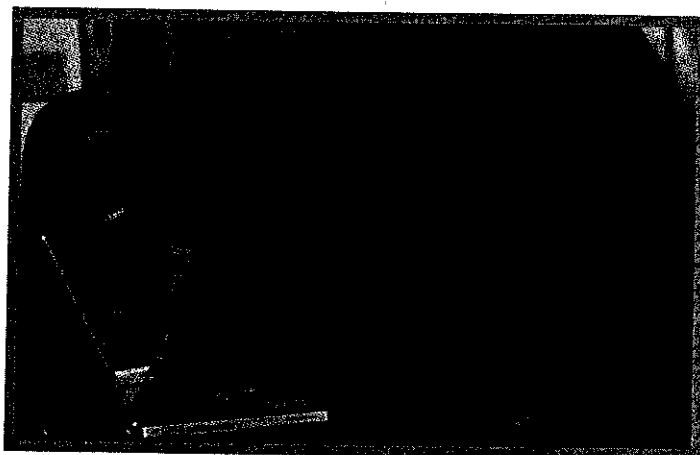
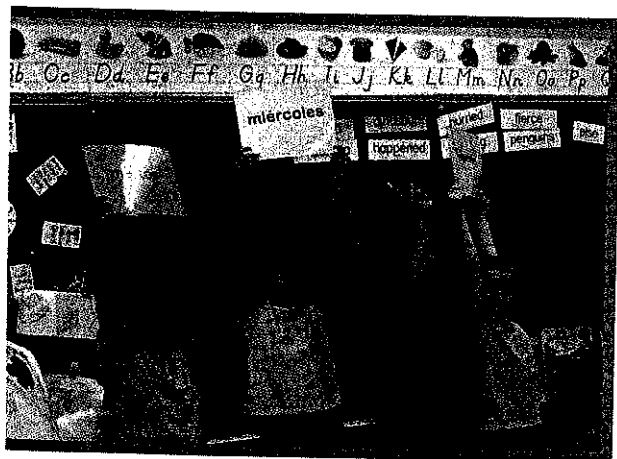


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Mission Statement

The *Florida Foreign Language Journal* is the official academic organ of the Florida Foreign Language Association. Its objective is to serve as a vehicle for expression by teachers, students and the general public who have an interest in furthering the instruction and knowledge of foreign languages. The journal seeks articles, reviews, notes and comments concerning any aspect of foreign language acquisition. In an era where educational funding is often limited, and where foreign, immigrant, and migrant students seek instructional equity, and a greater number of students are desirous of learning a foreign language, it seems imperative to have such a journal. The journal reaches out especially to those already teaching foreign languages as well as those who are preparing for such a career. The demands on teachers are overwhelming today. There is a plethora of methodological approaches, technical apparatuses, and multi-faceted textbooks available, amidst a variety of instructions with diverse milieus and attitudes toward foreign language instruction. Such an environment creates a daunting challenge to practitioners of foreign language instruction.

The goal of *FFLJ* is a modest one; it is to serve as a sounding board and a reference point for those who teach and learn foreign languages. It is hoped that the journal will help foreign language enthusiasts and professionals form a community that shares its concerns, discoveries, and successes of issues in the foreign language domain. It is further hoped that our voices will become more numerous and ring more loudly as we proceed through what promises to be a century of challenge and opportunity for foreign languages. Our emphasis will be on fostering better learning conditions and results for our students and teachers. *FFLJ* urges all readers and participants to become ardent advocates to further and safeguard foreign language practices.

Editor's Acknowledgement

I would like to extend a warm thank you to the membership of FFLA, Inc. for endorsing the continuation of the *FFLJ*. My appreciation goes to the FFLA Board for their financial and intellectual commitment, as well as the *FFLJ* Board for their valuable suggestions, time, patience, and continuous support. My sincere thanks is extended to Carol Moon, Review Editor, for her professionalism and assistance throughout the year. I am indebted to Carine Strel Halpern for her tireless work, positive attitude, and overall support. She is truly the key individual behind the scenes who keeps the journal in perspective and keeps every board member on task. Carine, you are super!

The combined efforts of the following individuals: Karen Verkler, who always came through for reviews and more, Mary Spoto, who jumped right in and offered her suggestions, and to Betty Greene for her assistance, permit another successful issue of the journal. It will take some time for the word to spread that Florida has a professional journal, and when the word is out, we will be very proud of all of our accomplishments. Teamwork and effort is what makes the association and the journal a success.

Thanks to everyone for their enduring support. Especially to our advertiser, Phil Crant and others who make this a reality. Phil had the dream of a journal and persisted to persuade the board that a journal was the next direction for the association. His vision has brought us to a new level of thinking, creating, and developing the Florida Foreign Language Association, Inc.

With sincere gratitude,

Jane Govoni

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FFLA, Inc. President's Corner

My stint as President of FFLA, Inc. ends with the Closing Session of the FFLA, Inc. Conference on October 16, 2004. However, before making any further statements, I want to make a special comment that anyone who has been a significant contributor either in front or behind the scenes in creating the *Florida Foreign Language Journal* that I truly appreciate your assistance and am indebted to you from the bottom of my heart. The dedication that each contributor has shown will be evident through the unfolding pages of this work of art.

It is my hope that those of you that have not submitted an article will take the time to jot down some notes for yourselves and create an article about that favorite text you read or a research project that you finished but never took the time out to transpose its results into words. Write it out and submit it ...ASAP. We need you! GO FOR IT! As we observe 2004 and 2005 as the Years of Foreign Languages as officially proclaimed by Governor Bush, it is an excellent opportunity to take advantage of the spirit of this special decree.

As a plug for our FFLA, Inc. conference October 14 - 16, 2004 in Orlando at the Sheraton World Hotel next to Sea World, blockbuster presenters Stephen Krashen and Blaine Ray will hold workshops during the conference. Stephen Krashen will speak on Friday and Blaine Ray on Saturday. Therefore, this year's conference schedule is slightly different than most in that we will have paid workshops throughout the regular sessions on Friday and Saturday in addition to Thursday. Read the schedule carefully and make your selections. I think that there will be more than enough to attend and that the presenters on Friday and Saturday will have plenty of attendees. This promises to be an extraordinary conference with plenty of activities. We are also fortunate to have Argentine musician and artist Justo Lamas performing as a part of the Opening Show on Thursday evening. I am sure you will enjoy him. He will also present a workshop on Friday.

I am told that the submissions to this issue of the FFLJ were fabulous; we would like to thank all of those that participated and the quality of the work they submitted. I remain astounded at the quality of craftsmanship, creativity and dedication invested in these projects. Thank you all so very much.

It is my hope that this journal will serve as an inspirational model for other state professional groups to accept the challenge of academic publications pertinent to their profession.

I am so awed by the diverse nature of our state, of you teachers and students that abide in our educational arenas, and of the overall potential for greatness that lurks in every classroom. Private schools and public schools alike are unique in Florida, offering choices fitting those that chose them. I am very proud of the entire foreign language profession. The language professionals and related educational personnel that I have had the pleasure of learning from and collaborating with have all inspired me by their determined actions that foreign language is a truly viable, splendid and powerful tool for education. It should never be ignored, set to one side or overlooked. Foreign languages by whatever name current of the day is a viable living entity abiding in the hearts, minds and spirits of all that participate in its activity. In every sense of the word you people have fulfilled the expression that "Foreign languages is your passport to the future!!"

Manuscript Guidelines

The Florida Foreign Language Association, Inc. is proud to announce the development of its *third professional issue* of the *Florida Foreign Language Journal (FFLJ)*. All foreign/second language educators, school administrators, community college and university instructors, and foreign language education majors benefit from this local journal.

Although it is universal in scope, it concentrates on pedagogical problems, strategies, and successes in the classroom as conveyed by our Florida membership. We have a tremendous challenge in Florida to raise the awareness of foreign/second language teaching and learning.

Methodologies, classroom size, teacher preparation, length of classes, standardized testing, ESOL, National Board Certification, summer institutes, culture/diversity, grant, scholarship, and travel opportunities are many of the various topics that are of interest. The FFLJ most certainly highlights our profession in Florida and raises the level of credibility and professionalism in our discipline and association. It attracts submissions outside of Florida and enhances membership, conference attendance, and revenues from advertisement.

The *refereed journal* is a rich complement to the Florida Foreign Language Association Newsletter. It includes professional articles, shorter articles/notes from university students, and text and material reviews. It is anticipated that future issues will include input from K-12 teachers highlighting their classroom activities, a friendly debate corner, a placement section of teacher openings, exchange/abroad opportunities, a recognition corner for awards and achievements, and proceedings papers from our annual conference.

We are now inviting you to submit a manuscript for review for publication in the *third issue* of the FFLJ. Please follow the manuscript guidelines below and send your submission by **June 1, 2005** to Dr. Jane Govoni at Saint Leo University, Editor, Florida Foreign Language Journal, 14109 Spoonbill Lane, Clearwater, FL 33762.

A double-blind review process will be followed, in which submitted manuscripts are distributed by the editor to 2-3 reviewers with expertise in the areas addressed in each manuscript. Written comments by reviewers and a recommendation on acceptance are returned to the editor, who then communicates the comments and decision of acceptance to the authors.

Manuscript Guidelines

- ✓ The manuscript should appeal to the instructional, administrative, or research interests of educators at various levels of instruction.
- ✓ The manuscript should be substantive and present new ideas or new applications of

information related to current trends in the field.

- ✓ The manuscript should be well written, clearly organized, and carefully proofed.
- ✓ A complete reference list should be supplied at the end of the manuscript, and the entire manuscript should be formatted according to guidelines in the Publication Manual of the American Psychological Association, 5th Ed. (2001).
- ✓ Manuscripts should generally be no longer than 15-20 double-spaced pages.
- ✓ An abstract of 150 words or less should accompany each manuscript.
- ✓ A biographical statement of 50 words or less should be included for each author. Information should include current job or title, institution, degrees held, professional experience, and any other relevant information.
- ✓ Three copies of the manuscript should be submitted with no names indicated. Please include a cover letter with the name, postal and e-mail addresses, and phone number of the first author (or other contact person) clearly noted.
- ✓ Manuscripts may be submitted in electronic format on a 3.5 floppy or as an e-mail attachment. Please use an IBM-PC compatible program (e.g., Microsoft Word). If including figures and tables, they should be submitted in camera-ready format.
- ✓ Send manuscripts to Dr. Jane Govoni, Editor, Florida Foreign Language Journal, 14109 Spoonbill Lane, Clearwater, FL 33762 or e-mail to jane.govoni@saintleo.edu

DEADLINE FOR SUBMISSION OF MANUSCRIPTS IS JUNE 1, 2005.

Book Review Guidelines

- ✓ Materials reviewed must have been published in the past *three* years.
- ✓ Reviews should be a maximum of three double-spaced pages.
- ✓ Each review must include complete bibliographic information, a description of the book/material, the audience for whom it is designed, and how well it accomplishes its purposes.
- ✓ A cover letter should provide the author's name, postal and e-mail addresses, telephone number, and a brief (25-word) biographical statement.
- ✓ Reviews should be submitted on a 3.5 floppy or as an e-mail attachment in an IBM-PC compatible program (preferably Microsoft Word).
- ✓ Send reviews to Carol Moon, Saint Leo University, Cannon Memorial Library, P.O. Box 6665, Saint Leo, FL 33574-6665.

DEADLINE FOR SUBMISSION OF REVIEWS IS MAY 15, 2005.

Ransom F. Gladwin, IV

Issues of Language Use Among the Guatemalan-Maya of Southeast Florida

Using oral survey methods, this study examined potential language maintenance or loss of Mayan languages among the Guatemalan-Maya communities of Southeast Florida. Among dislocated immigrants and their children, the language of the dominant socio-economic forces often displaces other languages (Fishman, 1967). A Guatemalan community in Los Angeles, California was studied and predicted to be in a state of transitional Spanish/Mayan/English trilingualism to eventual Spanish/English bilingualism with Mayan language loss (Peñalosa, 1985). Focusing on current language use and intergenerational language maintenance, this study predicts a similar potential future for the Guatemalan-Maya of Southeast Florida, unless contexts for use and strong legitimacy of Mayan languages are developed among community members.

Historical Context

The Maya, an advanced culture with a strong written, oral, and religious history, were noted architects, artisans, and mathematicians for over six hundred years throughout modern-day Mexico, Guatemala, Honduras, El Salvador and Belize. However, the Spanish conquest was particularly brutal to the Mayan civilization. Within a century after the Spaniards' arrival, the native Maya lost fifty to ninety-five percent of their population (Arias & Arriaza, 1998; Wellmeier, 1998). In spite of this loss, the Maya, primarily in Central-America and specifically in Guatemala, presently survive with their history, beliefs, and over twenty Mayan languages. Today, forty-three percent of the population of Guatemala speaks a Mayan language (World Factbook, 2003).

Unfortunately, the late twentieth century was a time of war, resistance, and expulsion for the Maya. During the complicated and

violent four-decade civil wars, thousands of Guatemalan-Maya were murdered. Systematic rape was commonly used as a means of community control, as the Maya were a specific target of both guerrilla groups and government forces. Possibly over a million Maya were assassinated or forcibly relocated - many from Western Guatemala. This "Mayan Diaspora" led to today's reality in which between 200,000 and 300,000 Maya live in the United States as both legal and illegal refugees (Wellmeier, 1998). The 2000 Census lists 28,000 Guatemalans living in Florida; however, these figures don't distinguish between Mayan and non-Mayan Guatemalans, and Guatemalans have been known to classify themselves as Mexican for assimilation purposes and to avoid detection (Driscoll, 2004).

Historically, Indiantown, Florida, bordering Lake Okechobee in Central Florida, was little more than a crossroads

connecting the center of the state with Stuart, Florida. However, Indiantown is known in Guatemala as a place of refuge for the Maya, with at least 15,000 Mayan refugees now residing in this community (Wellmeier, 1998). Indiantown hosts annual festivals and functions as a Mayan ceremonial center with many residents wearing traditional clothes and freely speaking Q'anjob'al, K'iché, Chuj, Jakalteco, and Awaketecko in the streets (Burns, 1993). Indiantown remains a growing community for the Guatemalan-Maya, but the Maya have begun locating in more coastal areas of Southeast Florida. Seeking higher pay and full-time non-seasonal work, many newer arriving Guatemalans to Florida have settled in the coastal communities of Stuart, Jupiter, and Lake Worth (Petit, 2004).

Issues of Language Maintenance

Fishman (1967) theorized that, among dislocated immigrants and their children, the language of the dominant social forces surrounding the group will displace other languages. In other words, the language used at work and school comes to be the language used at home. Paulstone (1994) tested Fishman's theories and proposed three linguistic results of prolonged contact between linguistic groups: language maintenance, bilingualism, or loss/change of native language. She contended that language maintenance is very rare, except in a few cases. For example, language maintenance may occur if the use of the language is central to the immigrant group's religion or if there is extreme geographic isolation of the group. Group bilingualism is also rare, especially if there is access to a dominant language and if there are socio-economic incentives for language shift. The most common result of contact between linguistic groups is language loss of the less-dominant language (Paulstone, 1994).

Among the Maya in Florida, there are two dominant languages, English and Spanish, surrounding the communities. Each language

has certain economic and social incentives. English tends to be the language connected with education, while Spanish is often connected with social interactions among other Latinos and work, commonly agricultural or construction labor. Having arrived as Spanish/Mayan bilinguals, many Maya now speak Spanish, a Mayan language, and some English. Thus, many Guatemalan-Maya in Florida are trilingual.

Peñalosa (1985) investigated a similarly unique trilingualism among a young Guatemalan community in Los Angeles, California. He interviewed 134 adults and concluded that social acculturation was generally to the Spanish-speaking Latino community and, to a lesser extent, to the English-speaking Anglo community. Spanish was necessary to keep in contact with the surrounding Latin community and English was necessary to be part of the larger national culture. He concluded from his data that the community was in a state of transitional Spanish/Mayan/English trilingualism away from Spanish/Mayan bilingualism and towards Spanish/English bilingualism.

A decade later, Light (1995) returned to the same Guatemalan immigrant community in Los Angeles to examine Peñalosa's earlier predictions. She and several assistants interviewed seventy adults, focusing on the women and adolescents in the community. Her results could neither confirm nor deny Peñalosa's hypothesis that the community was shifting from trilingualism to bilingualism. Mayan languages continued to be spoken, as did Spanish. However, she found, like Peñalosa had predicted, that English use had increased among the community, with many youth speaking English both outside and inside the community. Future generations remain to be studied and long-term studies need to be conducted to confirm or disprove Peñalosa's prediction of ultimate Mayan language loss within the Guatemalan-Maya community as a result of its shift to Spanish-English bilingualism.

Research Questions

Using oral survey questions, the researcher hoped to answer the following research questions concerning Guatemalan residents of Southeastern Florida communities:

1. What characteristics do the adults display in terms of age, gender, and number of children?
2. What languages do the adults speak?
3. What languages do the children speak?
4. What are the linguistic attitudes of the parents toward their children learning specific languages?
5. Will intergenerational language maintenance among these communities occur with regards to Mayan languages?

Procedures

To investigate the important issues of intergenerational linguistic actions and attitudes and the subsequent potential language maintenance and/or loss among the Guatemalan-Maya in Southeast Florida, the researcher and an assistant visited three areas, Lake Worth, Jupiter, and Stuart. In Lake Worth, a thriving Maya community connected with el Centro Maya-Guatemalteco, la Escuelita Maya, and la Clínica Maya exists. In Jupiter, many Maya work as construction site laborers and live near several labor contractors. In Stuart, many Maya work and reside on-site at large plant nurseries. Each of these small communities has developed to the point where there are intact families living together, with children from these communities attending nearby schools. The researcher and assistant conducted oral interviews with Guatemalan adults of the communities.

Twenty-four adults were surveyed. Fourteen of the respondents were from Jupiter, five from Lake Worth, and five from Stuart, representing three of the largest Guatemalan communities in Southeast Florida. All respondents were less than forty years old. The researcher witnessed

very few adolescents and no elderly in the communities. Seventeen respondents, seventy percent, were male, reflecting a common gender breakdown of immigrant Guatemalan communities in Florida (Burns, 1993). Fifteen respondents, sixty-three percent, reported having children, representing thirty-five children.

After biographical information was assessed (gender and age), the following questions (in Spanish) were asked of each individual surveyed:

1. "What languages do you speak?"

If a Mayan language was not spoken, question two was not asked."

2. "When do you speak _____?"

This question was asked for any Mayan language(s) spoken by the respondent.

3. "How many children do you have?"

If the respondent answered 'none', question four and five were not asked.

4. "Where do your children live?"

5. "What languages do your children speak?"

6. "Do you want your children (or hypothetical children) to speak _____?"

This question was asked for each language that the respondent spoke.

Results and Discussion:

Seventeen respondents, seventy percent, reported speaking a Mayan language, reflecting the high number of Mayan speaking among Guatemalan immigrants in the United States (Vlach, 1992). Ten respondents, forty-two percent, identified themselves as Spanish-Mayan bilingual. Seven respondents, twenty-five percent, identified themselves as Spanish-Mayan-English trilingual. Seven respondents, thirty-percent, identified themselves as Spanish monolingual. The researcher did not observe or question any

monolingual Mayan speakers or monolingual English speakers.

Of the seventeen respondents that spoke a Mayan language, eleven, sixty-four percent, spoke K'iché, four spoke Q'anjob'al, one spoke Mam, and one spoke Tz'utujil. This high number of K'iché speakers correctly reflects the linguistic situation in Guatemala, where K'iché is one of the four major Mayan languages spoken (World FactBook, 2003). Of the seventeen respondents that spoke a Mayan language, all responded that they use the Mayan language to speak with family, friends, or both.

Sixteen respondents, sixty-seven percent, reported having children. In informal, non-survey, discussion with the respondents, many reported that their children lived away, usually in Guatemala, Nicaragua, or Mexico, but that they wanted them to live with them in the United States. All sixteen respondents spoke Spanish, and all reported that their children spoke Spanish. Seven of these sixteen respondents spoke English, and all reported that their children spoke English. Twelve of the sixteen spoke a Mayan language, but only half reported that their children spoke a Mayan language. Of these twelve respondents, nine reported that their children lived with them in Florida, representing nineteen children. Of these nine respondents, only four, forty-four percent, reported that their children also spoke a Mayan language.

