

# Florida Foreign Language Journal



A Publication of the  
Florida Foreign Language Association, Inc.  
Volume 3 Number 1 Fall 2006



## FLORIDA FOREIGN LANGUAGE JOURNAL

FALL 2006

### Manuscripts

*Send manuscript to:*  
Betty Green  
Volusia County Public Schools  
729 Loomis Ave.  
P.O. Box 2410  
Daytona, FL 32114  
or e-mail to  
bngreen@mail.volusia.k12.fl.us

Deadline for submission is:  
**June 1, 2007.**

### Reviews

*Send reviews to:*  
Carol Moon  
Saint Leo University  
Cannon Memorial Library  
P.O. Box 6665  
Saint Leo, FL 33574-6665

### Advertising

Advertising information may be requested from Betty Green at bngreen@mail.volusia.k12.fl.us.

The Journal is a publication of the Florida Foreign Language Association.

**ISSN: 1550-2988**

### EDITING BOARD

#### Editor

Jane Govoni  
Saint Leo University

#### Assistant-to-the-Editor

Carine Strelbel Halpern  
University of Central Florida

#### Managing Editor

Betty Green  
Volusia County Public Schools

#### Review Editor

Carol Moon  
Saint Leo University

#### Distribution Editors

Carine Strelbel Halpern  
University of Central Florida

#### Technical Editor and Layout

Simone Basilio  
University of Central Florida

# FLORIDA FOREIGN LANGUAGE JOURNAL

FALL 2006

## **Associate Editors**

Gloria Poole  
Florida A&M

Mary Spoto  
Saint Leo University

Tracy Veler-Knick  
Rockledge High School

## **Cover Design**

Cathy Yoder  
The Write Impression  
390 Morning Blossom  
Oviedo, FL 32765  
407-977-8825

## **Printer**

Blue Max Press  
995 Westwood Square  
Oviedo, FL 32765  
(407) 365-2350

# FLORIDA

## FOREIGN LANGUAGE JOURNAL

### 2 0 0 6

Editor's Acknowledgement	4
President's Note	5
Mission Statement	6
Manuscript Guidelines	7
Book Review Guidelines	8
Editorial Board Responsibilities	9

### ARTICLES

Tony Erben University of South Florida	Technology and the Use of the "Game" as an Activity in the Foreign Language Classroom: Overview and What Research Says	10
Jane Govoni Saint Leo University	Teaching English Language Learners (ELLs): Thoughts for Pre-Service Teachers	23
E. Lynn Jacobowitz Gallaudet University	A Look at Teaching Standards in ASL Teacher Preparation Programs	28
Benjamin Hebblethwaite University of Florida	Sociolinguistic Aspects of Haitian Creole in South Florida: The Causes of the Failure to Develop the Natural Asset of Bilingualism	52
Yingnan Pan Jilin University	Using Business Cases to Teach English Practically and Efficiently	60
Gloria Poole Ivy Mitchell Florida A&M University	Teacher Certification in Foreign Languages-What You Should Know and be Prepared to Do	63

### Proceedings Papers from 2005 FFLA Conference

Judith B. Galician	Confessions of a Mad TPR Storyteller: A Teacher/Learner's Code-Switching Spring & Summer Misadventures	69
Alysse Lemery Rasmussen	Language Diversity, Planned & Unplanned	72

### Call for 2006 Conference Proceedings Papers

### REVIEW

Judith B. Galician	Los primeros 20 días. Delta Publishing	76
--------------------	----------------------------------------	----

