^l is perhaps best understood metaphorically, because in 'navigating' this course Herder leaves us with no road map. But his writings do encourage us, at least by implication, to hold cultural diversity and human universality in a productive tension, a tension that might provide for the simultaneous promotion of nationality and internationality. Though he offers us no clear plan for achieving this goal, he reminds us that the balance must somehow be struck, lest the parts be swallowed up by the whole or the whole disintegrate in the independence of the parts. Herder's

metaphor of the forest where each tree needs its own space to develop must coexist with his metaphor of 'the garden of the common good' that needs to be planted by all.

Even if not fully achievable, striving to strike this balance would be a valuable project to undertake since even partial realization can bring substantial benefits and help the EU implement Article 128, No. 1 of the *Treaty on European Union*: 'The Community shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore.'ⁱⁱ And by simultaneously promoting cultural diversity and a common cultural heritage, the EU can move closer to a full instantiation of its motto: 'United in Diversity.'

The political face of Europe, to say nothing of its infrastructure in transportation and communications, has changed immensely since the late eighteenth century. Herder could not have conceived of a Europe in which he could have breakfast in Weimar and on the same day take his 'Abendbrot' in Lisbon, let alone pay for them both with a common currency. In addition, the emigration of individuals from one European nation to another and the immigration of non-European peoples into Europe have greatly increased so that nation-state and ethnicity are no longer readily associable. The perception of fundamental categories such as time, space and nationality are radically different in today's Europe. Nevertheless, many of Herder's ideas and most importantly his general framework for viewing a common human culture in all its diversity have not lost their relevance or applicability.

NOTES

ⁱ Johann Gottfried Herder, *Sämtliche Werke*, Bernhard Suphan (ed.), Hildesheim 1967, XVII, p. 80. Cited hereafter as *SWS*, followed by the volume and page numbers.

ⁱⁱ See, for example, Stephan Jaeger, 'Herders Inszenierung von Europa', *Herder Jahrbuch* 2008, pp. 73-88; Renate Stauf, "'Was soll überhaupt eine Messung aller Völker nach uns Europäern?'" Der Europagedanke Johann Gottfried Herders' in *Johann Gottfried Herder: Europäische Kulturtheorie zwischen historischer Eigenart und globaler Perspektive. Germanisch-Romanische Monatsschrift*, 57 (2007), 45-60; and Dominic Eggel, *Imaging Europe in the XVIIIth Century: The Case of Herder*, Geneva 2005.

ⁱⁱⁱ *SWS* XIII, p. 341.

^{iv} *SWS* V, pp. 500-501.

^v Wulf Koepke, *Johann Gottfried Herder*, Boston 1987, p. 86.

^{vi} *SWS* XIV, p. 258.

^{vii} Wilfried Malsch, 'Nationen und kulturelle Vielfalt in Herders Geschichtsphilosophie', in *Nationen und Kulturen: Zum 250.*

Geburtstag Johann Gottfried Herders, Regine Otto (ed.), Würzburg 1996, pp. 126-127.

^{viii} Stauf, p. 58.

^{ix} F. M. Barnard, *Herder's Social and Political Thought: From Enlightenment to Nationalism*, Oxford 1965, p. 146.

^x *SWS* XII, p. 117-118.

^{xi} See, for example, Robert Reinhold Ergang, *Herder and the Foundations of German Nationalism*, New York, [1931] 1966.

^{xii} Hans Adler and Wulf Koepke (eds.), *A Companion to the Works of Johann Gottfried Herder*, Rochester 2009.

^{xiii} *SWS* XVIII, p. 247.

^{xiv} See, for example, Renate Stauf, "'Was soll überhaupt eine Messung aller Völker nach uns Europäern?'" Der Europagedanke Johann Gottfried Herders'.

^{xv} *SWS* XIII, p. 384-85.

^{xvi} Arnd Boehm, 'Herder and Politics', *A Companion to the Works of Johann Gottfried Herder*, Hans Adler and Wulf Koepck (eds.), Rochester 2009, pp. 292-93.

^{xvii} Frederick Beiser, *Enlightenment, Revolution, and Romanticism: The Genesis of Modern German Political Thought, 1790-1800*, Cambridge, MA 1992, p. 211.