One hundred percent of respondents wanted their children to speak Spanish. Seventeen respondents, seventy-one percent, responded with the words "to speak" or "to communicate" as part of their reason for their desire that their children learn Spanish - two respondents answered "to work" and one respondent stated "to study."

Twenty-two respondents, ninety-two percent, reported English as a language that they wanted their children to learn. The two respondents that did not specifically want

their children to learn English cited the difficulty of learning English as their reason - one respondent noted it is "too difficult" and another stated, "Only if they can, it is difficult." The reasons respondents wanted their children to learn English varied; however, six respondents, twenty-seven percent, specifically cited "to study" or "for school," four cited "to work," and four "life in the United States" or "living here" as the reason. One respondent answered that learning English "is very important" for his children. Another said, "English is the universal language." One respondent commented that English is needed "to be proud" and another responded that it should be learned "to get off the bottom."

The respondents were split in their attitudes toward Mayan languages. Fourteen respondents, fifty-eight percent, wanted their children to learn a Mayan language. Of these, half cited "family" as the reason. Other responses included, "to return home," "to really express themselves," and "it is very important." Ten respondents, forty-two percent, did not want their children to learn a Mayan language. Two respondents cited "no, unless they want to." Other responses included "not important," "Tz'utujil is difficult to learn," "we live here now," and "I don't like K'iché."

Even among the seventeen respondents who spoke a Mayan language, six, thirty-five percent didn't want their children to learn it. Among the nine surveyed that both spoke a Mayan language and had children living with them in Florida, four, forty-four percent, had a negative view toward the idea of their children learning a Mayan language.

All respondents had a positive view of Spanish and wanted their children to speak Spanish. Spanish was seen as connected with the dominant social forces, as many noted its importance in communicating with those in their immediate surroundings. English, and sometimes Spanish, was seen as a language connected with the dominant economic

forces. Five respondents mentioned "to work" as the reason for their children to study English. One mentioned Spanish in this context. English and Spanish were both mentioned as languages needed for education. Again, a primary goal of school is eventually to obtain "good" work - a socio-economic incentive. No respondents mentioned work or study as a reason to learn a Mayan language.

The language connected with the dominant social forces will displace other languages (Fishman, 1967), and if there is economic incentive for language change, then language loss becomes more likely (Paulstone, 1994). Clearly, in these communities Spanish and English are dominant languages with social and economic incentives that potentially predict eventual Spanish/English bilingualism with Mayan language loss. Also, language change is often a result of exogamy, marriage to someone outside the language community (Paulstone, 1994). Of the seventeen Mayan speaking respondents, five, twenty-nine percent, gave this exact reason either for why their children don't speak their language or they don't feel that their children need to speak it.

Peñalosa (1985) noted similarly after studying the Los Angeles Guatemalan community that the residents, surrounded by the Latin community, needed Spanish to talk with neighbors and negotiate work. However, English was needed to leave the community and was projected as a need for the next generation to attend schools in the United States. Peñalosa concluded that the future of Spanish/English bilingualism or trilingualism, with continuing use of Mayan languages, among the community likely rested on the parents' attitude.

In Florida, the Mayan-speaking residents typically reside in linguistically mixed communities, where even fellow Maya speaks different Mayan languages. The researcher informally observed that all residents used Spanish as the preferred method of

communication among themselves. Thus, without the linguistically cohesive communities found in Guatemala, even social incentives to speak specific Mayan languages do not appear to be strong.

There were strong home-directed reasons stated to learn a Mayan language, such as "to talk with my family" or "to return to Guatemala." However, attitudes among even the Mayan speakers themselves don't reveal strong loyalty to Mayan languages among the community - something very important for language maintenance (Hornberger, 1988). Parents often instill these traits when they speak publicly and privately in their native languages with their children. Unfortunately, it may take immigrants some time to rise to a certain social level before they feel comfortable publicly using their native language (Peñalosa, 1985). In these communities, parents do not appear to be successfully attaching strong loyalty or legitimacy to Mayan languages.

Results from this study seem to predict eventual intergenerational Mayan language loss among the Guatemalan-Maya of coastal Southeast Florida. Nearly half, forty-two percent, of respondents surveyed were negative toward the maintenance of Mayan languages among their children or future children. Actual Mayan language use, forty-four percent, among the young mirrored these attitudes. Spanish use and the recent use of English were highly valued. Strong educational, economic, and social incentives for Spanish and English support a shift to eventual exclusive Spanish/English bilingualism. However, due to the sample size of the study, a categorical prediction may not be made. The researcher recommends that similar studies be done with larger sample sizes. Children themselves should also be studied to determine linguistic attitudes.

Guatemalan-Maya immigrant communities are often threatened with survival needs, which are primary concerns. Such needs often supplant efforts to organize events celebrating

native culture. However, recently there have been well-received efforts at promotion of native Guatemalan culture and traditions. Corn-Maya, Inc. in Jupiter helped co-sponsor the Fiesta Maya 2003 and continues to lobby for a local community center (Brannock, 2003). At the Escuelita Maya after-school programs in Lake Worth and Boynton Beach, children receive both academic help and lessons in Mayan art, dance, and culture, as well as, Q'anjobal instruction (Driscoll, 2004). Unfortunately, Corn-Maya, Inc. continues to experience funding shortages, and the popular, but limited enrollment Escuelita Maya programs have nearly one-hundred and fifty children on waiting lists and thus unable to attend (Brannock, 2003; Driscoll, 2004). These activities, and other potential efforts, such as church services in native languages or communal celebration of native holidays, legitimize Mayan heritage, including language use and maintenance (Peñalosa, 1985). Without loyalty to their heritage, traditions, and languages, the Guatemalan-Maya face the potential reality of Mayan language loss among these Southeast Florida communities and the results, specifically to youth, of language and culture loss: negative academic and cognitive effects as well as possible familial alienation (Riegelhaupt, Carrasco & Brandt, 2003). To avoid such negative effects, efforts to support Mayan culture and language among the Guatemalan-Maya of Florida should be encouraged and promoted.

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Hervé Le Guilloux

ARE WE TEACHING THE IMPERFECT IMPERFECTLY?

A case for teaching the *imparfait* before the *passé composé*

*The vast majority of our French school manuals choose the *passé composé* as the first past tense to introduce to our students. However, in the course of teaching the *passé composé* and the *imparfait*, and long after, instructors lament the fact that students do not properly assimilate the usage of the past tenses.*

*The following article, while examining the teaching of the two past tenses, goes beyond the contrasts that exist between their formation and usage. It ultimately questions the traditional order in which we introduce the *imparfait* and the *passé composé* and advocates that the *imparfait* be taught first. An actual demonstration of how to present the *imparfait* as the first past tense is provided as a core component of this topic.*

The real issue of the teaching of the *passé composé* concerns its complex formation and rules of agreement contrasting sharply with the very simple formation of the *imparfait*. The teaching of the *imparfait* is in most cases delayed for as long as it takes to teach the first past tense. On the other hand, introducing the *imparfait* first with its easy formation does not consume much time and allows the teaching of the *passé composé* in a short interval of time. The decision to introduce the *passé composé* first should be challenged even more in view of its very limited usage in contrast to the multiple usage of the *imparfait*.

It is certainly interesting to note that other instructors have felt the need to examine the teaching of the two past tenses. In 1982, Cox spoke of "the difficulty encountered in

acquiring a functional understanding of the contrast between the *imparfait* and the *passé composé*" (p.228). Even more revealing is the frustration felt by some with the confusion generated by textbooks. In 1980, Bryan wrote:

Not only are model sentences frequently given in vacuo, with few or no intrinsic or extrinsic contextual clues which might lead to an accurate interpretation, but also the rule which they purportedly illustrate is sometimes stated in a way which is inadequate, incomplete, misleading, or downright erroneous (p.514).

In 1987, Diane Dansereau pointed out in a clear and unambiguous way where some of the confusion had its roots:

Why then the extraordinary confusion experienced by students faced with this particular structure? I believe (sic) that most of their

troubles are the result of vague, incomplete, contradictory, and generally poor explanations found in most beginning textbooks (p.33).

In a 1997 article, O'Connor Di Vito starts her own study on the distinctions between the past tenses by pointing out the difficulty felt by researchers before her:

Numerous researchers have noted that one of the most difficult grammatical rules to characterize and, therefore, to learn is the distinction between uses of the *passé composé* and the *imparfait* in spoken French and the varying functions of the *passé composé* (PC), *passé simple* (PS), and *imparfait* (IMP) in written French (Abrate, 1983; Bourgeacq, 1969; Dansereau, 1987; Thogmartin, 1984; and Trescases, 1979, among many others) (p.19).

O'Connor Di Vito also feeling that "there is reason to believe that traditional views of French no longer accurately describe and explain past-tense use in contemporary French" (p.19), brings up the fact that many past studies had inconsistencies:

Although numerous studies have been conducted in recent years to further our understanding of contemporary use of past tenses in spoken and written French, the results of these studies are, in many cases, contradictory" (p.19).

I decided many years ago, after I saw the impact of the teaching of the *passé composé* on my weaker students in their second semester of French, to teach the *imparfait* first. It is my conviction that the change has benefited all my students and eased their acquisition of both past tenses.

The following pages are a study of this major grammatical component to which our students are exposed.

I. The Nature of the *Imparfait*.

The formation of the *imparfait* is so simple to acquire and the usage of the tense so much richer than that of the *passé composé* that one can rightfully question why it is not taught first.

1. Formation of the *Imparfait*.

The *imparfait* is a "simple" tense. There is no need to be concerned with using *avoir* or *être* correctly, and no need to worry about rules of agreement. There are none. As to the formation of the tense itself, there is nothing easier: all three groups of verbs in -ER, IR, RE adopt the same formation. Thus "*nous parlons, nous finissons, nous vendons,*" all become "*nous parlions, nous finissions, nous vendions.*" The ease of the formation of the *imparfait* allows classes to work quickly with its application in context.

2. Usage of the *Imparfait*.

The *imparfait*, contrary to the *passé composé*, has multiple usages.

2a. Description.

The study of the meaning of *state* is valuable for the students. *State* comes from the Latin "stare" meaning "to stand," as in "not to move" or not "to act" as was precisely the case for the *passé composé*. Therefore, since some verbs are used mostly for descriptive purposes, it follows that they will be used almost exclusively in the *imperfect*. This is the case for "*je voulais, je savais, je détestais, j'aimais...*" O'Connor Di Vito tells us that "Controlled experiments have shown that native speakers associate nondurative, instantaneous verbs (e.g., *explorer* and *casser*) with the PS, PC, and plus-que-parfait, and durative, nonresultative verbs (e.g., *être* and *marcher*) with the IMP" (p.30). A reading of the database studied by O'Connor Di Vito reveals a high frequency of *être* and *avoir* in the *imparfait* both in the spoken and in the written data. Indeed, the use of *être* is 83% in conversational French, 87% in detective novels, and 80% in literary prose. The researcher, though, informs us that the frequency of *être* and *avoir* differs according to the genres. If the discourse context becomes "less interactive and more reflective of oralized written speech," the frequency of these non-momentary verbs will decrease. The use of the *imperfect* for *être* goes down to 67% for

interviews, 60% for conferences, and 47% for news broadcasts, for example. This evidence decreases our contention that the *imparfait* should be introduced first since conferences and news broadcasts are discourse context that our students are not exposed to in their beginning studies.

By teaching the *imparfait* first, we ensure that our students are learning a form that is correct in the *majority* of the situations. We want them to get the right form of the verb effortlessly. We can achieve this if we teach the *imparfait* first, and if we teach this governing truth about the verbs of description right away and emphatically. Who among us does not cringe when we hear students energetically and without hesitation declare, "*j'ai voulu, j'ai su, j'ai pensé*"?

Stressing the fact that the *imparfait* is a tense for descriptions helps our students focus on the main use of that tense. We should give them a short list of verbs that are used most of the time in the imperfect because *in the majority of instances the function of these verbs is to indicate a description. Such verbs are avoir, être, savoir, vouloir, pouvoir, penser, aimer, croire.* Yvonne Lenard (1997) stresses that view clearly and emphatically in the textbook *Trésors du temps*:

Certains verbes sont très souvent à l'*imparfait*, parce qu'ils indiquent, précisément, par leur sens une idée de description. C'est le cas des verbes *être* et *avoir*.

Dans cette même catégorie, certains verbes, qu'on appelle verbes d'état d'esprit, parce qu'ils indiquent la description de votre état d'esprit (*state of mind*), sont généralement, eux aussi, à l'*imparfait*.

En fait, il est difficile de faire une erreur grave en français si vous employez ces verbes à l'*imparfait*. (p.68)

Telling our students we want them to use these verbs exclusively in the *imparfait* is very helpful. They should not have to debate whether the proper tense should be the *passé*

composé or the *imparfait*. It should come as second nature for our students learning the past tenses that these verbs exist only in the *imparfait*. Thus, our tests should not contain sentences in which the verb of state expresses a sudden action or an event.

It is not suggested that we do not teach the possibility that these verbs may on some occasions express an action. In fact, we must stress the infrequent occurrence of that usage. By reassuring our beginner students that they will not encounter that eventuality in their tests, we strengthen the assimilation of the *imparfait* and reduce to some degree an element of stress in their dealing with past tenses.

We may go through a list of "descriptions" when we introduce the *imparfait* tense in order to help our students absorb that notion more fully. Thus we can mention

- Mental/Emotional description: *J' étais content d'aller à la plage, mais mes frères, eux, étaient tristes parce qu'ils voulaient aller au cinéma voir Les Compères.*

- Physical description: *Quand j'étais petit, j'étais blond.*

- Description of nature: *Il faisait chaud à Perros-Guirec ce jour-là et l'eau était moins froide que d'habitude.*

During the teaching of the *passé composé* that follows the *imparfait*, I call to my students' attention the one sentence structure in which *être* is found almost assuredly in the *passé composé*. This is the case of the *passive voice followed by a complement of agent*. The verb in that structure expresses an action.

I go over examples such as: *L'enfant a été puni par ses parents. Mon chat a été écrasé par une voiture.*

I also bring to my students' attention the fact that the agent may at times be static. In that case, the *imparfait* of *être* is used: *La plaine était couverte de neige.*

2b. *Progressive Action.*

The use of the *imparfait* to describe a past action in progress is a fairly easy notion to assimilate for our students. Indeed, informing them that whenever an English verb is in the past progressive, the French equivalent will have to be in the *imparfait*.

For example: -Jean-François, que **faisais-tu** dans ta chambre? Est-ce que tu **jouais** encore à ton jeu Nintendo? -Mais non, maman, je **révisais** mon test de grammaire que je vais passer demain.

2c. *Habit.*

The use of the *imparfait* to refer to a past habitual action is again a fairly easy notion for our students to integrate.

For example: Quand **j'étais** petit, ma famille **passait** tous les étés à Ploumanach, en Bretagne. Nous **allions** presque tous les jours à la plage Saint-Guirec, mais quelquefois, nous **allions** à Trestraou. Nous **nagions** peu souvent car la mer **était** froide.

Students need to be reminded that a habitual action is expressed in English not only by "I used to" but also, in some instances, by "I would." This notion will again have to be reinforced when we introduce the conditional mood.

It is also essential to provide our students with a good list of terms that indicate the habit. Thus, they can learn *souvent, de temps en temps, tous les matins, tous les jours, etc.*

I find it important, though, to mention two things:

First is the usage in the French language of the term *autrefois*. This word is used frequently in our French conversations and thus should be stressed and incorporated as a major structural component of the *imparfait*. Its English translation *formerly* is not a satisfactory one since it is rarely used. *Autrefois* can refer to a whole range of past tense expressions such as *many years ago, a*

long time ago, when [I was young], in the old days ...

Thus, one can say

- *Vous allez toujours à la plage de Trestrignel?*

- *On y allait autrefois. Maintenant, on préfère aller à Trestraou.*

The second one is to avoid using the term *repetition* or *repeated action* when teaching the *imparfait*. We can still read or hear *On utilise l'imparfait pour exprimer une action habituelle ou répétée*. Our examples may be correct. Thus, the expressions beginning with *tous les* are indeed followed by the *imparfait*. For example "*Notre famille passait tous les Noëls chez mamie et papi*. Yet, the confusion exists when our students want to use numbers, as in "I saw the movie *Tous Les Matins Du Monde* three times." This is definitely a repeated action, and the *passé composé* must be employed: "J'ai vu le film *Tous Les Matins Du Monde* trois fois." Only the expression "*habitual action*" should be used when referring to the usage of the *imparfait*, and the expression *repeated action* when teaching the *passé composé*.

2d. *The Immediate Past.*

The immediate past in French can logically be taught in the same unit as the *imparfait* since that past tense is required for a narration in the past.

Thus the example: *Je venais de parler à Anne Gaël qui m'apprenait qu'elle était malade.*

II. *Direct Classroom Applications of the Imparfait.*

When introducing the *imparfait* to my students, I use a French commercial video obtained from a magazine on foreign language teaching materials. Commercials are effective because of their strong appeal to our students. Few materials can liven up a classroom as much and the class discussion

generated for a language activity can be surprisingly important.

The approach is oral and entirely in the target language. The teaching unit follows the *inductive* approach and is designed to encourage students to draw conclusions about the formation and the rules of usage of the *imparfait* from the many examples provided. The blackboard is not used until the students have properly assimilated each clear usage of the *imparfait*. The whole lesson takes two to three class periods.

The commercial I choose deals with "Le Loto." In it we see a young man sailing on some tropical ocean and nearing a tropical island. He sings his message of success for having played and won the lottery. A parrot is visible for two seconds, and in the middle of the commercial the "gagnant du loto" (the winner of the loto) is joined by a crew of smiling companions who do aerobics while working on the sailboat. The end of the commercial consists of a cheerful voice inviting the TV audience to play the Loto. The warm and cheerful tone of the commercial along with the youthfulness and vitality displayed throughout are appealing.

The first part of teaching the unit does not, in fact, deal with the *imparfait* but instead deals with aural skills and culture culminating with the students singing the commercial. At that point, the lesson on the *imparfait* begins. During the entire time of that section, the video is on but the volume is off. As I teach, I pause for a few minutes at a time on a specific part of the commercial.

I tell my students that the scene does not take place now in 2004, but in 1999.

- Est-ce que cette scène se passe dans le présent ou dans le passé?
- Elle est dans le passé.

I quickly move on with a series of questions dealing only with the verbs of state. Here are but a few examples.

- Comment était la mer?

- Elle était bleue.
- Est-ce qu'il y avait des nuages?
- Oui, il y avait des nuages.
- Il y avait beaucoup de nuages?
- Non, il n'y avait pas beaucoup de nuages.
- Il faisait beau?
- Il faisait du vent?
- L'homme était content ou triste?
- Il était jeune ou vieux?
- Est-ce qu'il y avait un animal dans le bateau?
- Lequel?

This section concludes once I have exhausted the possible range of questions and answers, and I am satisfied that my students have acquired a comprehension of the sound of the *imparfait*. I ask questions and make comments such as "Quel son entend-on avec chaque verbe?" and "Vous avez raison, on entend le son [ai]." Many other types of question-answer exercises can be added. At that point, I like to move the teaching of the *imparfait* from the TV set and bring it into the classroom by asking personal questions or making personal comments. Thus, I will say, "Quand j'étais petit j'étais blond," or "Autrefois, quand j'étais jeune, j'étais très mince, mais plus maintenant. Maintenant, je suis un peu gros." I may ask a student "Est-ce que tu avais faim ce matin?" and "Étais-tu très fatigué ce matin?" I try to include all the different persons of the tense. When I have done this type of exercise to my satisfaction, I then proceed to ask what was common to the verbs we used. My questions become more specific so as to elicit from my class the fact that these verbs were all descriptive and that none of them expressed an action. We write some of these sentences on the board. At this point, I mention that these verbs are called "verbes d'état." I also add the other common verbs of state such as *je voulais*, *je savais*, and *je pensais que*. I then choose one sentence on the board and

conjugate the verb in it at all the persons to now show what the spelling looks like.

The following part deals with the past progressive actions. My questions will of course be of a different nature. Some examples are:

- L'homme pilotait un avion?
- Est-ce qu'il chantait?
- Où allait le bateau?
- Vers une île?
- Que faisaient les gens dans le bateau?
- Ils faisaient de la gymnastique?