---

## Editor's Acknowledgement

This is the third publication of the Florida Foreign Language Journal thanks to the dedication and commitment of the Editorial Review Board and FFLA, Inc. The journal provides a forum for educators to discuss current issues and trends in language education, including foreign languages, ESL, and American Sign Language. In this publication, you will read about a hands-on approach to using games to promote language learning by former FFLA, Inc. President, Tony Erben; a sociolinguistic overview of Haitian Creole in South Florida is presented by Benjamin Hebblethwaite from the University of Florida, and an in-depth overview of certification rules for foreign language educators is articulated by Gloria Poole and Ivy Mitchell from Florida A&M University. In addition, there is an article for Sign Language educators on the standards of ASL Teacher Preparation Programs by E. Lynn Jacobowitz at Gallaudet University; a brief overview of how one university instructor is using business English cases to promote English learning in China by Yingnan Pan from Jilin University; and a overview of the influx of English language learners in today's classrooms by the editor, Jane Govoni. Overall, the variety of articles enables every reader to find something of interest to further connect with the Florida Foreign Language Association, Inc. and his/her language classroom.

As language educators, you know the importance of teaching and learning other languages. To further support your efforts to encourage language learning, go to the Modern Language Association website at [http://www.mla.org/census\\_main](http://www.mla.org/census_main) and click on any state or language to see a visual representation of how many languages are spoken across the United States. It is a fantastic site for teachers to further promote heritage language learning, as well as to reinforce the need to learn other languages in today's linguistically and culturally diverse society. Your time and efforts in promoting language learning will greatly impact the lives of so many learners today, tomorrow, and forever. In sum, I wish you the best in teaching and in fostering productive, enthusiastic, and academically rich and culturally sound language classrooms.

Jane M. Govoni

FFLJ, Editor, 2006

## President's Note

Greetings FFLA Members and Colleagues!

I am pleased and proud to introduce this third issue of the Florida Foreign Language Journal. I hope that you will find the articles within both interesting and valuable in expanding your personal growth and enhancing your professional development. I would like to thank those who contributed to this issue by submitting a review or authoring an article. I would also like to encourage those of you who have never done so to consider discovering the author in yourself; if you have a fresh idea or have read about a new approach to an old problem, if you have given a workshop or if you have discovered a wonderful teaching tool – please share it with your colleagues in our next edition.

In addition to the publication of this journal, FFLA, Inc. has accomplished many other exciting goals this past year. We have tried to keep up with modern technology and increase communication and membership by changing our website domain to a simpler name and a more user-friendly format. If you haven't ever done so, please visit us at [www.ffla.us](http://www.ffla.us). We have added online registration and more professional links to support Florida's world language teachers. And we are now in the process of developing a classified section to our website where members might post or search for employment, travel or scholarship opportunities.

Although the Summer issue of the Florida Foreign Language Newsletter will still be mailed to members, we have published the Winter and Spring issues of the FFLAN on the website so that everyone has access to FFLA news and developments and non-members may become interested in joining our organization. We have also created and mailed an informative brochure outlining the benefits of FFLA membership to every certified world language teacher listed with the Florida Department of Education. As a result, membership has increased to well over 800 members and it is anticipated to continue growing as the conference registration deadline approaches.

This year, in addition to planning our own annual conference for the Fall, we cohosted the Southern Conference on Language Teaching Conference in Orlando in February. At the SCOLT conference, FFLA member Tracy Veler-Knick was selected as the SCOLT representative to compete for the national Teacher of the Year at the American Council on the Teaching of Foreign Languages conference in November.

Several annual activities include the award of teacher grants, student scholarships, and teacher/student contests. This year FFLA teamed up with Glencoe McGraw Hill to kick off the Discover Languages, Discover the World initiative with a songwriting contest. The winning entry was set to music and recorded by international singer Etienne and it will be introduced at the annual conference being held October 12-14 at the Hyatt in Sarasota.

Although it is still in the planning stages, we are stepping up our advocacy efforts by inviting a group of parents, education administrators, business partners and legislators as guests to the FFLA conference to help them understand the value of language learning and how it can benefit Florida's students both now and in the future.