^{xviii} *SWS* II, p. 18.

^{xix} Barnard, p. 30.

^{xx} *SWS* XVII, p. 211.

^{xxi} *SWS* XVII, p. 58.

^{xxii} *SWS* V, pp. 508-509.

^{xxiii} Michael Jenkins, *Christianity, Tolerance and Pluralism: A Theological Engagement with Isaiah Berlin's Social Theory*, London 2004, p. 81.

^{xxiv} *SWS* XIII, p. 322.

^{xxv} *SWS* V, p. 551.

^{xxvi} One can also safely assume that Herder would have decried what many see today as an amalgamation of indigenous European national cultures, which is especially evident in areas such as popular music.

^{xxvii} *SWS* XVIII, p. 248.

^{xxviii} *SWS* XVII, p. 211.

^{xxix} SWS XIII, p. 252.

^{xxx} Isaiah Berlin, 'Giambattista Vico and Cultural History', in *The Crooked Timber of Humanity*, New York 1992, p. 57.

^{xxxi} Barnard, p. 107.

^{xxxi} See, for example, SWS XIV, p. 279-80 and SWS XIV, p. 36.

^{xxxi} Stauf, p. 59.

^{xxxi} SWS XVII, p. 212.

^{xxxi} SWS XVII, p. 212.

^{xxxi} Anne Löchte, *Johann Gottfried Herder*, Würzburg 2005, p. 224.

^{xxxi} SWS V, p. 510.

^{xxxi} SWS V, p. 503.

^{xxxi} SWS XIV, p. 487.

^{xi} SWS XVII, pp. 137-138.

^{xli} SWS XX, p. 92.

^{xlii} SWS XIV, p. 208.

^{xliii} SWS XIV, p. 235.

^{xliv} Anne Löchte has proposed a similar, but not identical formulation in claiming that Herder's thought presupposes 'die wechselseitige Bedingtheit von Mannigfaltigkeit und Einheit'. Löchte, p. 223.

^{xlv} For a good treatment of the transcultural dimensions of Herder's thought, see Bernd Fischer, 'Herder heute? Überlegungen zur Konzeption eines transkulturellen Humanitätsbegriffs', *Herder Jahrbuch 2006*, Wulf Koepke and Karl Menges (eds.), Heidelberg 2006, pp. 183-193.

^{xlvi} See Berlin's essays 'Alleged Relativism in Eighteenth-Century Thought' in *The Crooked Timber of Humanity*, Henry Hardy (ed.), New York 1992, pp. 78-80 and 'Herder and the Enlightenment' in *Three Critics of the Enlightenment*, Henry Hardy (ed.), Princeton 2000, p. 198). For a similar perspective on the bounded nature of Herder's relativism see Vicki Spencer, 'Beyond Either/Or: The Pluralist Alternative in Herder's Thought', *Herder Jahrbuch 1998*, Stuttgart 1998, pp. 53-57 and Löchte, pp. 214-16.

^{xlvii} See Connie Aarsbergen-Ligvoet, *Isaiah Berlin: A Value Pluralist and Humanist View of Human Nature and the Meaning of Life*, Amsterdam 2006, pp. 181-187.

^{xlviii} Barnard, p. 86-87; see also p. 145.

^{xlix} F. M. Barnard, *Herder on Nationality, Humanity, and History*, Montreal 2003, p. 11.

ⁱ Sonia Sikka, *Herder on Humanity and Cultural Difference*, Cambridge 2011, p. 3.

ⁱⁱ <http://eur-lex.europa.eu/en/treaties/dat/11992M/htm/11992M.html>



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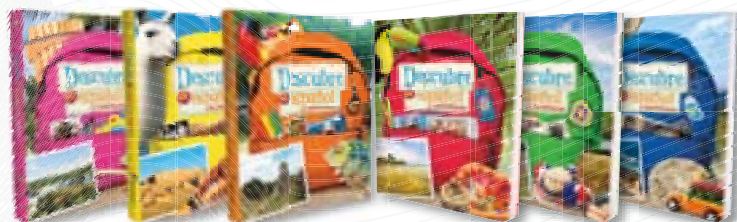
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