We then write some of the sentences on the board. I ask my class what difference they see between these verbs and those from the first series. We eventually write on the board that these verbs *expriment une action passée progressive*.

The last part of the unit centers on the habitual action. Here again, a different series of questions is asked following the statement *Cet homme était riche*.

- Est-ce qu'il faisait souvent du bateau?
- Est-ce qu'il allait à la Martinique tous les étés?
- Est-ce qu'il y allait tous les ans?
- Est-ce qu'il voyageait tout le temps?

Sentences are once again written on the board. I ask, though, that each sentence used be put in a different person. I probe my students to see who can find the common denominator for all these verbs. The sentence, *ces phrases expriment une action habituelle* is then put on the board. The class activity then moves away from the commercial and centers on my students' past habitual actions. I ask a long list of questions containing adverbs indicating frequency. I make sure to include *autrefois* as many times as I can. Again, as with any other class activity, my students are asked to answer in complete sentences. I also have individual and group repetition during which I pay close attention to the pronunciation of the words as well as

to the fluidity of my students' oral expression. At the conclusion of the activity, students will go to the board to write down sentences with a list of words including *d'habitude, tous les ans, tous les étés, souvent, fréquemment*.

One can easily follow the presentation of the unit on the *imparfait* with an oral presentation dealing with a topic designed to encourage its use. "Décrivez vos vacances de l'été passé," can be just one of many examples. There is the probability that some verbs will be used in the *imparfait* when they should have been in the *passé composé*. The few mistakes of tenses should, naturally, be overlooked. The same situation would apply to an oral presentation following the presentation of the *passé composé*. It is a fact, though, that since the teaching of the *imparfait* is not as time consuming as that of the *passé composé*, students will quickly learn to balance the usage of both tenses in their presentations. If, on the other hand, the *passé composé* is introduced first and oral presentations are expected at regular intervals during the course of instruction, students will be limited to that past tense for quite a period of time.

For an oral presentation whose first past tense is the *imparfait*, students are asked to include a series of expressions such as *le samedi matin, d'habitude, avoir l'habitude, de temps en temps...*

After every new unit and before a written test is administered, I like to assign an oral presentation to my classes which have about ten students in each. Students prepare for it at home and give it in pairs or individually. After the presentation, students answer a series of questions that I and /or their classmates ask. Each presentation lasts about four minutes, and the series of questions-answers lasts another four minutes. The testing lasts two class periods for a class size of fifteen students; for a larger class, I use only two class periods for the oral presentation, and I meet with the remaining students at a time during the day which

is agreeable to each one. All presentations are taped, and can therefore be graded in the evening at leisure, and just like written compositions, I can review and compare the presentations. The oral presentations provide a creative outlet for the students and the opportunity to have a natural discourse in an artificial setting-- the classroom.

III. The Nature of the *Passé Composé*.

The present perfect tense is a compound tense. Its French name, le *passé composé*, underlines the compound aspect of the tense, the combination of a past participle and auxiliary verb, but does not provide the students with any clue as to its semantic value in discourse.

The formation of the *passé composé* is complex, and its intrinsic complexity should make us pause as to its appropriateness as the first past tense to introduce. Students have to assimilate many irregular past participles. They also have to remember which verbs are conjugated with *avoir*, which ones are conjugated with *être*, and which ones have a double construction. They also have to be able to apply the various rules governing the agreement of the past participles with *avoir*, with *être*, and the pronominal verbs. They are made to differentiate such structures as *je les ai vues toutes les trois* from *j'en ai vu trois* or *nous nous sommes parlé* from *nous nous sommes regardés* or *again elle s'est rendue à Paris* from *elle s'en est rendu compte*. Dealing with the various rules governing the formation and the usage of the *passé composé*, instructors must naturally keep in mind the proficiency-oriented approach. Alice Omaggio stresses that "the 'formal grammar lesson' should be kept as brief as possible, at least in lower-level language courses, to ensure that most of the class hour can be spent on active, creative language practice." (p.491) Finally, in view of the fact that some rules on the *passé composé* are of varying complexity, instructors should adopt both the *inductive* and *deductive* approaches and not limit themselves to just one type of presentation.

IV. Usage of the *Passé Composé*

The usage of the *passé composé* never poses a problem because it is so simple and so limited: "On utilise le *passé composé* pour une action *passée* à un moment défini et qui n'a pas duré." (past *action* occurring at a definite time in the past and which did not last.)

1. Difficulties associated with the instruction of the *passé composé*.

The concept of the usage of the tense may be lost because it is dwarfed by the various complexities dealing simply with its structure. A lot of time in the classroom is spent not using the past tense in context but simply how to accurately structure it. When the *imparfait* is taught weeks or months after the *passé composé*, students may use the *passé composé* because it has become their most familiar tense. It is also worth mentioning that when we present the *passé composé* first, we inevitably stress the irregular formations, and rightfully so. After weeks of drilling the past participles, we then pass on to the teaching of the *imparfait* at which point we do a lot of practice drills. However, when students have to create their own statements, the *passé composé* form of the verbs, including that of the verbs of state, tends to come first. This "fossilization" of the *passé composé* stays. As instructors, we can break this cycle by teaching the *imparfait* first. Students will not have to un-learn what they were taught in their first study of the past tense in French.

V. Are the Names of the Two Tenses Satisfactory?

The *passé composé* does not help to understand the usage of the tense. Such an appellation, in fact, refers only to the appearance of the tense.

When looking at the name *imparfait*, students again are not being helped in their comprehension of the tense. In fact, the relevance of the name is so weak that many teachers do not bother to explain it to

their students. What is the etymology of the word? It comes from *p̄rficio-ere, perfectum*, meaning to *complete*. Thus, we can infer that the tense means not completed. But how could that be? When we say "When I was little, I went to school on foot," we are no longer *little*, and we *no longer go to school*. The whole thing does seem finished, over with, and terminated.

In some sentence structures containing two actions, the main one is a completed action whereas the other is still going on and is thus not completed. In the following sentence "Quand Pierre est entré, je regardais la télévision," one has a completed action, "*Pierre est entré*," and an action which was still going on, henceforth not completed, "*je regardais la télévision*." One can infer that after an unspecified amount of time later, I stopped watching TV; in fact, disrupted by Pierre's entrance I may have stopped watching TV altogether at that very moment. One should simply refer to *regardais* as a past progressive action.

There are some situations when the distinction between completed action and not completed action is real. For example, *Il a fait beau hier* indicates that today's weather has changed. We have focused our mind on a finished event. With *Il faisait beau hier*, the speaker focuses his attention only on the descriptive aspect of the message, without an absolute reference to today's weather. The sentence suggests that today, the weather is still nice, but again, the implication is not systematically so. People can be heard saying "*Il faisait beau hier*" even though the day they are saying this, it might be raining. For example, "*Il pleut à verse ce matin. Et pourtant hier, il faisait si beau.*"

One should say that the usage of the *passé composé* does imply, unequivocally, that the past action is over. In the following example *Pierre a été très malade l'hiver dernier*, there is a clear message that the state of things is no longer true. In *Pierre était très*

malade la semaine passée, one is unsure whether or not Pierre is still sick, but one is sure that he was sick at some point last week. The speaker is simply focusing on the description of the verb of state.

The two examples mentioned above, *Il faisait beau hier* and *Pierre était très malade la semaine passée*, and their distinction from *Il a fait beau hier* and *Pierre a été très malade l'hiver dernier*, serve to illustrate what Dansereau (1987) and Cox (1994) saw as the aspectual characteristic of the French language. Dansereau brings up the fact that there are two problems associated with the traditional explanations found in textbooks; one is ambiguity and confusion. She goes on to say that:

Second, some of the statements lead the student to wrongly believe that the difference between the two tenses is *semantic* (e.g. action verbs belong in the *passé composé* and verbs of state in the *imperfect*), when in fact it is aspectual (i.e. any verb can be in either tense, depending on how the speaker wishes to portray the event). (p.34)

Supporting the inclusion of the role that aspect plays in French does not take away the positive impact of teaching that the verbs of state are found predominantly in the *imparfait*.

IV. Chapters devoted to the study of IMP and PC in 15 current textbooks.

Several observations can be made:

- One textbook, *Trésors du temps*, presents the *imperfect* (p. 67) before the *passé composé*. The teaching of the *passé composé* is done only three pages later. The contrast of the two past tenses follows shortly after, on page 74.

- Two other textbooks present the *imparfait* and the *passé composé* basically at the same time. These are *Découvertes et Créations*, and *Appel*. The teaching of the past is done through references to both tenses early in the teaching process.

- *French in Action* introduces the *passé composé* in chapter 9 (p.31-33), but the first strong emphasis on a past tense is found on chapters 14,15, and 16, with the study of the *imparfait*. Chapter 16 begins the contrast of the two past tenses.

- The number of chapters dealing with the *passé composé* exceeds those on the *imparfait* in the majority of the textbooks, underlining the complexity of the formation and of the rules of agreement governing that past tense.

- Teaching the *imparfait* first is not a novel idea. Indeed, *Parole Et Pensée* by Yvone Lenard, published in 1965 and again in 1971, presented the *imparfait* on page 232 of the 20th Leçon, while presenting the *passé composé* immediately after, and contrasting both tenses from the onset.

The majority of the textbooks only contrast the two tenses in one chapter.

V. Conclusion

If the *imparfait* has a wider usage than the *passé composé*, is the frequency of its usage as high or higher than that of the *passé composé*? If the answer is yes, then the rationale for teaching the *imparfait* first is very relevant. O'Connor Di Vito examined 53,265 clauses of spoken and written French. She came to the conclusion that "As for the relative distribution of IMP and PC forms in the spoken-language data base, no clear preference within or across genres [*Conversation, Conference, interview*] is evident" (p.21). One notable exception, though, was found in conversational discourse where in one situation involving two people comparing family traditions during childhood years, the *imparfait* predominates with 82% with one speaker and 70% with the other. The author went on commenting that the choice of a conversational topic affected the relative frequency of tenses used. O'Connor's findings in the written language are, to say the

least, edifying. Her research reveals that "the IMP comprises up to 87% of the past-tense forms in the literary prose texts, and its use increases in frequency over the centuries" (p.24). The data that was analyzed "suggest an expansion of IMP functions in literary prose over the past centuries" (p.24). As for the frequency of person and number in the imperfect tense, O'Connor's study indicates that "use of the IMP in the third person continues to predominate in these narrative-oriented written genres (especially twentieth-century prose) because of its expanding functions in narrative discourse. In fact, the IMP is systematically more frequent in the narrative sections of written prose than it is in the dialogue sections" (p.27). O'Connor finds that the imperfect is used frequently in relative clauses; "These clauses typically have third-person subjects and serve to offer descriptive information secondary to a highlighted narrative event" (p.28).

If in addition to a high frequency of usage, the *imparfait* is a much easier tense to form than the *passé composé*, and if a whole category of verbs exists predominantly in the *imparfait* and seldom in the *passé composé*, why don't we introduce it first? For the sake of efficiency, clarity, and simplicity, we owe it to our students to present the *imparfait* before the *passé composé*.

Table 1: Chapters Devoted to the study of IMP and PC in 15 current textbooks

TEXTBOOK & PUBLISHER	NUMBER OF CHAPTERS	IMPERFECT PRESENTED (CHAPTERS)	PASSÉ COMPOSÉ PRESENTED (CHAPTERS)	CONTRAST
MAIS OUI! D.C. Heath & Co. 1996	14	8, 9, 12	5, 6, 7, 9, 10, 11	9
DEUX MONDES McGraw Hill. 1997	14	6, 8, 11, 12, 14	5, 6, 7, 8, 12, 13	6, 8, 12
VIS-À-VIS Mc Graw-Hill. 1996	16	10, 11, 15	8, 9, 10, 11, 12, 13, 14	11
CHEZ NOUS Prentice Hall. 1997	10	5, 6, 7, 8	4, 5, 6, 8	8
PORTES OUVERTES Holt, Rinehart & Winston. Harcourt Brace & Co. 1998	10	6	5, 6, 7, 9	6
PARALLÈLES Prentice Hall. 1995	10	8, 9, 10	5, 9, 10	10
VOILÀ Heinle & Heinle. 1992, 2nd edit.	24	12, 20	10, 12	12
INVITATIONS Holt, Rinehart, Winston. 1998	18	13, 15	7, 9, 10, 11, 13, 14, 18	13

Table 1: Chapters Devoted to the study of IMP and PC in 15 current textbooks

TEXTBOOK & PUBLISHER	NUMBER OF CHAPTERS	IMPERFECT PRESENTED (CHAPTERS)	PASSÉ COMPOSÉ PRESENTED (CHAPTERS)	CONTRAST
ÇA MARCHE Mac Millan Publishing Co. 1990	15	9	7, 9	9
EN AVANT Houghton Mifflin. 1992	16	9	5, 6, 7, 8, 9, 12, 13, 14, 15	9
ALLONS-Y! Heinle & Heinle. 1992	14	8	5, 11, 12	P. 372, 373, 376, 378, ch. 9
APPEL Harcourt Brace Jovanovich. 1988, 2nd edit.	11 20	(p. 245, 252, 253, 257) 13, 17	12 (p. 245, 247-248, 255-256, 259) 13, 17	12
DÉCOUVERTES et CRÉATIONS Houghton Mifflin Co. 1990. 5th edit.	24	12 (p. 245, 252- 253, 257) 13, 17	12 (p. 245, 247- 248, 255-256, 259), 13 - 17	12, 13
FRENCH IN ACTION Yale University Press 1987	52	14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 42, 44, 45, 46, 47, 48, 49, 50, 51, 52	9, 16, 17, 18, 19, 20, 21 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35 36, 37, 38, 39, 40, 41 42, 43, 44, 45, 46, 47, 48, 49, 50, 51	Beginning in 16
TRÉSORS DU TEMPS Glencoe Mc Graw-Hill. 1997	12	3 (p. 67) 7, 10, 11	3 (p. 70), 7, 10, 11	3

Graph I - Particularities of PC and IMP

Particularities of PC

I. Formation

Compound tense

A. Usage of past participles

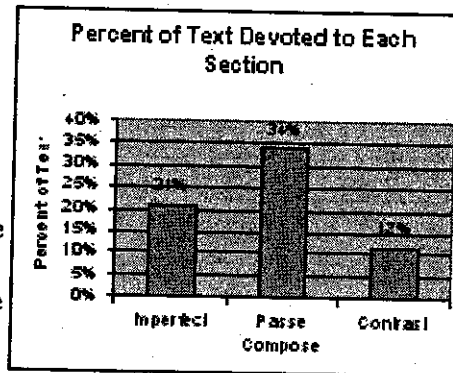
- regular past participles
- irregular past participles

B. Usage of auxiliaries

- with être
- with avoir
- verbs with a double construction
- pronominal verbs: reflexive and pronominal

II. Rules of agreement

- with avoir



- with être
- pronominal verbs: transitive direct
- pronominal verbs: transitive indirect

III. One Usage

Particularities of IMP

I. Formation

Simple tense

- regular formation
- one exception: être

A. no past participles

B. no auxiliaries

II. no rules of agreement

III. multiple usage

This graph shows the extent of space used for each one of the two past tenses and their contrast. It demonstrates the dramatic disparity in space utilized for teaching the tenses. The complexities of the formation of the passé composé along with its numerous rules of agreement create the need for a significantly greater allocation of space.

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Biographical Statement

Bio sketch for Hervé Le Guilloux (short, that's for sure): Hervé Le Guilloux is currently teaching French at Trinity Prep School in Winter Park, Florida.

Gloria T. Poole

The Learning Connection: Activating the Schemata of World and English Language Learners through Graphic Organizers

This article introduces classroom teachers to the use of graphic organizers to activate the schemata of the world language and ESOL students. The author emphasizes the use of graphic organizers as visual means for minimizing rote learning of the new language while enhancing comprehension and speech through interactions. Graphic organizers are presented as excellent means for organizing learning for quick language recall and ease of usage, especially when emphasizing comprehension of abstract concepts. The article discusses the use and various types of graphic organizers and presents two teaching episodes as springboards for other creative development in the teaching and learning process.

Introduction

World language and ESOL teachers share a common goal, which is to facilitate learning and acquisition of a new language for learners at different stages of development. This effort can be most fruitful when certain conditions are present and appropriate instructional strategies and devices are used. Often, the challenge for teachers is preparing and teaching a great lesson only to realize that most students retained very little of the concepts taught, affecting their ability to use the new materials. How can teachers of world languages and ESOL maximize language retention? How can teachers make connections between known pieces of information and specific concepts being taught? How can schema theory and graphic organizers benefit the learning of a new language?

Theoretical Framework

Learners of a new language approach the

new situation with many life experiences in their first language. They bring their own particular socio-cultural, academic, and world experiences; listening, speaking, and viewing experiences in the first language; and varying degrees of literacy. These life and academic experiences account for the prior knowledge needed to access new language information. According to the North Central Regional Educational Laboratory (2000), "Prior knowledge refers to the background knowledge that a reader has gained through school, personal experiences, reading, watching television, and talking with others (p. 58). This wealth of experiences is essential for the interrelationships that must be referenced when making a connection in learning the new language.

Teachers of reading and English language arts have long recognized the need to activate the child's prior knowledge, also known as schemata, as a means to make the learning

connection. Row, Smith and Burns (2000) define schemata as "... a person's organized clusters of concepts related to objects places, actions, or events" (p. 173). In a more practical sense, a child's schemata are the personal knowledge about objects or things and how they relate to already known pieces of information. When activated, this knowledge makes the learning of new information much easier to internalize. Prior knowledge and schemata are used in educational literature interchangeably to refer to the similar educational constructs. While the schemata of the learners may vary from one person to another, they remain important for the teacher to activate and build new experiences to enrich the existing schemata of the learners. For example, a world language learner's mental concept of a bicycle might be quite different from that of the ESOL Student. One might envision a ten speed, low handlebars, chrome racing bike; while the other might envision a typical red dirt bike without any additional accessories. Nonetheless, each view can be enhanced with new information collected through additional experiences and expanded through the use pictures and devises such as graphic organizers to assist with comparisons, and other qualitative constructs. In this sense, the teacher can facilitate vocabulary building about bicycles, contextualization of the vocabulary by using the words in meaningful situations, creatively expanding language usage by connecting the new vocabulary to other concepts to express feelings about relationships, to solve problems or to make more complex comparisons.

Graphic Organizers can be useful in activating the schemata of any learner. They constitute excellent means for organizing learning for quick language recall and ease of usage for the world language and ESOL student, especially when emphasizing comprehension of highly abstract concepts. Graphic organizers, also known as advanced organizers and visual organizers are excellent devices to replace rote memorization. They are

an ideal representation of spatial intelligence, which according to Gardner (1995) represent the capacity to perceive visual-spatial aspects of the world accurately and to create mental images. Silver, Strong and Perinis (2000), affirm that spatial intelligence can go well beyond simple visual perceptions. Individuals who are spatially intelligent can "... usually sketch ideas out with graphs, tables or images and often able to convert words or impressions into mental images" (p.8). Within the context of multiple intelligences theory, spatial intelligence and language intelligence can be mutually supportive. This premise, therefore, supports the use of graphic organizers as means to provide another way of reaching and teaching learners of other languages.

Applications

Teachers of world languages and ESOL can develop skills in using graphic organizers to activate background knowledge (Graph I). Just like map reading in the social studies class or formula writing in chemistry, the use of graphic organizers should be taught and encouraged in the world language and ESOL classrooms.

There are many different types of graphic organizers that are most useful to language learners. Each is dependent on the level of maturity of the student as well as the assignment or information to be collected. Reiss (2001) holds that the graphic organizer with the widest application uses the concept of clustering or webbing. These organizers are useful for explaining topics with multiple elements or subtopics while helping to classify and describe the same. Another type of clustering is the problem-solving organizer, which shows sequential cause and effect as well as relationship patterns. Venn diagrams have become popular devices for alternative assessment because of its usefulness in showing similarities and differences among concepts, events, people, or things. Timelines are also popular and useful as mathematical and historical tools to show chronological sequencing of events

or as scientific tools to show changes that occur over time. Finally, the Matrix design organizers are ideal for making comparison of key variables across different categories through the use of a grid. Other similar graphic organizers, also known as advance organizers, include among others, story maps and K-W-L Chart.