It is my sincere hope that the FFLA Board of Directors has been successful this past year in supporting you as a professional world language educator, and that through your association with FFLA you will continue to expand not only your students' horizons, but your own. "Nay, be a Columbus to whole new continents and worlds within you, opening new channels, not of trade, but of thought." – Henry David Thoreau

Sincerely,

Becky Youngman

FFLA, Inc. President

---

## **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, where foreign, immigrant, and migrant students seek instructional equity, and a where 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.

## Manuscript Guidelines

The Florida Foreign Language Association, Inc. is proud to announce the development of its forth 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 fourth issue of the FFLJ. Please follow the manuscript guidelines below and send your submission by June 1, 2007 to Dr. Betty Green, Editor, Florida Foreign Language Journal at Volusia County Public Schools, 729 Loomis Ave., P.O. Box 2410, Daytona, FL 32114.

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.
- Manuscripts should generally be no longer than 8-10 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. Betty Green, Editor, Florida Foreign Language Journal at Volusia County Public Schools, 729 Loomis Ave., P.O. Box 2410, Daytona, FL 32114 or e-mail to bngreen@mail.volusia.k12.fl.us.

**DEADLINE FOR SUBMISSION OF MANUSCRIPTS IS JUNE 1, 2007**

#### 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 1, 2007**

## Outline of Duties for FFLJ Editorial Board

### Editor

S/he oversees entire operation of production, and appoints Review, Technical, and Distribution Editors. Promotes, receives, distributes for judgment received manuscripts. Works in tandem with the President of FFLA, Inc. and the Executive Director to ensure the maximum exposure for promotion and call for papers. S/he works closely with the Managing Editor to ensure proper procedures for final production.

### Assistant-to the-Editor

S/he works in tandem with the Technical Editor to ensure correct proofing and authors' satisfaction with proof copy. S/he works with publisher to ensure quality publication and adherence to contract. Works with Executive Director of FFLA, Inc. to ensure payment of expenses incurred in production costs. S/he ensures that the journal is ready for distribution for the annual Fall Conference.

### Managing Editor

S/he works with Editor to ensure review processes, publication, and any additional jobs deemed necessary by the Editor. S/he readies him/herself to become editor in a two-year duration.

### Review Editor

S/he helps promote and inform publishers of foreign language/ESOL texts and materials of the availability of the FFLJ for purposes of reviews to be considered for publication in the journal. S/he works with Managing Editor in any capacity deemed necessary.

### Technical Editor and Layout

S/he works with Managing Editor as to placement and form of articles, reviews, as well as all other aspects of published volume. S/he is granted technical assistance and financial support as needed.

### Distribution Editor (s)

S/he works closely with the Editor and Managing Editor to ensure proper timing of issuance of journals. S/he works with executive director of FFLA, Inc. to utilize any franking privileges and membership lists to appropriately distribute readied journal in a timely way.

### Advertising Editor

S/he handles advertising promotion and placement in a timely manner. S/he works with Executive Director of FFLA, Inc. regarding finances.

### Associate Editor(s)

S/he reviews manuscripts in a timely manner and completes manuscript review form(s). S/he sends completed form to Editor in a timely manner either by e-mail or mail.

---

Tony Erben

## Technology and the Use of the “Game” as an Activity in the Foreign Language Classroom: Overview and What Research Says

*With the advent and use of technology in foreign language classrooms, software has become more user friendly; so much so that teachers have now the opportunity to refashion games in ways that were not possible in the past. This article looks at how the notion of game and its importance to second language learning has changed in the last 20 years. Simulation gaming has become a powerful pedagogic tool to foster critical thinking skills and language interaction. The types of technologies now available to teachers is foregrounded in a context of introducing a web-based Spanish learning game developed at the University of South Florida.*

### Introduction

The Horizon Report, a collaborative effort between the New Media Consortium and the Educause Learning Initiative, is an annual ‘think-tank’ research-oriented effort that seeks to identify and describe emerging technologies likely to have a large impact on teaching, learning or creative expression within educational contexts. In their 2006 report, four major trends were identified that were perceived to reflect significant changes in attitudes toward technology and communication in education circles. These trends comprised:

- i) The widespread acceptance of dynamic knowledge creation and social computing tools and processes,
- ii) The recognition of mobile and personal technology as a delivery platform for services of all kinds,
- iii) The expectation by educational consumers to receive individualized services, tools and experiences as well as more open access to media, knowledge and information, and
- iv) The acknowledgement that collaboration across the range of educational activities is critical, including intra- and inter-institutional activities of any size or scope.