Following are two teaching episodes utilizing the Sunshine State Standards for Foreign Languages and Language Arts Through ESOL. By utilizing real strands, levels, standards and benchmarks, the classroom teacher may find ease of transferring knowledge and application to other related situations using a variety of graphic organizers (Graphs II and III). Each teaching episode provides a springboard for the classroom teacher to expand and apply creativity beyond the presentation.

Teaching Episodes

The following general and pedagogical considerations are provided to lend clarity to the teaching episodes provided herein. The general considerations provide a broader understanding of the outer structure for planning the episodes, while the pedagogical considerations provide the underpinnings for teaching and learning exercise.

General Considerations to better understand the episodes

- Review the Sunshine State Standards for Foreign Languages or Language Arts Through ESOL and select the strand on which you will focus.
- Consider the grade level of the students, but also take into account the level of language development and acquisition. This will determine the needs and support to be addressed during the activity.
- Select the standard, which will serve as a guiding statement of the expected achievement within the particular standard.

- Focus on the benchmark as the guide for the expectations of what the student will know and be able to do to demonstrate achievement of the standard. The task selected should carefully match the benchmark, especially since this is your expected outcome at the end of the activity.

- The activities suggested for the students in teaching episode #1, will incorporate the use of the KWLH (What we know, What we would like to find out, What we Learned /still need to know, and How can we learn more (Graph IV) and a Venn diagram as the main graphic organizers.

- The activities suggested for the students in teaching episode #2, will incorporate a character map and a series of events chain.

Pedagogical Considerations

- In both of the following episodes, the teacher assists the learners in interpreting the new vocabulary words by using visuals with representative elements of the words and a word wall with corresponding illustrations. This process of bridging helps to make a connection between the printed words and their graphic representation as a means to activate the schemata of the learner.

- The teacher, in both episodes, provides contextual support by having the students use the vocabulary words in meaningful and authentic situations by posing and responding to questions or by creating situations in which the learner must respond to a need.

- Actively involve the students in using the new words in context and provide opportunities for them to practice using the vocabulary in meaningful and authentic situations.

- Assist the students in a simulated language experience writing exercise by having them produce the written

expressions of their oral practice. This will help the learner to make the connection from print to speech. Conversely, allow the oral practice to be converted to a written format to connect speech to print.

- Connect the concepts with the graphic organizer (web, Venn diagram, etc.) to link the oral and written expressions to show a different structure. During another lesson, use the reverse strategy so that the graphic organizer becomes the starting point for the students to construct a passage or sentences to relate the concepts therein.
- When expanding the episodes to creatively incorporate other areas of learning such as using specific grammatical structures, consider providing appropriate word clues organized for easy access and use.

Teaching Episode #1

What should the students do?

- The task

Students plan an interview with peers about their interests in sports or hobbies. After planning and organizing the questions they will use for the interview, they will choose a peer and interview each other. Ultimately, the student writes a short story.

- Activating Background Knowledge

- Provide visuals with representative elements of various sports along with related vocabulary in the target language.
- Contextualize the vocabulary by having students use the terms in meaningful situations by posing and responding to questions.

How should they go about using the graphic organizers?

- Use KWLH chart to organize the questions.
- Use a Venn diagram or another graphic organizer to compare and contrast the

various types of sports (team/individual, contact/non contact).

- Use selected questions posed to develop the narrative.
- Share the story (orally and in written form) with the class.

Teaching Episode #2

What should the students do?

- The task

After listening to a story read by the teacher, the English language learners participate in group story analysis of the main character in the story and by sequencing the main events in the story.

- Activate Background Knowledge

- Provide a word wall with adjectives from the story that describe people places, and things and corresponding illustrations.
- Compare and contrast the adjectives based on similarities and differences.
- Contextualize the vocabulary by having students use the terms in meaningful situations by posing and responding to questions.

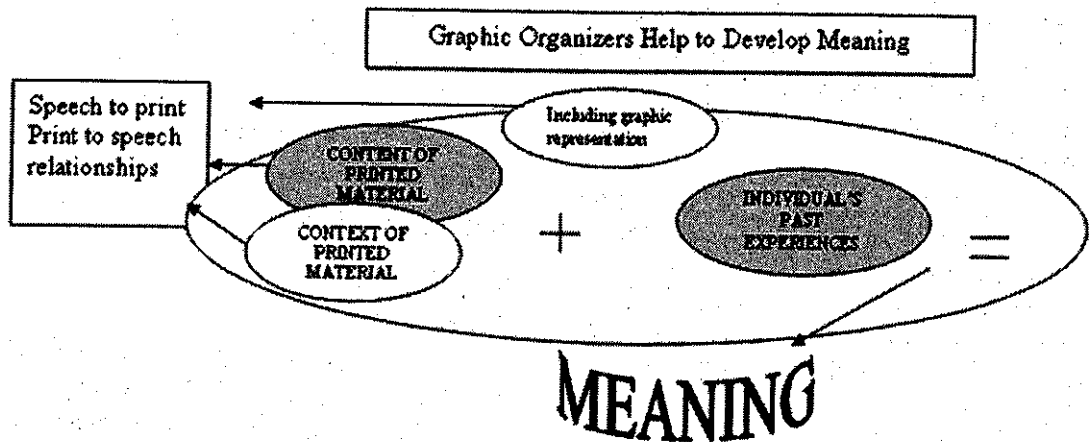
How should the students go about using graphic the organizers?

- Use the character map to describe both personality and physical traits of the main character.
- Use the series of events chain to describe the main events of the story leading up to the final event.
- Have students develop and ask questions soliciting responses with the describing words included or soliciting a response related to the sequence of the events of the story.

Conclusion

Effective language learning and acquisition only occurs when learners are participating in environments where they are free to take risks, encourage language usage in a social and interactive manner, encourage game-like

Graph I



As learners approach printed assignments, they bring prior knowledge to the content and the context to build meaning. They build mental pictures or schemata which provide the lenses through which we interpret and see the new information. Graphic Organizers provide added benefits in facilitating the process of building the child's schemata.

Graph II

**TEACHING
EPISODE #1**

SUNSHINE STATE STANDARD FOR FOREIGN LANGUAGES
Strand A Communication **Level** Grades 6-8
Standard 2 The student understands and interprets written and spoken language on a variety of topics.
Benchmark A.1.2.3. Interacts with fluent native or neo-native users of the target language with sufficient skills to gather information necessary for a simple project.

What should the students do?

The task

- Students plan an interview with peers about their interests in sports or hobbies. After planning and organizing the questions they will use for the interview, they will choose a peer and interview each other.
- Ultimately, the student writes a short story.

Activating Background Knowledge

- Provide visuals with representative elements of various sports along with related vocabulary in the target language.
- Contextualize the vocabulary by having students use the terms in meaningful situations by posing and responding to questions.

How should they go about using the graphic organizers?

- Use KWLH chart to organize the questions.
- Use a Venn diagram or another graphic organizer to compare and contrast the various types of sports (team/ind., contact/non-contact).
- Use selected questions posed to develop the narrative.
- Share the story (orally and in written form) with the class.

Graph III

TEACHING
EPISODE #2LANGUAGE ARTS THROUGH ESOL

Strand C: Listening, Viewing, and Speaking **Level:** Grades 3-5
Language Proficiency Level: Intermediate
Standard C.1: the student uses effective listening strategies
Benchmark C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

What should the students do?

The task

After listening to a story read by the teacher, the English language learners participate in group story analysis of the main character in the story and by sequencing the main events in the story.

Activating Background Knowledge

- Provide a word wall with adjectives from the story that describe people, places, and things and corresponding illustrations.
- Compare and contrast the adjectives based on similarities and differences.
- Contextualize the vocabulary by having students use the terms in meaningful situations by posing and responding to questions.

How should they go about using the graphic organizers?

- Use the character map to describe both personality and physical traits of the main character.
- Use the series of events chain to describe the main events of the story leading up to the final event.
- Have students develop and ask questions soliciting responses with the describing words included or soliciting a response related to the sequence of the events of the story.

activities and multiple strategies, and provide contextual support. Activating the learners' schemata to link prior knowledge with the learning objectives will prove successful in maximizing the learning potentials of world language and ESOL students thus providing ample opportunities to acquire language. Teachers who find comfort in using graphic organizers will find success in achieving higher levels of connectivity and productivity in the new language.

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Graph IV

K	W	L	H
What We Know	What We Want to Find Out	What We Learned/Still Need to Know	How Can We Learn More
The Students list what they already know about each other	The students write the questions they will ask	The students write the responses to the questions posed	The students write other ways to learn more about the other student
<p>Organize the information we will write or talk about. The teacher may assist lower functioning students with a close Procedure by providing sentence structures to help them organize the information they have gathered. The teacher may also assist with predictable chunks of language the students may use to share the information gathered.</p> <p style="text-align: right;">Since the objective is also to develop oral language skills, allow the students to practice by recording themselves before presenting their stories to the class.</p>			

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Kerry Purmensky

Sound Pedagogy and the Internet

While schools are increasing their student access to the computers and the Internet, they are still lagging behind in training teachers and administrators to use the technology. This article is designed as a resource for educators who want to find pedagogically sound TESOL resources on the Internet. It discusses websites by relating them to the language skills of reading, writing, listening, and speaking, and focuses on those that provide free, interactive, and quality materials. The author lists numerous websites that have curriculum, instructional and authentic material for the classroom, and provides a list of professional development resources contained on the World Wide Web.

"The proportion of students to Internet-connected computer improved from almost 20 students per computer in 1998 to 5.6 students per computer in 2002" (Ansell & Park, 2003; 44). Yet, many assert that to take full advantage of technology in schools, teachers and administrators must be trained to implement that technology, and they are not receiving that training. McKenzie (2003) maintains that professional development has not been funded and pedagogy has been ignored, so schools have seen small returns on their technological investment. Because the Internet is a cost-effective and easy to use technological tool, and has interactive and hypermedia capabilities like no other teaching tool, it is a resource that is accessible to any educator with little training. In this article, I will discuss websites with great curriculum materials according to language skill, point out pages that contain communicative and interactive instructional strategies, provide hints for finding information quickly and easily, and list links for professional support and development

in the online environment. Throughout the paper, websites will be listed by their title, and the URLs will be contained in Appendix A. Extra websites not discussed in the text will be listed in Appendix B. Appendix C has links for professional development.

Curriculum and Instructional Materials

Reading

Vocabulary development

Helping students develop excellent reading skills is particularly important in light of the fact that, no matter the content area, successful students are usually good readers. Research has shown that students need to recognize approximately 95 percent of the words in a passage to comprehend meaning, so vocabulary development is an integral and essential aspect of reading development (Schmitt & Carter, 2000). One website that focuses on vocabulary development, with a search engine for concordances, a program for creating puzzles and games for vocabulary practice, and audio files for listening to English

sounds, is The Virtual Language Centre. This site allows teachers to not only find material, but also create material to meet individual needs. Another such site is the home of Hot Potatoes: Half-baked Software. With this free authoring tool for educators, teacher can create, or have their students create, interactive multiple-choice, short-answer, sentence jumbles, crosswords, or matching and cloze exercises for the World Wide Web. Another free program for vocabulary development is on Lingonets, which provides vocabulary exercises for download, clustered around familiar themes.

Structural skills

Knowledge of English grammar structure is also vital to ESL reading development (Grabe, 1991). There are numerous sites on the Internet devoted to grammar, but finding ones that meet your specific needs are important. The addition of Web Companions for textbooks has created a boon of materials that can easily be applied to classroom objectives by virtue of their similar structures. *The Longman Website Companions* site is one of many publisher sites, with almost all materials freely accessible. Even if you do not have that particular book, the structure of many books is often consistent, so it is usually straightforward to find what you need. For example, the Scott Foresman ESL site on Longman now has FCAT test prep materials for download and online work.

Content knowledge

Whether in Economics, Social Studies, or math, reading is a skill that is necessary to succeed in any academic arena. *Eduhound* provides a great directory for K-12 teachers to look for content material. You will have to sift through some pop-up advertisements, but *Kids Domain* also provides great resources, including a list of free downloads of software to create curriculum materials. *The Discovery Channel* and *MathStar* links both have free material resources for teachers related to math and science.

Authentic materials

Researchers such as Carrell (1987) have collected data suggesting that the content of the reading material, and how well a student relates to that material, is a significant factor in reading. Finding authentic material that students can relate to and enjoy reading can enhance the reading process.

One example of a site with fun reading materials is *MysteryNet*. You may have to make some editorial decisions here about what material is appropriate for your age group and level, but the activities are motivating for students. The *Useless Information Home Page* contains background stories on many everyday events and objects that anyone can relate to their life. For students who want to explore other cultures, or even gather pictures and information about their own cultures, *Lonely Planet's World Guide* provides snippets of text about countries throughout the world. For business students, *Executive Planet* has cultural information written by business people from around the world for the executive. It discusses business etiquette, customs, and cultures from the perspective of the native speaker.

Writing

As students move from processing to production skills, they may exhibit signs of intimidation. When they know someone will be viewing their work, either a teacher, another student, or a designated audience member, their affective filter may kick in, raising their anxiety in the classroom and preventing information processing (Krashen, 1981). Writing in a way that is familiar, and for a familiar audience, may be one way to keep anxiety at bay long enough for students to feel more comfortable in both informal and formal academic writing.

On the Internet, *Yahooligans E-Cards* can be a fun way for students to be creative and send notes to other people. The *Writing Den* provides helps for writing students through

the introduction of interesting topics. A nice combination of cultural awareness and writing for other audiences, the *Earth Day Groceries Project* gives students a chance to get involved in an online project and create writings for others to read and enjoy. For students who experience roadblocks, The Graphic Organizer Index has great examples of organizers to help them plan out their writing ideas. Once students have a product, Purdue's online Writing Lab is a great resource for worksheets, Powerpoint lessons, and editing tips for students. For teachers who would like a simple rubric for student writing and other projects, Teach-nology has a page devoted to rubric creation. It is mostly for elementary teachers, and has annoying graphics, but it also has some good material.

Oral Communication Skills

Listening

Although we may not think of the Internet as a great resource for developing listening skills, there are actually many sources of both ESL-specific and authentic listening material. These audio files have some real advantages for students in that they can listen to diverse speakers using various styles of speaking, they can listen as many times as they need to for comprehension, and they can access the material at any time. The downside is that the computer connection can make downloading audio and video files time-consuming, but school computers can usually handle this without too much problem.

ESL Material

Beginning at the beginning, students can study the various sounds of English (and Spanish) with Iowa's The Sounds of English and Spanish phonetic website. Students can also learn to write with the International Phonetic Alphabet using the free download font program from SIL. In the English Listening Room, students can listen to songs and fill in the cloze exercise associated with the song. Another site where students

can listen to ESL-specific materials and participate in online exercises to check their comprehension is Randall's ESL Cyber Listening Lab.

Authentic Material

There are also many sources of authentic listening materials via the Internet. National Public Radio has a searchable database of all its news stories available to download for free. Students can easily save these files or listen to them again and again with the free RealPlayer or Windows MediaPlayer. Teachers can also buy transcripts of the audio files. The Human Genome Project has a series of free audio and video files for download containing information about humans, genetics, and health. Although some of the material includes some complicated vocabulary, the material is topical and fascinating for those interested in science. For Jack Kerouac fans, Kerouac Speaks has audio files of Mr. Kerouac and other speakers reading pieces of literary works.

Speaking and Online Interactive Communication

According to Murphy (1991), teachers need to adjust their speaking class and study of speaking to meet the needs of students at various levels of ability and through diverse approaches. One approach to speaking using Internet resources is making available to students various forms of the spoken word, including conversational forms and dialects. IDEA (International Dialects of English Archives) has audio files of both English language dialects and English spoken in the accents of other languages. On the Learning Oral English site, students can listen to realistic conversations in English. There are always videoconferencing activities that provide a wonderful opportunity for students to "talk" with other students from around the world, but specific hardware and software capabilities are needed. Classroom Conferencing at the Global SchoolNet Foundation provides support and links to other schools involved in global videoconferencing projects.

Online Interactive Projects

A more accessible way to assist students in developing speaking skills is for students to cooperate in online projects, requiring them to communicate orally to complete the projects. There are two well-known interactive online projects that provide the kind of communicative opportunities that are so vital for students: Schmoozing and Webquests. SchMOOze University was originally established with the ESL/EFL speaker in mind. It is similar to a chat room, where students can "speak" with others online, and interact with the online environment. Schmoozing has expanded so that now there are many schmooze sites, most listed on Rachel's Super Moo List. The majority are designed so that you can have a class or group of people sign in and participate in the chat, no matter where they are. It is a great opportunity for different levels of students, students from different classes, schools, or even countries to communicate in what should be a less intimidating place than the classroom. Most sites have detailed instructions and are free to use. Students will need to understand the instructions on how to use the sites, as the programs recognize only certain commands.

Webquests are another excellent interactive online activity with lots of communicative potential. "A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web. WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation. The model was developed in early 1995 at San Diego State University by Bernie Dodge with Tom March, and was outlined then in *Some Thoughts About WebQuests*" (<http://webquest.sdsu.edu/overview.htm>). In webquests, students are given a specific task, normally in a group, which they must accomplish by culling information from the

Internet and presenting it in some format to the rest of the class or other audience. It is language-intensive, motivating, and students must communicate well in order to accomplish the desired end. A great example of a webquest on Cultural Diversity was designed by N. O'Connor, which is listed with other great examples on the MERLOT site (Multimedia Educational Resource for Learning and Online Teaching).

Final Hints

There are times when every instructor is looking for something new, or something really specific to a classroom objective. In this case, the traditional websites may not have exactly what is needed. In order to run a quick and successful search for exactly what you need, here are just a few simple hints that may make surfing the Web easier.

- 1) Know exactly what you want and use all the words to describe what you need: ex: "adult interactive multiple-choice grammar". Use age (elementary, adult), type (interactive, downloadable), file type (audio, video, software), exercise type (cloze, t/f), and topic (grammar, reading).
- 2) Choose the right search engine: Google.com, alltheweb.com, and yahoo.com are all good.
- 3) Right click: when you get the results through your search engine, use a right-click and open it in a new window. That way you do not have to continually use the back button and get lost as to where you have been. The Yahoo search engine actually returns links with a clickable icon to the right of the title of the website which automatically opens the link in a new page.
- 4) Drop Down Menu: find the drop down menu in your browser and use it for quick jumps back to where you have been.
- 5) Organize the Favorites Folder in your browser: keep this folder well organized

so you can find websites fast.

- 6) Have a junk email: sign up for a free junk email account that you can use to sign-in on sites that require membership. This way you can take advantage of membership privileges, but miss out on the junk mail in your regular program.
- 7) Post material: become a supporter of your favorite sites by contributing material. This can keep good sites going. Share good sites with others.
- 8) Read these Search Hints for Google.

Professional Development on the Internet

In spending time finding websites for our students, we may neglect our own professional development and interaction needs. There are many sites that are wonderful resources for teachers, so Appendix C is devoted to websites for teachers.

Conclusion

The Internet is a wonderful resource for material, and should be a multimedia instructional tool that is accessible to any teacher, regardless of school constraints. As students experience greater access to computers and the Internet, it is vital for teachers to be able to take full advantage of its resources. Finding those sites with pedagogically sound material, and the most effective communicative activities, is vital for teachers who have limited time and want the best resources for their students.