Within the above trends, the 2006 (p. 5) report details six technologies that are making significant inroads into classrooms across the United States.

- 1) *Social Computing* is fast replacing face-to-face meetings with virtual collaborative tools. Voice-over internet protocols (VoIP) such as gizmoproject.com and skype.com provide synchronous, free and recordable online audio- and video-conferencing facilities. Such tools enable password protected groups to communicate anywhere in the world.
- 2) *Personal Broadcasting* has its genesis in text-based messaging. Audio and video material is becoming a natural outgrowth of these user-friendly online tools. For example, podomatic.com and blogger.com enable video and audio broadcasting (vlogging) of MP3 files that can link with such software programs as iTunes for serialization.
- 3) *Phones in Pockets* is rapidly becoming an education on-demand means for students to access educational content. Improved network speeds and wireless free network links are enabling students to access the internet at will and wherever they are through hand-held devices such as cellphones and PDAs.

- 4) *Augmented Reality and Enhanced Visualization* are still in their infancy, though in college settings, disciplines such as medicine and engineering these technologies allow large data sets to be visually represented in 3-D representations.
- 5) *Context-Aware Environments* give rise to intelligent rooms that respond to voice commands, and
- 6) Educational Gaming which through advances in technology has prompted renewed research interest into gaming and engagement theory, the effect of using games in practice and the structure of cooperation in gameplay. It is to online educational gaming and its potential for foreign language learning and teaching that this article is drawn.

#### Educational Gaming

What comes automatically to mind when one thinks of the notion of "game" is something akin to a board-game such as monopoly or a virtual-game such as played on a playstation or a gameboy. However, there is more to gameplay than one may first assume and perceiving games as something akin to an online activity or a board game may be a very constraining and narrow perspective. Degree programs in game design are emerging in universities across the United States. They typically draw on the fields of psychology, cognitive science, computer science, education and instructional design. The complexity of this new discipline is reflected in the array of gaming types that are currently being investigated for their educational potential. These include *simulation games* that mimic real-world processes, *virtual environments* that offer visually rich theme-independent settings, *social-cooperative games* that enable multiplayer role-playing and *alternative reality games* that involve game play over time and space, often taking weeks or months to complete.

Currently, there are a number of projects in various institutions across the nation underway to create user-friendly open-source gaming engines for foreign language educators to create virtual cities, target culture environments and online gaming realities for students to play and navigate through using their foreign language skills.

However, before moving into the future of gaming,

let's start with a basic definition of gameplay and see how it can be linked historically to foreign language education.

The Dictionary of Applied Linguistics (1985) defines a game as:

"(in language teaching) an organized activity that usually has the following properties:

- (a) a particular task or objective,
- (b) a set of rules,
- (c) competition between players,
- (d) communication between players by spoken or written language".

It is possible to expand this definition of "game" to include any type of activity or task. In other words, from this broader perspective "gameplay" may be viewed as the basic unit of teaching. From an SLA perspective, this makes good sense, since within the parameters of any game, rules are set up that promote interaction amongst the players. Interaction in turn facilitates use of the target language between foreign language learners and this is one of the key elements that facilitate second language acquisition. Even 20 years ago (before the age of computers in classrooms), the relevance of games to enhance second language acquisition processes was evident:

"In an atmosphere of play, the conscious attention of the learner does not focus on linguistic forms, but rather on using the language. Learning can be fun". (Larsen-Freeman, D. 1986: 800)

"Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not s/he has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive. Students should be given the opportunity to express their opinions and ideas". (Larsen-Freeman, D. 1986: 129)

Games thus provide students with a concrete goal; namely, to win. They provide a competitive atmosphere in a spirit of play and involvement.