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Appendix A: Listed Websites*

Classroom Conferencing: <http://www.gsn.org/cu/index.html>

Cultural Diversity webquest: <http://www.asij.ac.jp/middle/ac/lass/6no/discrimination/>

The Discovery Channel: <http://puzzlemaker.school.discovery.com/>

Earth Day Groceries Project: <http://www.earthdaybags.org/index.htm>

Eduhound: <http://www.eduhound.com>

English Listening Room: <http://www.anythings.org/el/>

Executive Planet: <http://www.executiveplanet.com>

The Graphic Organizer Index: <http://www.graphic.org/goindex.html>

Hot Potatoes: Half-baked Software: <http://web.uvic.ca/hrd/halfbaked/>

The Human Genome Project: http://www.ornl.gov/TechResources/Human_Genome/education/audio.html

IDEA: <http://www.ku.edu/~idea/index2.html>

The International Schools Cyber Fair: <http://gsh.org/cf/index.html>

Kerouac Speaks: http://www-hsc.usc.edu/~gallaher/k_speaks/kerouacspeaks.html

Kids Domain: <http://www.kidsdomain.com>

Learning Oral English Online: <http://rong-chang.com/book/index.html>

Lingonets: <http://linetti.com/nets.htm>

Lonely Planet: <http://www.lonelyplanet.com/>

The Longman Website Companions: <http://www.longman.com/cws/index.html>

MathStar: <http://mathstar.nmsu.edu/teacher/pedagogy.html>

MERLOT: <http://www.merlot.org/Home.po>

MysteryNet: <http://www.mysterynet.com/>

National Public Radio: <http://www.npr.org/>

Purdue's online Writing Lab: <http://owl.english.purdue.edu/>

Rachel's Super Moo List: <http://moolist.yeehaw.net/edu.html>

Randall's ESL Cyber Listening Lab: <http://www.esl-lab.com/>

SchMOOze University: <http://schmooze.hunter.cuny.edu:8888/>

Search Hints for Google: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Google.html>

SIL: <http://www.sil.org/computingfonts/encore-ipa.html>

The Sounds of English and Spanish: <http://www.uiowa.edu/%7eacadtech/phonetics/#>

Useless Information Home Page: <http://home.nycap.rr.com/seless/index.html>

The Virtual Language Centre: <http://vlc.polyu.edu.hk/>

Webquests: <http://webquest.sdsu.edu/>

The Writing Den: http://www2.actden.com/writ_den/

Yahooligans: <http://ecards.yahooligans.com/>

Appendix B: Other Websites*

Authentic Materials

CNN Student News: <http://learning.turner.com/newsroom/a> broadcast program for schools with educational activities

Companion site for CNN Student News: <http://lc.byuh.edu/CNN-N/CNN-N.html> ESL activities based on the CNN student broadcast

Green Schools Project: <http://www.ase.org/greenschools/>

Interactive Communication

Collocations: <http://www.englishmed.com/resource-centre/collocations/2/> interactive site of medical collocations

Email and Listserv Discussion Lists: <http://www.wfi.fr/volterre/emailteach.html> list of email discussions for ESL teachers

English Pronunciation: <http://international.ouc.bc.ca/pronunciation/> audio files with helps and exercises or students

Intercultural E-mail Classroom Connections: <http://www.iecc.org/> partner with schools in other cultures and countries for email classroom pen-pal and other project exchanges

Reading Materials

English Grammar Connection: <http://www.englishgrammarconnection.com/lessonstart.html> interactive lessons in grammar and writing

Interactive Grammar Quizzes: <http://a4esl.org/q/j/>

Speaking/Listening Materials

MyRadio: <http://windowsmedia.com/radiotuner/MyRadio.asp> Radio stations on the Web

Pronunciation Web Resources: <http://www.sunburstmedia.com/PronWeb.html> a list of sites for developing pronunciation skills

Other Education Sites

Amanda's Mnemonics Page: <http://www.frii.com/~geomanda/mnemonics.html> mnemonic devices to remember all kinds of information

Interesting Things for ESL/EFL students: <http://www.manythings.org/> numerous downloadable and interactive activities

Software

ESL Software and Services: <http://www.esl.net/> list of ESL software programs for sale

<http://www.esl.net/demos.php> (free demos)

Appendix C: Professional Development

CALICO (Computer Assisted Language Instruction Consortium): <http://www.calico.org/>

CALL (Computer Assisted Language Learning): <http://polyglot.lss.wisc.edu/lss/staff/erica/CALL/>

Center for Applied Linguistics: <http://www.cal.org/>

CESOL (Computers and English for Speakers of Other Languages): <http://hub1.worlded.org/docs/cesol/index.htm>

Computer Assisted Language Learning at Chorus: <http://www-writing.berkeley.edu/chorus/call/>

English Club: <http://www.englishclub.com/>

Highlight's TeacherNet: <http://www.teachernet.com/>

Information and Communication Technologies for Language Teachers: <http://www.ict4lt.org/en/>

International Association of Teachers of English as a Foreign Language: <http://www.iatefl.org/newhome.asp>

MyClass.net (a website for teachers to set up their own website free): <http://www.myclass.net/>

National Center for ESL Literacy Education: <http://www.cal.org/NCLE/>

Reading Online (a Journal of K-12 practice and research sponsored by the International Reading Association): <http://www.readingonline.org/default.asp>

Teaching with the Web: web activities for any language: <http://polyglot.lss.wisc.edu/lss/lang/teach.html>

TESOL: <http://www.tesol.org>

TESOL K-12 Standards: <http://www.tesol.org/assoc/k12standards/it/01.html>

*Note: Although I have provided links to websites that have a history on the Internet, some sites may change, move, or be removed at any time. Please let the author know if you cannot access or find the information listed on any site. Kerry Purmensky, kpurmens@mail.ucf.edu

Biographical Statement

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Mary Risner

Motivating Students through Language for Specific Purposes and Career Opportunities

Motivating students in the foreign language classroom is always a challenge for instructors. In an effort to address possible ways of increasing student motivation, the results of several surveys which explore the attitudes of students toward foreign language, the decisions they make about which language to study and how language and culture skills can provide a competitive advantage in the job market are examined. This article suggests that integrating language for specific purposes materials into the classroom, discovering the individual interests of students, and encouraging the study of less commonly taught languages could serve as ways to cultivate greater interest in foreign language. In addition, instructors can help students appreciate the value of foreign language skills by keeping them informed of career opportunities.

Introduction

One of the many challenges facing foreign language teachers at any grade level is motivating students to actually want to learn a foreign language. Unfortunately, the majority of students do not see the value of learning a language and feel forced to take the courses only because of academic requirements. This negative attitude is due in part to the fact that many courses seem to focus on completing the textbook and learning grammar rules instead of communicative language that can be used in students' daily lives. It is the role of the instructor to help students realize the benefits and opportunities a foreign language can give them professionally in the future and as part of their personal growth. It is here where the promotion and study of foreign language for specific purposes (LSP) becomes a useful tool for educators. If students can learn to appreciate the value that a foreign language can offer them in their life, they

may be more open to the idea of moving beyond being monolingual.

Why Study a Foreign Language?

Pavian Roberts (1992) completed a survey with 703 entering freshmen and found that the top five reasons students chose to study a foreign language were: to understand culture, to conduct business, to travel, to achieve world peace, to advance their careers. All of these reasons can be factors used to peak and gain individual student interest. By examining what students find useful in a particular foreign language, this information can provide insight for instructors on to how to create activities in the classroom that address these motivations and provide activities designed for real-life applications that practice and hone practical grammar and vocabulary skills. Inquiring and exploring what students attitudes are toward a language at the beginning of a class to get an idea

of existing motivations and/or any negative feelings can help create a more positive atmosphere in the class by implementing materials that further student interests. Understanding students' needs and goals should increase participation in the classroom if students perceive a personal need being met in the language so that learning verb forms and vocabulary doesn't seem useless for them.

A recent study by Uber-Grosse (2004) at Thunderbird International School of management presents data on the usefulness of foreign language study. Uber-Grosse received responses from 581 alumni worldwide to determine if they felt that their foreign language skills provided them with a competitive advantage in the workplace. Findings show that 82% of respondents felt that a foreign language did give them an edge over fellow colleagues and 89% felt that cultural knowledge did as well. The most utilized languages at work were found to be: Spanish, English, German, French, Japanese, Chinese, Portuguese, Russian and Arabic. Chinese and Spanish were the two languages that respondents would choose to pursue in the future if they had time. According to the survey, more than one third of alumni used their language skills on a daily basis and almost half made use of culture skills daily.

Respondents stated that cultural knowledge helped them feel more comfortable with people, understand the business environment, reduce chance for misunderstanding, gain respect and credibility, function better in a country, work on multi-national teams, and enhance negotiation success. While this survey group is a select community of alumni from a top-notch international business school, the results can still be considered useful for providing data that language skills are valuable in the workplace. Even for students that may not continue on for a degree in higher education, the U.S. population has become so diverse in many geographic areas

that language skills and cultural sensitivity can only increase chances of success for individuals in their work environment.

Language for Specific Purposes

Much of the work on Language for Specific Purposes (LSP) began with the study of English for Specific Purposes (ESP). The term LSP encompasses several different categories of courses designed to meet specific needs of the learner. Martin (2000) cites Johns' original division of categories of ESP into English for Occupational Purposes, which includes professional and vocational training; and English for Academic Purposes, which includes scholarly studies, sciences and technology. These models, which tailor course design to particular needs have been applied to other languages in order to provide the type of necessary training for specific subject areas.

There is a variety of professional areas with which LSP is most frequently associated: business, medical, legal, and law enforcement. However, the most developed LSP area tends to be business, with medical Spanish following. The majority of four-year universities offer business language courses in Spanish, French and German while some universities with more resources may offer medical Spanish and/or business language in some less commonly taught languages (LCTs). Although many departments currently lack the budget or enrollment numbers for courses in specific purposes, instructors can implement some materials focused on the professions into their curriculum while still practicing basic language skills presented in most texts.

The primary concern of most language instructors for teaching LSP is that they feel they do not possess the area skills to teach students the language tied to content area other than in the cultural and linguistic aspects. This creates a resistance to creating LSP courses and to adding supplementary LSP material to existing generic language

courses. However, to prepare students for communicative tasks in the professions, instructors do not need specific training in the content area, rather they need to know how to help students communicate well enough to complete their job function. According to De Fontenay (1995), practical skills needed for business are: providing information, participating in meetings, speaking publicly, negotiating with clients and drafting letters. The necessary language skills are: expressing opinions, agreeing and disagreeing, clarifying, defining, stating problems, solutions and conclusions, listing and comparing options, hypothesizing and conceding. Beedham and Charles (1989). These types of speech acts are presented at various points of most texts and at varying levels of difficulties. For the medical and law enforcement professions, the tasks of basic information giving and taking through the use of interrogatives and giving orders through simple commands are the most common language tasks necessary. The majority of the skills needed in certain professions can also apply to other functional areas that can be used in the management of one's personal life and are skills that are included in material taught in most language textbooks.

If instructors can prepare activities that show how certain language skills can relate to practical application in everyday life and future career choices, students may be more apt to change their attitudes to language learning. As most schools require the use of select textbooks that arrange chapters by grammatical topics and/or thematic units, instructors can be creative and intertwine practical applications where possible in key units to bring in the career options available and to present language skills that can readily be used in various career areas. These types of activities may be complemented by a Career day for foreign language in the professions in an individual classroom or as a school-sponsored event.

Making the Foreign Language Choice

Critz, Uber-Grosse & Vladimir (1998) conducted a study on the economic utility of foreign language and examine the choices students make in terms of which language to choose once in college. They categorized student responses into two groups of importance. The first significant level includes: employment opportunities, desire to travel, economic importance of the language and affinity for the culture. The second group of importance influencing language choice consists of: political implications of the country and culture, proximity to where the language is spoken and ease of learning. The study revealed that students try to choose language study according to what will be the most economically useful to the student for her/his future. Yet the survey results demonstrate the gap between perception and reality. Statistical analysis of GDP and GDP per capita compared with national foreign language enrollment indicates low correlation between the quantity of students enrolled in certain languages and the economic value of those languages. The data actually present a strong argument for the study of languages less commonly offered.

The most recent Modern Language Association study conducted in 2002 and described by Welles (2004) shows that the top languages studied are Spanish, French, German and Italian (in that order). These do tend to be the languages offered by high school institutions and are the most familiar in the American K-12 system. However, as community colleges and universities around the country begin to "internationalize" their campuses and curricula, a wider variety of less commonly taught language courses are being offered in addition to more international exchanges, internship possibilities abroad, and more interdisciplinary programs promoting language, culture and a specific content area of study. The goal of these efforts in program development is to produce

more well-rounded international citizens to function optimally in our rapidly changing global society inside or outside of the United States. This larger selection of languages and area studies should help students motivated to learn a language due to cultural heritage or other specific interests by providing them with more options in addition to the traditional languages offered.

High school language teachers early on can help create a more positive mindset by introducing the possibility of learning about other languages and cultures by encouraging students to research opportunities for study at local institutions of higher education for courses offered. This way students can see what opportunities await them at post-secondary institutions to continue the language they are currently studying or to change to a language in which they have more interest due to career goals, personal affinity, family heritage or whatever possible attraction they have to another language that is not offered at the K-12 level. Most universities are actively recruiting new students year-round and would be willing to send information on their international course and program offerings in various disciplines if it is not possible to send a college recruiter to the location desired. In addition, universities with Title VI Centers or Centers for International Business Education and Research promote creating partnerships with local high schools to develop foreign language and career-related projects.

Conclusion

In summary, it is important that instructors stay abreast of opportunities in foreign language careers for students and consider how sharing this information with students and attempting to address their interests and needs when developing courses could increase student motivation. Creating a positive attitude toward foreign language learning at all grade levels should encourage students to take more than the 2 year

minimum requirement at universities and encourage students continuing at community colleges or trade and technical schools to pursue language studies. In the state of Florida where the multi-cultural community is constantly growing with Spanish, Portuguese and Haitian Creole-speaking populations, this should not be too difficult of a task to persuade students to prepare themselves to competitive in the local job market.

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Patricia B. Westphal & Antonia Perez-Franco

Different Role for Language Assistants

Over a period of more than 25 years, Central College, a small liberal arts college in the mid-west, has developed a program that involves using foreign assistants to conduct small conversations groups, "labs," for its L2 classes. This article traces the development of the program and lays out the procedures followed in these learning settings at our institution. Some specific speaking activities as well as some of the advantages of using this method as part of L2 acquisition programs at the college level are cited.

What does the phrase "language lab" mean today? Back in the 60s and 70s, the heyday of audiolingualism, they meant mind-numbing transformation drills with a headset pinching your ears and promising a headache. Now we have computers hooked up to the Internet, DVDs and videos, and a wide array of electronic gadgets to supplement sound recordings. But some of us wonder if our students today are any more eager to be in lab than students back then.

At Central College, however, "labs" have nothing to do with headsets and technology. Our labs are small conversation groups with our "assistants," young native speakers coming directly from their homelands. Every course in our department includes 50 extra minutes each week in these small group settings.

While many institutions hire language assistants, their duties usually involve teaching introductory courses, tutoring and/or engaging in extra-curricular activities at the language houses, language tables or clubs. Central College has a long history of hiring native-speaking assistants from abroad to participate in all aspects of its French, Spanish and German programs. Though they perform many of the traditional

duties mentioned above, with the exclusion of teaching courses, their most important duty is conducting what we call "labs." We have an unusually high number of them (9 assistants for 9 language professors), and they have become an integral and unique part of each of our language classes.

In the 1960s Central College was a small--about 400 students--liberal arts institution somewhat isolated in the middle of the state. A faculty group who wanted to increase enrollment seized upon an opportunity to study abroad, an attractive option for students who might otherwise have felt isolated in a rural environment. The College further decided to provide specific support to students who were planning to go abroad and to draw on the experiences of those who were returning (Graham 2003). One of the strategies the faculty and administrators found to accomplish these goals was to hire young native speakers through the College's programs in Europe and bring them to campus to live with students on a daily basis. The prime mover for this hiring was Bill Wing, a French professor who had been here since 1935. His ideal assistant was a woman who was "perfectly bi-lingual, familiar with the USA as well as France, gracious, mature,

and responsible. She enforced the rule that French only was to be used in the house—but without giving offence. She explained French values and manners, stimulating students to find out for themselves when they finally went abroad. She was a model Frenchwoman, an embodiment of the culture. In short—I doubt very much that she existed” (Graham 2003).

Those commitments from the 60s continue today. Our department believes that beyond the personal growth that study abroad brings, especially for students from the Mid-west, the expectations and needs of American society make languages essential tools in many circumstances. The College mission statement and strategic plan reflect this commitment, and for the next three years our Academic Quality Improvement Project plan (part of our North Central Association accreditation) has international studies as one of three areas for all-college emphasis.

The Mechanics: Recruitment and Responsibilities

The assistants are hired for a single year to work 15 hours a week for the department. They tend to be 22-25 years old with broad interests and a desire to improve their English. They have sometimes had training to teach their native language as a foreign language.

In the 60s, the directors of the College's programs abroad recruited assistants. Currently the French section recruits through a program within the French Ministry of Culture. The Spanish section has ties to universities in Mérida, Yucatán and Granada, Spain. The German section has worked with various universities in Austria and Germany. Our Office of International Education helps with visa questions and problems as well as with orientation on campus.

The College provides each assistant with room and board, a very minimal stipend, and the right to take one or two undergraduate courses per semester in addition to a 6-9 hour practicum, which involves their labs.

They are responsible for their own health insurance.

They live in our language houses, where they encourage activities and the use of the L2. They fill in for faculty members occasionally and help with other departmental activities such as recruiting and Central's All-Day Language Immersion, a day at camp during the fall that helps build esprit de corps among current L2 students and faculty. But their primary responsibility is labs.

Rationale

Well-known methodologist Bill Van Patten declares, “It is understood, if not explicitly stated, that contemporary language teaching means communicative language teaching” (1998). But with 25 students or more, how many opportunities do we have for exchanging information with them in class, i.e., hearing from them answers we haven't anticipated? Obviously, the small group setting is much more conducive to communicating.

In addition, for many of our Mid-western students, labs constitute a first personal contact with a non-native. They provide them with authentic opportunities to succeed in communicating with representatives of the culture, to prove to themselves that they can convey their thoughts and feelings, even though their L2 skills may not be advanced.

Since many college-age students see their peers as the most important sphere of influence in their lives, it is not surprising that they are interested in their assistants, who are close to them in age and who share their interests and values. For their part, the assistants are sincerely interested in exploring the reality of their American experience.

Our international students are also to a certain extent “uncontaminated.” Although we as teachers do not always admit it, we can understand almost all of our students' interlanguage, even word-for-word translations that would be meaningless to a

naïve native speaker, one not used to decoding TL101. An assistant has to ask for clarification much more often than we professionals do, so they honestly lead students to negotiate meaning in a way we cannot.

Because they stay only a year, assistants bring all of us, even the native-speaking faculty members, fresh perspectives on the constantly evolving native culture. For example, they bring their tastes in pop music, their takes on current politics, their experience with working in Europe, etc. They also give personalized slants on culture and current events. How much more engaging to hear an assistant describe holiday traditions at home than to read cultural notes in the margin of a textbook, even when the basic information is the same!

Planning Labs

Depending on the language and the level, there is wide variability in the amount of direction from the classroom teacher. For example, in beginning French, one instructor gives a list of suggested activities to the lab assistant at the beginning of each chapter. The assistant then chooses among these, prepares materials, and reports regularly on students' progress. But in beginning Spanish classes, the approach is more prescriptive and stresses continuity between the content of the lab and the content of the class--topics, grammar points learned, review for tests and exams, etc.

Scheduling

Since students do not register for labs as they register for language courses, each instructor distributes a form during the first week of class to gather students' schedules. Students are encouraged to request particular time slots, with the caveat that their wishes cannot always be accommodated. The instructor or the assistant then forms groups of 3 or 4 students who are available at the same time. First and second year students have two 25-minute sessions per week. Upper level

courses have 50-minute sessions once a week. They meet in specially constructed carrels near departmental offices rather than in a traditional laboratory.

Sample Activities

The major goal of labs is to improve and practice students' L2 skills through meaningful and communicative activities, games, and conversation. According to Krashen (Hadley 2000) and many others, students need opportunities to acquire language, opportunities where they are interested in the message and not focused on the form, where success is measured by the amount of information transferred rather than on grammatical accuracy. Although they are not supposed to be tutoring sessions, we make a serious effort to assure that work in labs is related to work in class, and students are encouraged to ask questions about course work. Typical activities for beginning language courses are games, conversations based on a specific topic, role plays, review of vocabulary through matching games or flashcards, and information gap activities.

Small groups are ideal for working with authentic documents. Students can order from an authentic menu, for example, imagining the dishes that might be combined to make meals they would be willing to eat. They can browse through an issue of *Pariscope*, looking for films they want to see or reading descriptions to identify films they have already seen. Pictures and real objects are also easier to see and manipulate in small groups. For example, a variation of a Curtain and Pesola game (1994) starts with displaying 8-10 objects or pictures. As the leader announces each object in the L2, the first student to touch the named object, takes it. The winner is the person who has the most objects at the end of the round.

The following are directions to a Spanish assistant for a game to practice imperative forms in a lower-level lab:

Mezclen las tiras con los mandatos y pónganlas boca abajo en la mesa. Cada estudiante escoge una tira que necesita devolver antes de decirle el mandato a usted. Si lo dice correctamente, usted tiene que hacer lo que dice el estudiante. Si no lo dice bien, usted corregirá cómo se dice la forma del mandato y el estudiante lo actuará inmediatamente después.

Los mandatos

(saltar) como un conejo / (gritar) "Me encanta el español" / (cantar) "la Bamba" / (llorar) como un bebé / (subirse) encima de la mesa / (escribir) su nombre en su mano / (poner) su libro en la cabeza / (salir) del cuarto y (volver)

Another option to work with command forms might be to play the roles in the Cinderella story:

Un estudiante va a ser "Cenicienta" y los otros van a ser la madrastra y las hermanastras. La madrastra y las hermanastras le van a dar mandatos sobre lo que Cenicienta debe hacer en la casa, que serán actuados por ésta: Por ejemplo: "sacuda los muebles, limpie el piso, saque la basura, etc." Después de unos minutos, los estudiantes pueden cambiar los papeles.

In intermediate classes students can practice distinctions between past, present and future by identifying what is happening in a magazine photo and then imagining what has just taken place and what is likely to happen next. The assistant can display a handful of these photos and ask students to choose the one they hear being described. They can also provide physical descriptions or imagine the psychological state of the person they see.

These are directions to an assistant for the two activities that comprise a third-year Spanish language lab.

1- Conversación sobre la universidad. Pregúntales qué estudian, cuántas clases tienen, cuáles son sus clases, cómo son las

clases, son difíciles, cómo son los profesores, etc... Háblales sobre las manifestaciones, las asociaciones políticas de estudiantes en los campus españoles durante tu vida en la Universidad de Granada, tu rutina diaria, lo que estudias, tus asignaturas, cuándo te matriculas, cómo es el sistema, cómo son los exámenes, cómo son las clases, en definitiva la vida de un estudiante universitario en España. Lo puedes comparar con la que llevas aquí en Central College. Si hay alguno de ellos que ha viajado al extranjero, o que ha ido con el programa de estudios en el extranjero del College debes preguntarle cuáles son las diferencias fundamentales que vivió como estudiante allí, qué extrañó, que le gusta más aquí en USA, qué prefiere del sistema en el país donde estudió, etc.

2- Actividades del vocabulario. Haz una copia de la página 32 del libro. Recorta las palabras y las metes en un sobre para que ellos vayan sacando cada palabra y la describan brevemente en español. Puedes hacerles preguntas sobre los antónimos y sinónimos de cada palabra.

At upper levels, assistants search especially for ways to involve students on a personal level. They tell students about their plans for the weekend, campus gossip, movies they have seen, their courses, etc. Civilization labs are particularly useful for testing what students are learning about values and typical behaviors against the experiences and beliefs of their assistants. In labs for literature courses American students can see what they are learning in class from another knowledgeable perspective. Students can explore a theme from a literary work they have read in class as it is reworked in different time periods and media. For example, images of Spanish women in a play can be compared to different images that are presented in songs, magazines and films clips.

Evaluation

For many courses, assistants are given

a folder that they turn in to the instructor once a week. In it, they provide a weekly evaluation for each student using criteria like these:

- A. The student attended lab, participated fully and exhibited an exemplary attitude.
- B. The student showed interest and some initiative, but made many errors
- C. Though present and participating, the student showed no initiative
- D. Though present, the student showed little energy or enthusiasm and responded only when questions were directly addressed to him/her
- E. The student did not attend.

Assistants also record problems or successes, progress, and absences. If a student has not been attending or if concerns are reported, the instructor speaks to the student directly in time to resolve the problem.

Each course instructor decides what weight labs will be given in the course grade, but it is always a significant factor. Assistants report attendance and a suggested grade for each student at mid-term as well as at the end of the semester, although the instructor has final approval of the grade. Students are also given an opportunity to evaluate their lab instructors at least once a semester by means of an anonymous questionnaire. This feedback is shared with the assistants.

Conclusion

The way we work with our foreign assistants is continually evolving. As this happens faculty members spend significant time training, supervising and befriending them, but Jim Graham, who was involved in the original decision to make international education a central part of the College's identity, sees the following as the bottom line:

The assistants were the most human dimension on campus of the extraordinary effort we made to transform the FL program. Central's students were proud, by and large,

to have them around. Those who managed to know them well were transformed, not just linguistically but culturally. (2003)

We have much evidence that this continues to be true today, though most of it is anecdotal. For example, in 2002 the French section asked alumni to comment on the strengths of the program they had pursued. Of 13 responses, 12 named the assistants. The following were among their remarks:

- "The French language assistants instead of solely relying on machine-based labs is a great strength."

- "The labs with a real French-speaking person were vital."

- "I loved having real native speakers as our lab assistants. It helped with all aspects of language acquisition."

The extent to which students value this experience is clear. Many of them have formed long-term friendships with their assistants, eventually visiting them in their home countries. Obviously, there is much to be said, even in the technological XXI century, for the human component in L2 learning settings.

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FOUR FOREIGN LANGUAGE TEACHERS' VIEW OF CODESWITCHING PRACTICE

This paper reports the daily dilemma of foreign language teachers regarding the use of the students' native language in the classroom. The study presented here examined code switching practices of four beginning foreign language graduate assistant instructors teaching Spanish at a major university in southeastern United States. The major themes identified as factors that led to code switching included students' comfort level in the learning process and the instructors' concern with student learning of Spanish grammar in order to be successful on their exams. Instructors also reported feeling conflicted over their use of language in the classroom and their theoretical knowledge of correct use of the target language in the classroom. Results pointed to the need for an interface between institutional expectations of teacher use of language in the classroom and expectations of students' learning in these university courses. Implications include the need for future research into more experienced instructors' use of language in the foreign language classroom.

Introduction

Every day, foreign language teachers are faced with the dilemma of what language to use in teaching their class. Common knowledge points to the need to use the target language in foreign language teaching. This belief is evidenced by the statement of the American Council for Teachers of Foreign Language (ACTFL) in the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers (2002) that provides a set of standards for the teaching of foreign languages in grades K - 12. This document (<http://www.actfl.org>) describes the historical shift from the grammar translation method to the present day communicative approach which is advocated in the standards. Their advocacy of the communicative approach speaks to the need for an interface

between the communication standards set for students and the teaching approach.

Also supporting this conviction is the work of researchers who consistently cite the importance of target language input in the foreign language learning process (Krashen, 1985; Long, 1981; Long 1991; White, and Spada, 1991; Lightbown and Spada, 1996). Instructors of Spanish carried out this study to examine the use of the target language in foreign language teaching in a large, public, Florida university. The study was motivated by the desire to hear the instructors' voice as they explain how they chose to use either the target language or the students' native language.

Code switching

The instructors' use of language in this

study falls within the definition of code switching. Saville-Troike (1993) describes code switching as the "change of language within a single speech event." Other research into the use of two languages (Yumoto, 1996) differentiates between mixing languages and code switching. Yumoto (1996) proposes that in language mixing the participants are unaware that they have used two different languages; only observers of the incident are aware of the language change. In this study, the instructors were aware of their language change, therefore, Yumoto's language mixing term does not apply.

In this paper, code switching in the language classroom is defined as the teachers' use of Spanish (L2) and English (L1) during the instructional process. The purpose of this study was to look at the instructors' code switching behavior in the classroom. Code switching is conceptualized as the switch from Spanish as the language of instruction to English which is considered the native language of the students.

Throughout the 90s, debate about native (NS) and non-native (NNS) speaking teachers of English thrived, arguing who is the better teacher and under what circumstances (Meydges, 1993, Meydges, 2001, Phillipson, 1992). These studies concluded that while teaching practice of NS/ NNS teachers may be different, neither offers a linguistic advantage.

Another aspect of the NS/NNS debate focused on the use of the students' native language in the classroom. Other researchers, advocates of the communicative approach dictate the use of the target language at all times in the classroom. In other cases, such as Macaro (2003), he notes that the NS/NNS controversy led to the use of pejorative terms to describe the use of L1 in the classroom. He suggests that code switching is a more positive term and he proposes using it in place of L1. He considers code switching positively for the following reasons:

- It is naturalistic discourse; it occurs when interlocutors share more than one language.
- Code switching occurs frequently and is widespread in the world's bilingual and multilingual communities.
- In an increasingly global economy, speakers will need to code switch, not merely depend on one language.
- Code switching should be considered a communication strategy perhaps as important as input modification on the part of teachers and students.
- Teacher code switching is a way to model important communication strategies.
- There is no evidence that teacher code switching correlates with student use of L1 in oral interaction.
- Prohibiting the use of code switching in beginning or lower level classes may result in "undesirable pedagogic practices", such as teacher domination of discourse.

Although two of Macaro's points on code switching refer to the global community, his other observations are directly related to the use of the students' target language in the classroom. Other research has focused directly on code switching in the language teaching classroom.

Code switching in the classroom

Studies of code switching in the classroom have focused on both the quantity of language used and the teachers' reasoning behind their code switching practice (Duff and Polio, 1990; Hancock, 1996; Akyel, 1997; Macaro, 2001; Rolin-Ianziti and Brownlie 2002). In their university-wide study of FL teaching of L2 use in the classroom, Duff and Polio (1990), examined the amount of L2 used in the teaching of more than 30 languages. Because their results indicated that use of the target language ranged from 10% to 100% depending on the teacher, they conclude there is not one applicable generalization about

language use. Variables that they identify as playing a role in the language choice include language type, departmental policy or guidelines, lesson content, materials and formal teacher training.

Hancock (1996) was concerned about the use of code switching between learners while carrying out instructional tasks in a communicative language teaching setting. His findings suggest that the use of L1 or L2 in learner dyads depends on the learners' interpretation of the purpose of their interaction in the dyad. He distinguishes between on/off record performance as a way the learner marks their language use. Hancock proposes the existence of an on record referee – either real or imaginary – that monitors the learners' use of language. The learner, then, chooses either to diverge or converge with this referee thereby choosing which language to use.

Macaro's (2001) study of university French teachers' sets out to examine both how much and why the teachers were using L1 in the classroom. He also interrogated the reasons for code switching and factors influencing its practice. He found four reasons for code switching; (a) code switching practices to be infrequent, (b) teachers' use of L1 did not correlate to student use of their native language, (c) teachers tended to use code switching for classroom management issues, and (d) teachers' use of code switching could not be generalized.

Rolin-Ianziti and Brownlie (2002) investigated the use of code switching in the teaching of French as a foreign language. Findings indicate that factors that influence use of language in the classroom can be institutional; such as being of a particular department or having departmental policy, using departmentally-dictated materials, activity type – grammar or listening, or switching to talk about specific subjects. They conclude that code switching in the classroom can offer positive aspects, specifically in

lexical development and the perceptions of differences between L1 and L2.

Educational factors and teaching have also been attributed to a teacher's use of L1 in the classroom. In a study comparing experienced teachers and student teachers, Akyel (1997) found that an ineffective use of the L1 in the classroom often stems from inexperienced teachers' lack of knowledge and skills that an experienced teacher brings to the classroom.

These studies investigated code switching behavior of both teachers and students and concluded that it is not possible to generalize the use of the target language to one reason or explanation; each teacher has his/her own reason for choosing the code that they do. There were also occasions where the use of the code switching to the native language was considered advantageous pedagogically.

The Study

Method

In this study, four instructors were videotaped for one week. Three of the instructors taught level one and one taught levels two and three. The videotaped sessions were then viewed by the researcher and segments that included code switching were edited onto another videotape for use in the interview process. The interview sessions were based on an open-ended interview protocol that inquired how and where the instructor learned Spanish, the instructor's understanding of code switching, and any thoughts or opinions the instructors had on code switching as an instructional practice. During the interview, the instructors watched different segments of the video tape to stimulate their recall of their code switching in the classroom. Interviews were tape recorded and subsequently transcribed to be analyzed.

As suggested by Miles and Huberman (1994), an a priori list of codes had been created before data analysis began; these were

formulated to delve into the participants' description of their code switching behavior and their reasoning behind it. The questions were based on knowledge of the participants and their contexts. Data collected from the interview was read and a list of emerging themes was created; this list was later used to code the participants' responses. After transcribing the data, the text was returned to the participants and they were invited to make additional comments.

Each instructor was examined as an individual case and then a cross-case comparison was carried out. The cross-case comparison permitted commonalities in the instructors' explanation of their code switching behavior to be highlighted.

Participants

As part of the research, the instructors' personal histories were also included. All of the instructors who participated in this study all taught Spanish as a foreign language at a large public university in Florida. For purposes of this study they shall be named Diana, Mary, Stella and Tom. The Spanish courses they taught are offered to the general student population to fulfill language requirements in their major areas of study. Diana, Stella and Tom were graduate teaching assistants at the same university; all had participated in foreign language methods classes as well as teacher training/development sessions offered by the language department. Mary also taught English as a second language at the university's intensive English program. Aside from foreign language teaching methods course and teacher training sessions, she had also participated in extensive teacher training at the English teaching program.

Diana and Stella were pursuing a Master's degree in Spanish; Tom was pursuing a PhD in Second Language Acquisition. Mary was not a student at the time of the study, although she had previously completed a Master's degree in Applied Linguistics at this

university.

Mary and Stella define themselves as native speakers of Spanish; both learned Spanish as their first language at home. Diana also acquired Spanish at home through daily interactions with a Spanish speaker who cared for her as a child and served as a domestic in her home. Tom also began learning Spanish at an early age, but through formalized instruction in the sixth grade. He continued his study of Spanish throughout middle and high school.

Data analysis

All of the instructors mention similar reasons for their code switching in the classroom. They voiced similar themes throughout their explanation of their use of English in the foreign language classroom. The factors they mentioned included affective concerns regarding the instructional process, the teaching of grammar points, time constraints in the teaching process, assessment design and focus, and student understanding or comprehension of different aspects of Spanish (See Chart 1).

The instructors' explanation of their use of English was notably consistent. The relationship between their reasoning about their language use was also palpable. All the instructors were concerned with students and their feelings in the learning process; they were also well aware of the importance of student success in the assessment process. Because they knew the tests were grammar-based, they felt pressured to adequately teach the discrete grammar points that would be assessed. They also consistently felt limited by a lack of time to be able to teach grammar in Spanish. Diana expresses the three instructors' thoughts by saying, "I think that if it was a ... grammatical explanation, then I would do that in English". Underlying the teaching of grammar, the instructors all felt the need for the students to understand in the classroom. Stella stated her thoughts on

understanding grammar by saying, "...about [teaching] grammar in Spanish to my students, I feel that it is hard enough to explain it in English to them, let alone try to explain it in Spanish." Primarily, the concern for understanding was focused on understanding the language but Tom was also concerned that the students understand him and his humor. He explained his concern by saying, "I think it was [that] ...I wanted to make sure everybody understood, or ...my humor is stronger in English than it is in Spanish".

Three of the four instructors were confused about their use of code switching in the classroom. They all knew that the target language should be used to teach the language, but found that they were not using it as much as they thought they should be. Diana, Stella and Tom all code switched in their classroom activities; but, they were not pleased with this practice. Stella goes as far as denying that the video clip represents her "real teaching," indicating that real teaching takes place in Spanish. These three instructors agreed with popular beliefs that foreign language should be taught whenever possible in the target language. Tom attributes his inability to teach his grammar lesson totally in Spanish to not working up to the grammar point adequately in previous lessons. Mary is the only instructor that openly declares code switching can be a strong pedagogical tool. She also points out that code switching shows competency in both languages and it is this competency that can be used to the students' advantage in the classroom.

Students' understanding of Spanish grammar as it is taught in this context was also a concern of all participants. Because the language department bases their assessment on grammatical, discrete item tests, the students must learn these points to be defined as successful. In voicing their opinions, all of the instructors indicated that student understanding and learning of

Spanish grammar is further complicated by the fact that students do not have a working understanding of the grammar of their native language. Therefore, as is clearly evident, any understanding of Spanish grammar is hindered by time for sufficient explanation and their inability to relate it to their native language grammar. Although the individual instructors shared their views on the use of code switching, they expressed their ideas in different ways.

Discussion

Previous research into code switching in the foreign language classroom found that there is not one constant reason for code switching (Polio and Duff, 1990; Hancock, 1996; and Macaro, 2001). However, in this context, code-switching practices in the classroom were remarkably consistent.

The instructors were in agreement that if they code switched while teaching grammar, the students were better able to understand and learn the grammar points. They also pointed out that their role in the learning process was to make the students feel comfortable, not stressed. The instructors also described facilitating the learning process as their responsibility, which they reported could not be achieved in a class where only Spanish was used. So, theoretically, the instructors knew that the target language should be the language of instruction in a foreign language classroom. On the other hand, they knew that they used English as the language of instruction because it made understanding the grammar points easier for the students and because of time constraints and affective issues the students experienced with instruction in Spanish.

As a result, three of the instructors also agreed that they felt conflicted while viewing their code switching on the videotape. This discord between their actions and their learned notions about language teaching caused the instructors to question their use of language in the classroom. Only one of

Chart I: Themes

	Affective	Grammar	Time	Assessment	Understanding/comprehension	Conflict
Tom	Wants students to understand his humor. Concerned with the comfort zone of the students.	There are specific points that are difficult to explain in Spanish. For example: preterit and imperfect.	Grammar takes more time to explain in Spanish.	Students must understand discreet points of grammar for test.	Humor/personality Students do not understand grammar in their native language.	Knowing that the target language should be used and using it.
Diana	Wants learning experience to be pleasurable, not stressful	Wanted students to understand the grammar.	A lot of material to cover in a short period of time.	Language lab homework and Grammar based tests. Grammar must be understood for students to be successful.	Students would not understand if too much Spanish is used.	Students understanding both grammar and using Spanish. Trying to use more Spanish in second semester of teaching.
Stella	Students do not feel comfortable with the whole class in Spanish.	Reviews in the course are done in English and the focus is grammatical.	It is a fast-paced course.	Difficult to explain in English; students wouldn't understand in Spanish.	Comprehend the grammar.	Code switching behavior not representative of "real" teaching. Goal to teach the entire class in Spanish.
Mary	Wants to facilitate learning experience.	Students did not understand in Spanish.	Time limitations; number of chapters to cover are determined by the language department.	Grammar based tests. Students do not understand grammatical explanations in Spanish.	It was Spanish I and they did not understand when the grammar is explained in Spanish.	Not conflicted about the use of code switching. Feels it is an important class room tool.

the instructors felt comfortable with her use of language in the classroom and described code switching as a pedagogical tool.

Limitations and Conclusions

This study was only able to begin to inquire into instructors' reasoning about their code switching behavior. It was unable to compare the concerns of these beginning teachers with other more experienced instructors, or teachers of other languages. The initial findings point to a mismatch in these classes between discrete grammatical items that students are expected to master, the time they are given to master these points and students' level of stress or anxiety in the learning process. These instructors decided that the quickest and most efficient way of delivering grammar explications was to carry them out in English. Further research should be carried out to examine the interface between language department expectations and prescribed practices regarding language use.

Because the study provoked conflicted feelings in the instructors, it was able to assist the instructors who participated in it to examine the difference between their use of English and Spanish in the classroom and the theoretical prescriptions of the methods or teacher training class. This, in turn, caused them to reflect on and question whether or not they could really apply what they had learned if they modified their teaching practice. Another issue that was not addressed by any of the instructors, and, in the opinion of the researcher merits further research, was the possibility of peer observation or sharing of instructional practices to further scrutinize their beliefs regarding language use.

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ESOL AND SECOND LANGUAGE DEVELOPMENTS USED IN TODAY'S CLASSROOMS

The field of second language acquisition has been growing for many centuries now. The quest for the best and most effective ways to learn a second language has been in existence since at least Greco/Roman times. When examining historical development is the area of language learning we can clearly see its evolution from various innovating reformer such as Gouin and Pendergast, behaviorists such as Pavlov and Skinner, many method developments, and various interactive classroom approaches. I have always been fascinated with foreign language acquisition and learning. Within this research it is my ultimate goal to provide a basic description of some methods used today. I will be focusing on ESOL history and development, although it is also important to mention that the strategies discussed are also widely used by all foreign language instructors.

Before introducing ESOL methods and approaches, I will cover some preliminary information about what ESOL means, and when it was first developed. You will then have a better understanding of why ESOL teaching is a very complexly demanding field that has recently been adopted into our nation's school systems.

First of all, the term English for Speaker of Other Languages (ESOL), or English as a Secondary Language (ESL), is used to identify the teaching of English Language Arts to students whose native language is something other than English. In Florida, the term most often used is ESOL.

Prior to the 1980's and before ESOL was accepted in our school systems, students from different cultural and linguistic backgrounds were mainstreamed in classrooms regardless of their English proficiency levels. In the contemporary school system, students from different linguistic backgrounds are welcome

in all classrooms, regardless of their level of English proficiency. Teachers and other school staff members celebrate students' diverse languages and heritages, and build upon certain skills and concepts already mastered in students' first language to assist in the acquisition of the second language. ESOL demands have evolved over time do to the growing demands for equal education opportunities for second language students.

In San Francisco, California an action suit was filed on behalf of the Chinese community against the San Francisco School System (Lau vs. San Francisco School District). The Chinese community argued that the children were denied equal education opportunities. The instruction provided for these non-native speakers left them at a disadvantage due to their lack in language comprehension. The case reached the Supreme Court in 1974, and the court sided in favor of the Plaintiff.

This case made an enormous impact on the manner in which school districts handled second language learners. In 1975, the Office of Education came together in an effort to establish guidelines to help language minority students. These guidelines known as the Lau Remedies, were thus developed as guidelines for states to meet the education needs of the language minority population.

As a result, the students are placed today in a program called English as a Second Language. Academic instructions (public k-12) are to provide students education in their native language or by using ESOL strategies. This procedure is in effect until the student has reached a certain level of English proficiency, thereupon, they will be able to receive all academic instruction in a conventional English speaking environment.

With this brief overview of ESOL history, we can begin to look at the methods and approaches used with ESOL students.

We can begin with the Grammar Translation Method, which is also known as the Prussian Method. This method was very popular during the mid 19th to mid 20th century. It was mainly used for the teaching of foreign languages, especially in Europe and in the United States (Richard-Amato 10). Minimal oral practice was employed with this method. Students were mainly taught by using rules and applications for reading and writing in the target language. In most cases, the teacher would read the lesson allowed and expect students to translate verbatim.

This procedure was followed with some grammatical rules. Students were given unrelated sentences in which they had to demonstrate how the grammar rules worked. Richard-Amato explains:

"Lesson were grammatically sequenced and students were expected to produce errorless translations from the beginning" (10).

All directions were given to students

in their first language. Many language instructors still cling to the notion that grammar should take center stage in language programs. Until recently, grammar has remained the approach that most teachers seem to utilize.

Another popular method is the Audio-Lingual Method. This method stresses pronunciation as well as immediate and accurate speech. In addition, mimicry, memorization and drill are also used. Great emphasis is placed on error reduction. When mentioning Audioligualism, we must first discuss the theory introduced by B.F. Skinner. Audiolingualism also known as ALM, was considered to be the new scientific oral method based primarily on behaviorist theories. Skinner believed that learning a second language was a matter of fighting off the habits of the first (Richard-Amato 11).

ALM started as a way to enhance or replace the previously popular grammar or translation method. Audiolingualism lacks the reading and writing approaches and focuses mainly in the speaking and listening skills. Students spend many hours in language laboratories listening to cassettes. As stated before, memorization and drills were two key components.

A third approach within the language acquisition field is called Cognitive Code Approach. This approach is highly structured by using a deductive process. Listening, reading, speaking, and writing were taught simultaneously. Stress is placed on learning phonemes prior to learning full words or phrases.

According to J. Richards and T. Rogers (1998), the term cognitive code refers to something that evokes any conscious attempt to organize materials around a grammatically based syllabus while allowing for meaningful practice and use of language (60). To promote this approach, ESOL instructors must implement certain programs in their classrooms to motivate their learners. They

must insure that the curriculum is organized in a "theme driven lesson." Reading and writing lessons employed in the classroom are to be used as communicative tools, which should reflect an existing connection between the oral and written language forms. For teachers of ESOL and Foreign Language Education, it is of utmost importance that the cultural component is also integrated into the curriculum, and that cultural diversity is a fundamental part of the activities devised for classroom use. Learning should take place in a meaning and communicative fashion. Lastly, instructors must be able to use assessments to demonstrate what the students are learning and whether or not the students have mastered the materials taught.

When we review language strategies, there is no single method or approach that will guarantee success for students who are adapting to a new language, culture, and at times even an entire new way of life. In order to develop proficiency in all dimensions of language, a variety of methods, approaches, and strategies should be used. The following are few strategies frequently in use in language classrooms today.

One very popular approach used today is TPR (Total Physical Response), which is a systematized approach to the use of commands. Psychologist James Asher developed it. Its focal point is on listening especially in early developmental stages of instruction, or with students who have never had experience with the target language. Asher recommends that lessons at the beginning stages should focus on reading. The instructor communicates and interacts with the students by delivering various commands. In turn, the student demonstrates comprehension through the physical response. Students are not expected to reply orally until they feel that they are ready. This practice is very useful for beginner students, since there is no pressure to produce oral language. It must be mentioned that some beginner ESOL students go through a silent

period. The instructor, as a part of the learning process, should also accept this silent period or stage. Overall, This approach is an excellent enforcer of listening skills (Richard-Amato 115-118).

Another interesting point brought up by Asher:

"If students can internalize listening comprehension of a second language, they can make the transition to oral production, reading and writing with a fair amount of ease" (117).

Games can also be used as well within the TPR approach. Some examples of TPR games are the Pointing Game, or Simon Says in which students are asked to point to specific body parts on a figure or doll. In addition, they may be asked to point to certain colors or items of clothing as well.

Identifying Motions is another example of simple commands that can be used in a game format. For example, asking the students to laugh or having them pretend to cry. Many games could be played to teach students a second language by internalizing certain given commands.

Another approach being used today is the Language Experience Approach. As part of this approach students are to produce language in response to first hand multi-sensorial experience. The LEA uses the students' ideas and their language to develop reading and writing skills. In addition, this approach promotes meaningful language learning. Students are not passive learner; instead they become active participants in their learning process (Richard-Amato 202-204). This of course can make language learning exciting and fun.

This approach dates back to 1967 with Van Allen and Allen. When they started this approach it lacked a well-developed theoretical base. This approach can be used in various classroom-writing experiences. For example, a story may be based on an

experience the teacher and student share. Stories range from topics such as (a party, a field trip, a visit from a community member, to an everyday occurrence such as playing or singing). These activities stimulate students' thinking and language production. Learning patterns within the early grades are multi-sensorial, and real experiences ensure more meaning interactions. The teacher should use real, and preferably first hand experiences to promote authenticity.

Some advantages of the LEA are that the text is appropriate both cognitively and linguistically since it comes from the students themselves. Furthermore, the teacher serves as facilitator in the entire process rather than a simple editor of what the student produces.

As you know, approaches and strategies oftentimes have limitations. One such limitation within the LEA is that the teacher while writing dictions given by students, will include all error committed by the students. Some instructors though, believe that error acceptance hinders learning potential because the teacher is reinforcing the errors.

Another approach that must be examined is called Jazz, Chants, Music and Poetry (116-117). The author indicates that:

Second language learner just like first language learners should have the opportunity to play with languages. Children and adults alike can receive considerable enjoyment from indulging in such frivolity. Through words/sounds, play, many chunks of useful language can be incorporated into the individual's linguistic repertoire at most any age or level of proficiency. The use of prosodic elements, redundancy, and sometimes thoughtless repetition can produce lower anxiety and greater ego permeability (157).

Music and chants are frequently used with students in the classroom. These activities are motivating for students and assist the instructors in reinforcing and revisiting context area concepts while students are

acquiring second language pronunciation and intonation patters.

One last approach to observe is called Cooperative Learning. It is a highly successful strategy in which LEP students work together in mixed groups to achieve one common goal. The outcome of their work is both a reflection on how well this particular group of students work together as well as an assessment tool for the teacher. The group should consist of students from different backgrounds and mixed genders. The teacher must motivate students to work hard in order to increase success of each student in the team. It is recommended to have between 2 to 7 students per team. The teacher should explain in detail the assigned task that each team is working on. Great care and planning must be given to the organization and structure of each group of students. It is the instructor's responsibility to mentor the student's progress and to intervene when necessary.

Cooperative learning strategies encourage face to face student interaction, develop communication, leadership skills, increase the participation of shy and exceptional students, and of students whose language proficiency is not up to par with that of others in the group. This approach is an excellent strategy, which if is correctly implemented, can produce a higher level of student achievement. It also increases self-esteem and promotes cultural diversity among students. This is a great way for student to assume responsibility for their own learning as well as the group's learning. Each group of students has a role to play in the Cooperative Learning Approach.

There are many ways to implement the Cooperative learning strategy. The most recommended are the following:

Jigsawing, in this strategy each student is assigned a section of the chapter that is going to be studied in class. Students team up to share conclusions and practice language and communication skills. Think, pair, and

share, is one where students reflect on a topic and later share their reflection with the class. Lastly, students organize an in-classroom debate. Cooperative learning is an excellent tool for classroom use since every student will participate in the learning process. Another advantage is the fact that research has shown that some minority group work best in a cooperative setting.

In today's schools school we are exposed to diverse students from many different ethnic backgrounds. It is imperative that we acknowledge all of our minority population within our school systems. We all can agree that educational institutions have diversity issues, and that these institutions are in much need of improvement plans. Promoting diversity positively in schools is a long and laborious process whose major goal is to change the structure of educational institutions so that male and female students, exceptional students, and students from diverse racial, ethnic, language, and culture all have an equal chance to achieve academically in school. One crucial way to promote equity in our school systems is to provide students with a variety of teaching methods and styles.

We have looked at several of the various approaches and strategies that are available for teaching second language learners today. Some are more successful than others depending on various students' needs. Educators have the task to look at approaches that are most beneficial for their students while keeping in mind that each student is an individual with different learning needs and styles. Instructors must determine which strategy works best for their students in any given situation and which one is going to be successful in the long term goal of mastering a second language.

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How to make sense of L2 Theory and L2 Experience as a L2 learner and L2 teacher

Introduction:

As a L2 teacher I have been exposed to different L2 theories throughout the thirteen years I have been in the field. L2 theories are based mainly on research done from the point of view of the learner, while there is scattered research done on the impact of the teacher and instruction in L2 process. Also, most of these theories are based on research focused mainly in the early stages of L2 acquisition, and there is little research done on those L2 learners that successfully master L2. Based on these theories, L2 texts are written, and the L2 teacher is left with the task to make sense between theory and practice. As a L2 teacher I'm most interested in the success of my students in Second Language Acquisition, not only through the early stages of the process but also in the mastery of the language. Throughout my life, I have met "true" bilinguals and polylinguals that have shown me that it is possible to accomplish full mastery of L2, L3 or more. These experiences have led me to see "mastery of the language" as something possible for L2 students and teachers. Another aspect that it has always struck me as interesting, is the fact that most of the researchers in Second Language Acquisition are not fluent in another language, and do not have the experience of teaching L2. In other words, most of them have gone through the early stages of L2 but have not mastered it. It is like a literary or art critic that analyzes the creative production of others, writes the canon, tells the author what is wrong or right, offers suggestions on how to improve

it, while in fact this individual has never created any piece of art, and has not gone through the experience of creation, only of analyzing it. In this paper I will focus on the debate about nature versus nurture, and how the theories derived from it have tested in my L2 teaching practice. I will also use some of these theories to explain the experience of my husband, my children, my grandchildren, and mine in mastering L2, and becoming bilinguals.

The debate of nature versus nurture, is based on the views of Skinner(nurture) and Chomsky (nature). L2 theories based on Skinner's Behaviorism (nurture) flourish during the 1950's and 1960's. For Skinner the role of the environment was crucial in the behavior of individuals. The belief that "repetition and practice makes perfect" was very much part of the methodology of L2. Reward and punishment were an integral part of this approach to teaching and learning, as well as memorization was a key element in a typical L2 classroom. (Mitchell & Myles, 7)

Results as a L2 learner:

During this period of time, my husband and I were young children enrolled in English L2 Immersion Programs in Chile. Both went to private schools in which 90% of the teachers were native English speakers that knew very little of Spanish. Both Immersion Programs were total in elementary, and partial in secondary school. English was the only language allowed in the classroom, in recess, and in extracurricular activities. The use of Spanish was penalized with detention,

parent-teacher conference, and subsequent more punishment. As an Immersion Program, the focus was on content and not on language per se, but the belief in "repetition and practice makes perfect" was a daily experience in school. The view that language learning is like any other kind of learning that forms a habit, reinforced by reward and punishment was the most common approach in our schools. Memorization was an integral part of learning English, as there was a great emphasis on memorizing complete English poems, historical facts, songs, science terminology, etc. For the most part, repetition was done informally and was very successful in approximating the "correct" pronunciation. The method of memorizing facts and poems was very good, as my husband and I still continue to be very good at retaining information in short and long term memory, something that has facilitated learning of new skills and procedural information. In other words, memorization has speed up the learning of new skills and knowledge in other areas. With regards to L2, it helped to set pronunciation patterns, and certain accuracy in the use of different registers of L2. "Skinner had argued that the role of the environment was crucial in shaping the child's learning and behavior." In our case, the role of the environment in our learning of L2 in context, was of outmost importance. Having mostly English native teachers and be surrounded all day long by the school culture, a micro-cosmos of British culture, was very important for me, as nobody in my family knew English. My husband's family knew English but very little of Spanish. I did acquire table manners, greeting and farewell behaviors, cultural appreciation, personal space, etc., just by being there. I do not recall being taught formally all the cultural nuances and appropriate social manners, I just learned them by interacting, observing, and mimicking what the others were doing. The use of reward and punishment had a

certain impact in the learning process, but it affected more character development than L2 acquisition.

Results as L2 teacher:

As a L2 teacher in a FLES program, my possibilities are more limited by time, focus of the program, student's motivation, real context, and administration and parental support. I have had few opportunities to use my L2 teacher's methods with my students. I have use memorization of poems, skits, songs, and survival phrases to speed up the learning process with a certain success. What I have noticed is that American students have not been trained in memorization, so usually they do not know how to use memory to aid them and speed up their learning process. I have integrated social manners, personal space, greeting rituals, as part of my classroom management method, and I have had a high success with my students. Everyday they must greet me in Spanish (with the formal register), and use not only basic communication skills to move around, in and out of the room in Spanish, as well as, manners. Most of them master the basic phrases and feel confident of their communicative competence in the classroom. I use rewards with my students (smiles, body language, verbal appreciation, parent calls, diplomas of accomplishments, pizza parties, field trips, guest speakers, etc.) in order to increase the motivational level toward the acquisition of a Second Language, in my case Spanish. I use punishment as part of my classroom management methods, but it is mainly geared toward inappropriate behavior and not language errors. I use paraphrasing, interactive communicative techniques for clarification of meaning, repetition, etc. American students tend to like competitive activities, which in themselves are composed of a certain degree of reward and punishment. In general, American students tend to respond well to these methods, even though they may not be the most suitable for other students in other cultures.

Noam Chomsky on the other hand, has argued for the importance of nature in language acquisition. According to Chomsky, "human language is too complex to be learned in its entirety from nurture or the human context. Therefore, human beings must have some innate core of abstract knowledge about language form, which pre-specifies a framework for all natural human languages, which it has been called a Universal Grammar". (Mitchell & Myles, 8) UG is supported by the research done up to now in L1 acquisition, but there are some implications with regards to L2 acquisition. First, L2 learners do not share the same conditions with L1 learners, such as: "L2 learners are cognitively more mature; L2 learners already know at least one other language; L2 learners have different motivations for learning a L2 (language learning does not take place in order to answer the same human need to communicate)" (Mitchell & Myles, 61). Some hypotheses have been drawn from the above facts about L2 learners. It is worth mention the fact that even though all human beings may have a UG, L2 learners may not have access to it based on the idea that UG may atrophies with age, and L2 learners may have to resort to more general problem-solving skills. Another hypothesis is that L1 and L2 processes are the same, and they only differ in the cognitive maturity and in the needs of the learner. Another possibility is that L2 learners have access to UG through L1, while another possibility is that some UG aspects are still available to L2 learners, while others are not. Each one of these hypothesis is based on specific research done to prove them." (Mitchell & Myles, 61-68).

For the most part, UG has been very influential in the field of second language acquisition. The view that human beings develop language in a staged and systematic manner, regardless of the manner of exposure or instruction of L2, has had great implications on the methods of Second

Language Acquisition and teacher training. This view supports the idea that L2 learners will acquire the target language at their own pace, independent of how the teacher presents the material, and is supported by Krashen's Natural Approach theory. Obviously, according to these views, the role of the teacher and of instruction does not play an important part in the learner's L2 acquisition. This theory has been criticized for the following weaknesses: First, linguistically, this approach has been concerned exclusively with syntax. Second, this approach does not take into consideration the social and psychological variables which affect the rate of the learning process. Third, this theory is preoccupied mainly with linguistic competences. (Mitchell & Myles, 70-71)

Results as a L2 learner:

As a child, the acquisition of L2 in an immersion program followed for the most part the pattern proposed by Chomsky. This was also obvious when my children were exposed to Spanish and English simultaneously, and how they develop linguistic competence in both. Today, I have the same experience with my grandchildren that live in Alaska. Their mother only speaks to them in Japanese, my son speaks to them in Spanish and English; my four-year-old grandson attends a Spanish Immersion Preschool Program to reinforce his Spanish. I have been present when he gives commands to his one-and-half year old sister: first in Japanese; he waited for a short period of time, but she didn't comply, then he went to say the command in English, he waited but she did not comply again, and finally he said it in Spanish, and she smiled and complied! I could not believe it!

As a child, I did learn English and achieved a fairly native-like competence, but I hadn't mastered the language, I still made mistakes not only in syntax, but also in pronunciation. After seven years of not using the L2, I lost the oral fluency and confidence

to express myself in English. It was only after I decided to go to college here in the United States at age thirty-four, that I finally was able to master the language. The formal teaching of the language, not only as Grammar, but all the components involved in the History and cultural artifacts, many hours of watching TV and acquiring the American background folklore, slang, and values, gave me the confidence to fully communicate in the L2 (this aspect addresses the importance of the emotional aspects involved in the learning and mastery of L2).

The idea of the teachability hypothesis, which states that "instruction in something for which learners are not ready, cannot make them skip a stage in an acquisition sequence. Instruction for which they are ready can, however, speed up the rate of progress through the sequence." (Beebe, 125) I personally think that I was ready cognitively and emotionally to complete my L2 acquisition, and reach the condition of bilingual when I finally went to college at age 34. My husband had reached that level of bilingualism long before I was able to do it, and by watching him how he coped with new circumstances, always creating new meanings, new discourse, I learned cognitively how to solve language and cultural problems in the communication process. I realize now that I acquired English in the natural way, without being conscient of the process, but later in order to overcome the fossilization of certain structures I needed to modified them cognitively and be guided formally in this process (the importance of formal instruction).

Other theoretical implications:

One important aspect that UG does not touch is the rate of acquisition of L2. The research done by Long, Pienemann, and Gass support the positive effect that instruction has on the rate of learning, and of mastery of L2. Instruction seems to have an important role the older the L2 student is. "Swain's study

(1985) of the product of French immersion programs in Canada shows that the results of L2 learning through immersion education are impressive, but it also indicate the failure of immersion students to have mastered a wide range of unmarked morphology and syntax after seven years in the program." (Beebe, 133) At the same time, Zohl studies (1985) on French speaking learners of English documented that students who had been exposed only to marked data improved more than did students who had been exposed only to unmarked data. According to Zohl's findings, "once grammars reach a certain level of complexity such that their rules begin to predict unmarked structures with some regularity, marked data becomes necessary if progress on unmarked data structures is not to stagnate" (Beebe, 135) One conclusion that can be made out of these findings, is that the view of some theorists and methodologists that formal instruction in a second language is of limited use, or good for beginners only, or for simple grammar only, is obviously premature and almost certainly wrong." (Beebe, 135)

Results as a L2 teacher:

My experience as a teacher of L2 confirms both views about formal instruction of L2: first, if the student is not ready to receive a specific grammatical structure due to lack of cognitive development, lack of motivation and social factors, it doesn't matter how many times the teacher recycle the structures, the student will not learn them until they are ready for them. On the other hand, if the student is ready cognitively and emotionally, formal and marked instruction of language structures accelerates the rate of L2 acquisition with great accuracy and mastery. The research done on these aspects needs to be more precise on the kind of instruction received, have a control group, definite parameters involved in the study, including age, and type of exposure (instruction versus natural), etc. As a teacher, I have the impression that instruction

becomes more salient the older the student is, as well as its importance in the mastery and rate of acquisition based on the student readability toward L2.

Conclusion:

In this essay I have tried to focus mainly in the debate about how important is nature versus nurture in L2 acquisition, based on the available theory. As a learner and teacher of L2, I'm most interested in learning how to reconcile theory and practice in the field of L2. There are several other theories as important as the ones I have presented in this paper. Due to the scope of this discussion I have only focused on the debate of the importance of nature versus nurture. I'm interested in learning about theories that can be applied in a regular FLES program, and that can help me become a better teacher of L2. In order for me to make sense of all these data, I have contrasted each view with my experience as a L2 learner and L2 teacher. Both approaches to L2 acquisition are valid, with each having certain limitations. I can conclude this paper with a strong call to all the teachers in this field and learners of L2 who have actually mastered a second language, to become more involved in research, so that we could all benefit from it. As a teacher, it is important to understand what is the role that I play in my students L2 acquisition, and how I can facilitate the learning of L2 in my classes.

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Jane M. Govoni

Shining Star Program by Longman Publishers

Did you ever dream of being the final nominee for Teacher of the Year? I imagine it to be so exciting and meaningful and it is this feeling that is experienced by English Language Learners (ELLs) when they open the pages to the Shining Star textbooks. The stories come alive and the pictures are so realistic that students can imagine being in different places at different times. The program opens the door for English Language Learners to experience culture, literature, specific content information, and more throughout their studies.

This series is specifically designed for middle/high school ELLs. It is standards and research driven to provide a wealth of topics, strategies, and concepts for diverse learning styles. Along with the textbook series, there are workbooks, CDs, cassettes, transparencies, and a video for each of the units of study. So, a rich variety of resources along with rich contextual support and extraordinary pictures, provides for a wealth of experiences and learning for 6-12 students. All modalities-listening, speaking, reading, and writing - are targeted. An additional component is the expository literature readings that truly encourage student motivation to read. I think every teacher should read "China's Little Ambassador" by Bette Bao Lord, found in the second series, to truly appreciate the 'feeling' of non-English speakers. The story is easy to read for students and the point is clear in less than one and a half pages.

The overall tone and voice of the series is aimed at student readers with enticing, simple, and easy to comprehend readings and questions. The main vocabulary is highlighted throughout the passages and the "Before you go on" questions elicit a

personal connection to each of the readings. So, students from diverse backgrounds may have the opportunity to share their take on the literary piece. Songs make some of the content come alive and most definitely target one of Gardner's seven areas of intelligence. The grammar points are succinct with examples and practice activities included in each unit.

The Edit Checklist allows students to confirm their writing assignment and can serve as a wonderful group activity in class; yet, there are numerous group activities included in the series as well. I think that the reading strategies such as previewing, predicting, skimming, taking notes, and self monitoring are so essential to continuously remind ourselves as teachers to practice in class as well as provide variety to increase reading comprehension for ELLs. The Further Reading section is also an interesting way to encourage and foster student reading. The books listed, along with pictures of each book cover, are current books of interest in American education. So, once again the authors instill the desire to read-read-read with such a simple activity. It would seem that the series would lend itself to FCAT reading strategies and comprehension models as these authors have linked the processes appropriately in their series. So, hats off to Anna Uhl Chamot, Pamela Harmann, and Jann Huizenga for a remarkable program to develop English skills in various subject areas. It must have been so rewarding to gather the stories and write the creative activities!

Review Author Profile

Jane M. Govoni is the current Editor of the Florida Foreign Language Journal and

a Board Member of the Florida Foreign Language Association, Inc. She is the ESOL Coordinator at Saint Leo University and has recently published a book for university students on values education. Jane is an active member in the fields of foreign languages and ESOL, and is very interested in integrating values/dispositions in higher education.

Carol Ann Moon

Lettermag young

Are you looking for ways to enhance communication and to present engaging cultural information in your high school German classes? Then, perhaps, Lettermag young is the solution! There are interesting articles, brainteaser games, award-winning letters, and short pen pal ads all in this colorful, current, and free magazine. Lettermag young brings the German language and the lives and interests of young people in German-speaking countries into the reader's home, classroom, and imagination. English-speaking students of German will eagerly attempt the selections, as they are mostly printed in both German and English. Understanding the articles will certainly increase the students' enthusiasm and patience for learning German.

This review specifically looks at the March 2004 issue of Lettermag young, which has enlightening topics like LETTERNET stories (about successful pen pal experiences), Easter greetings (how to make a special card for a pen pal), Street kids in Germany, Sports for dogs, and Comics from the Far East. In general, however, the entire magazine - from the Deutsche Post ads to the prize contest page (contest question is based on information from one of the articles) - is a treasure chest of fun, facts, and international friendship possibilities. For the most part the reader does not have to thumb through his dictionary to read the content. A rare instance, where there is no German-English/English-German translation, is the "Dein Brief/Your Mail" section and the pen pal ads on the "Pinnwand/Notice Board"; these pages indeed could be useful as an exercise for

the advanced students of German, who could write and/or say aloud their own translations to the beginning level students.

The following is a brief description of the three main articles of this issue:

"Hilfe für Heimatlose/Help for the homeless", the first feature article, takes a serious look at the desperate life of street kids in the big cities of Germany. Zorro, the homeless teenager quoted in the article, describes his life in the square around the Cologne Cathedral. At the end of the article the LETTERNET-Team, in other words the editorial staff, asks the readers to respond to the magazine with their opinions about the plight of street kids. The website of an association called Off-Road-Kids that is trying to help homeless teens is provided. Also, Straßenkinder in Deutschland by Markus Seidel is a Buchtipp/Book Tip that is offered for more information on this topic.

"Supersportler auf vier Pfoten/Champion on four legs" is a medium length article that focuses on the first sled dog race of a 15-year old Raesfeld girl and her huskies. The article is written primarily in the present tense and, therefore, reinforces the verbs that a beginning German language student studies (macht, ist, trainieren, geben, liegen, u.s.w.). This article could be the starting point for a discussion about the pets and/or the hobbies and sports of the students in the German class.

"Comic-Kultur aus Japan/Comic culture from Japan" is a short article about the "manga" or the drawing of funny pictures or comics, a tradition dating as far back as

the 12th century in Japanese culture. This article would certainly appeal to an American audience, who is being raised with the Anime cartoons on television and the characters on trading cards. American students will be interested in knowing that other youth around the world have this craze in common. From a pedagogical standpoint this article is a good example of the narrative past (simple past), and, therefore, could be the springboard to an exercise in changing the verbs to the present perfect or in designing a cartoon where the characters speak German.

In conclusion, I highly recommend Lettermag young as a tool for promoting communication in German and for conveying cultural information about German-speaking youth. Because the texts in Lettermag have been translated in large part into two languages, German and English, the American students of German will have a pleasurable experience independently learning about pen pals and about the things that concern and interest young people of other nations. At the same time the creative German teacher will be able to reinforce German grammar lessons and previously learned vocabulary by utilizing Lettermag as an occasional and welcome "Abwechslung" from the course textbook.

Lettermag young is the international magazine for members of LETTERNET, a club for pen pals, and is published by Deutsche Post AG. To join LETTERNET and to receive Lettermag young and more information write to LETTERNET, Postfach 8118, 33307 Gütersloh, Deutschland/Germany. Pen pals can be found online at <http://www.letterfun.de>.

The review author wishes to thank Shelley Stroleny of Carver Middle School in Miami, Florida for bringing her copy of Lettermag young to the "Sommer in Sewanee" Program, which was held at the University of the South in Tennessee from June 20-July 3, 2004.

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Review Author Profile

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Carol Ann Moon

Good Bye Bayern - Größ Gott America

The Haus der Bayerischen Geschichte or Centre of Bavarian History (<http://www.hdbg.de/>) in Augsburg is unveiling a traveling exhibition from June 25th until the end of September 2004 entitled Good Bye Bayern - Größ Gott America: The Emigration from Bavaria to America since 1683. Although I would like nothing more than to visit this fascinating display in person, I must be content with armchair travel at this time. So, it is off to cyberspace I go to travel back a few centuries in time. Won't you and your German language students come along?

Enter the Centre's website by clicking anywhere on the homepage. To go directly to the webpage of Good Bye Bayern, click on the Ausstellungen link on the left hand side and then on Aktuell. Scroll down the list of exhibitions that are currently running until you see the Wanderausstellung called Die Auswanderung aus Bayern nach Nordamerika. Finally, click on the word Website. (You can also type in this url <http://www.hdbg.de/auswanderung/index.htm> to achieve the same result.)

Those who wish may take a virtual Round Tour/Rundgang and learn about the different motivations for emigration that the Bavarians at various times had; for example, religious reasons played a role for Protestants seeking "equal rights" prior to 1806. Other online topics include administration (early guidebooks, relinquishing citizenship, etc.), farewells, the journey, arrival, and America. As you look at these sections of the Round Tour you may also click on individual full-color photos of paintings and artifacts that comprise the face-to-face exhibit. The

photography quality is very high and the pictures come with brief descriptions.

This website, available in either English and German, stands on its own as a useful tool for imparting German cultural and historical information, but there is more! By clicking on Didactics/Didaktik and then on Handout for Teachers/Lehrerhandreichung, you are able to access a 65-page "notebook" that has exciting uses in the German language classroom. Here is the direct link if you wish to type it in: http://www.hdbg.de/auswanderung/docs/ausw_lhr.pdf. On page 13 and following of the 65-page handout for teachers there are exercises that accompany the in-person tour of the exhibition. If you and/or your students get to travel over to Germany before September 26th, print out some of these Arbeitsbögen and walk around the exhibition with them. For those of you who will not make the modern day transatlantic trip before the exhibit closes, but who do want to learn about those who sailed to the New World, you, too, are in luck. Beginning on page 39 you have Arbeitsblätter für den Unterricht or in other words workbook pages that may be worked on in the classroom without visiting the exhibition first hand! On the sheets you have pictures and text with corresponding questions. It is almost like being at the Haus der Bayerischen Geschichte and almost like being on a ship bound for New York City almost two hundred years ago.

On page 54 starts a section of primary source material and exercises (Arbeitsblätter für den Unterricht – Originalbriefe), which I had a chance to try at the "Sommer in Sewanee" program in June. The letters,

written by Germans leaving their homeland in the 1800s, discuss the Atlantic crossing and the living conditions for the new arrivals. High German was not necessarily the language these travelers spoke, so be ready! Together you as the teacher and you as the American student of German will have to decode some of the German expressions (for example, one newcomer, Joseph Wühr, described the food he found in America as not all that bad - "kein drokenes Brod" or "no dry bread".)

Two more items to take note of in this handout are at the end of the packet. The first is Internet material on page 62. This page shows more web addresses that relate to the topic of Emigration/Immigration. One url is to an online history contest and another to an Exil (exile) Club website. Many websites include lesson plans. The second is a one page graph (page 65) showing the statistical representation of the Bavarian exodus to America.

The entire website is very easy to navigate and the .pdf handouts download very quickly and clearly. (Don't forget your Adobe Acrobat Reader for these .pdf files.) My only concern is that it is not clear how long the free downloads will remain posted on the website once the exhibit is over. But my guess is that you will just click on Archiv on the main page of Haus der Bayerischen Geschichte and look for this and/or other exhibits from the past (back to 1983 - some earlier exhibits, though not all, show a link to a webpage or online material). Should this information not exist in cyberspace after the end of September, contact the leader of the Auswanderung project, Dr. Margot Hamm at margot.hamm@hdbg.bayern.de, or the person in charge of the didactics, Prof. Dr. Claus Grimm. The main email address for Haus der Bayerischen Geschichte is poststelle@hdbg.bayern.de. If you write, thank them for such a fabulous site!

This review author also wishes to thank Roland Fischer, Johannes-Kepler-Universität

Linz, and Gregor Thuswaldner, Gordon College, for this website tip and others shown during the "Sommer in Sewanee" Program held at The University of the South in Tennessee from June 20 to July 3, 2004.

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Review Author Profile

Carol Ann Moon is a Reference Librarian and an Assistant Professor at Saint Leo University in Saint Leo, Florida. For over ten years Ms. Moon (a.k.a. Frau Moon) taught German in Florida public schools and colleges. She is the current Review Editor of FFLJ and welcomes reviews of foreign language materials from foreign language educators for possible insertion. Please submit reviews (750 words as an email attachment in Microsoft Word format) to carol.moon@saintleo.edu.

Veronica Tempone

An "Authentik" Approach to Text Handling

As a former International Baccalaureate teacher, I was immediately impressed with the format, content and focus of Authentik's magazines-La Cometa and Authentik en español. La Cometa targets intermediate students of Spanish while Authentik en español is intended for advanced students. Both magazines contain a wide variety of texts from an impressive list of authentic resources-Perfiles, El Mundo, La Vanguardia, El Diario, La Rioja, to name a few. The articles vary in length from a paragraph or two to half- page. The choice of themes is a veritable potpourri: young people, sports, leisure time activities, history, politics, science, technology, culture, art and, of course, entertainment.

The format of both magazines is similar in that each contains selected themes with corresponding texts and practice exercises; La Cometa contains practice exercises after every unit while Authentik en español does not. The practice exercises include pre-reading activities, analytical or interpretive exercises, vocabulary exercises which deal with synonyms and vocabulary development, cloze exercises, listening comprehension and, finally, sequencing exercises for text handling. Attention to test taking skills is addressed in every issue. Auditory tapes accompany both magazines; the audio portion includes debates and interviews relating to the themes by native Spanish speakers. The transcripts and solutions to the exercises are provided in the resource section of each magazine. La Cometa also features answers to the exercises and practice tests, ¡Atención a la lengua! and Estrategias y técnicas. Authentik en español has a section entitled Notas al lector which provides the reader with background information or websites on a featured article,

suggested articles to read based on difficulty level and previews of future grammar exercises.

Reflecting upon my days teaching International Baccalaureate Spanish, I remember how difficult it was to prepare students for the text handling portion of the exam, because, although the Internet, Spanish magazines and newspapers provided me with the "text" to read, they did not provide me with the exercises to test students' comprehension or ability to handle the text. La Cometa and Authentik en español are instant solutions to this problem. The text handling exercises are challenging and thorough and the texts so varied that students are exposed to a variety of lexicon and grammatical structures. Of course, the fact that the articles are taken directly from authentic materials exposes students to the cultural aspect of the language. The magazines are published bimonthly and students would be able to use them all year. Additionally, the transcripts and solutions to the exercises extend the use of these materials beyond the traditional classroom. Students could even purchase these for self study. In the traditional classroom, the broad spectrum of articles enables teachers to complement lessons from their textbooks. Aside from the convenience these magazines would bring to an IB teacher or an AP teacher, the magazines are interesting and current. The pedagogical possibilities of these magazines are limitless and the greatest asset is that Authentik provides real scenarios, but beyond that I am sure any creative teacher could find even more things to do with these texts. Even though Authentik has a magazine for beginning level students (¡Claro!), I believe that even beginning level students could

use some of the articles from *La Cometa* and *Authentik en español*. Currently, I teach Elementary Spanish I and II at a community college and I hope to use these two titles in our Center for Personalized Instruction. I have many native Spanish speakers in my class who want to improve their vocabulary and grammar skills and both of these magazines would be a great way to provide that enhancement. I also emphasize culture and use of the target language in my class and these magazines provide plenty of opportunity for "immersion" inside the curriculum. The magazines are priced fairly and, in my opinion, are well worth it! The company has a website (www.authentik.com) and does offer a variety of foreign language magazines and materials in addition to those discussed in this review.

Review Author Profile:

Veronica has been teaching Spanish for 18 years. She has taught all levels of Spanish from Middle School to International Baccalaureate Level IV; taught all levels of IB Spanish at Lincoln Park Academy, a traditional academic magnet school. Currently, she is an instructor at Indian River Community College located in Ft. Pierce, FL. She holds a Bachelor's degree in Foreign Language Trade-Spanish from Auburn University (1982) and a Master's degree in the Teaching of Languages-Spanish from the University of Southern Mississippi (1997). She has been a member of FFLA since 1986.

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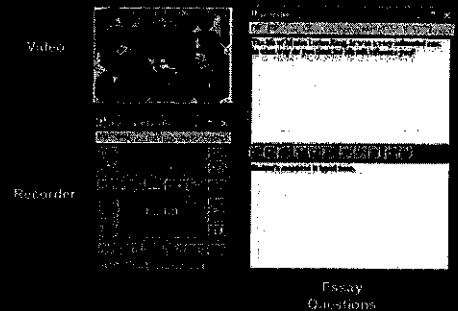
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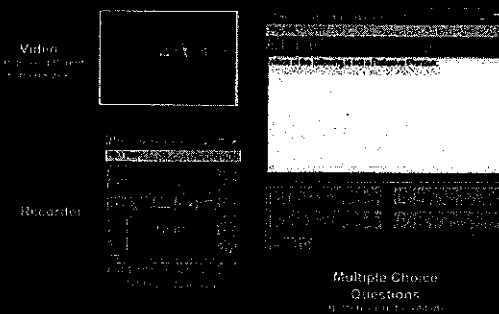
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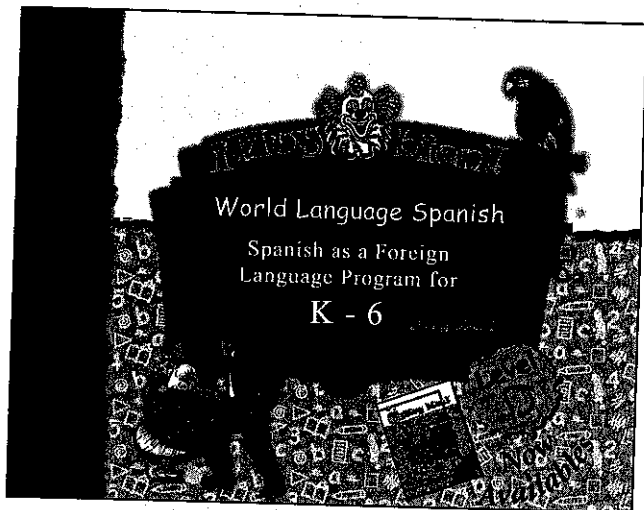
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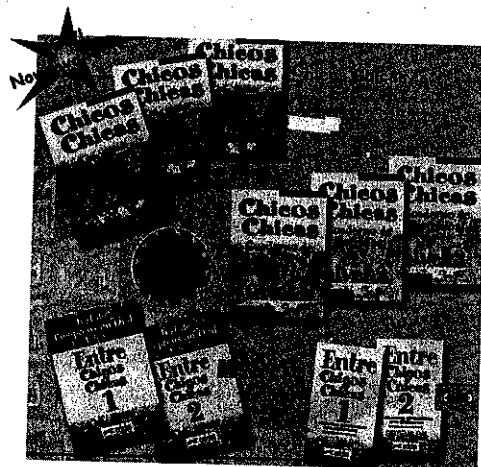
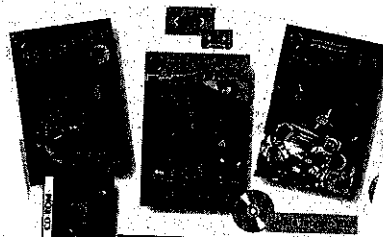
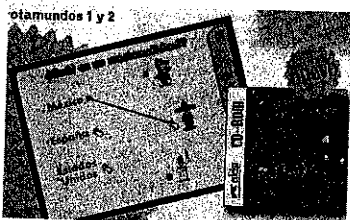
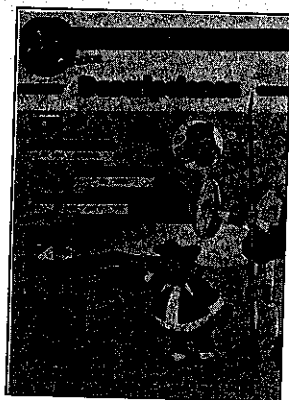


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