They offer the opportunity for students to interact in meaningful ways. For example, the following board and card games can easily be replicated in any foreign language classroom.

The figure below acts as a rubric to outline the elements within a foreign language classroom that can change depending on the nature of the game that is being deployed. These elements comprise the extent of use of the second language (L2) that the game promotes, what aspect of the L2 the game draws attention to, the type of communication that is fostered in the classroom when the game is played, how the game manages the movement and activity level of the students and finally whether the game is short or long, can be played over a number of lessons, whether it involves a lot of preparation, or whether it is a hands-on or an on-line game. (Figure 1).

The importance of involvement that such games promote can never be over emphasized:

“Tell me and I’ll listen; show me and I’ll remember; involve me and I’ll learn”. (Benjamin Franklin)

“The more the student is interested in an activity in the foreign language, the more s/he feels the desire to communicate in the language, and this is the first step and most vital step in learning to use language forms spontaneously”. (Rivers, W., 1986: 109)

### Historical Overview

One often thinks that past foreign language methods were devoid of games, though this isn’t exactly true. Indeed, each methodological approach in the last century had very much reflected our current state of knowledge of two important constructs: (1) what language is, and (2) how are languages learned. The theories underpinning the attempt to unpack the above two constructs inevitably led to attempts to apply the theories to classroom practice. Thus, as

Table 1: Traditional Games and their Potential to Promote Foreign Language Learning

Game	# of Players	Functions that can be Practiced	Vocabulary & Structures that can be Practiced
Monopoly	3-6	Asking, making requests, buying/selling	numbers, directions, city establishments
Battleship	2	Asking	numbers, letters
Snakes & Ladders	2-6	Expressing opinions	numbers
Guess Who	2	Expressing opinions, asking	adjectives, body parts
Twister	2-4	Giving commands, rejecting & accepting advice	body parts
Operation	2	Rejecting & accepting advice	body parts
Clue	2-8	Expressing opinions	family names, adjectives, household objects
Yatzi/Boggle	2-6	Letters, guessing	Vocabulary Expansion
Scrabble	2-4	Letters, guessing	Vocabulary Expansion
Payday/Life	2-6	Expressing compliments	professions, accounting, money, hobbies, education
Jeopardy		Asking	interrogatives, word order
Sorry	2-4	Expressing opinions, asking	time
Trivial Pursuit	2-6	Asking	any topic, reading
Uno	2-4	Expressing	numbers
Concentration	2-3	Expressing	any topic

proscriptive as these practices (aka methods) became, one thing was certain; they all preordained what shape an activity would take, what pedagogical function an activity would have, what learning outcome an activity would stimulate and what roles the teacher and the student would have in engaging in the activity. With historical hindsight, foreign language teachers intuitively know what type of activities work and what don't. However, what is important to note in the context of this discussion on games is that all methods regardless of their theoretical underpinning have had an important pedagogical contribution to make. In other words, each method has fostered/discovered/epitomized strategies which when embedded in games help facilitate second language acquisition processes. Not everything in these methods need be thrown out with the proverbial bathwater:

In her well-used book (2000), Diane Larsen-Freeman does a superb job of painting a picture of how each foreign language methodology transpires in a classroom and then showing how various 'teaching acts' relate to the methodology under review. While I won't describe each method in detail, I will tease out a snippet of what Larsen-Freeman has to say about each method and how this relates to the use of the game in the classroom.

*Grammar Translation Approach*

- "It is important for students to learn about the form of the target language" (Larsen-Freeman, p.10).

Recent research in the field of second language acquisition shows us that it is in fact a good idea to guide students to focus on the form of the language within communicative acts (Long, 1991; Pica, 1986; Doughty, 1993). Simulation games, or games such as monopoly aid the second language learner to elicit and practice specific second language forms.

*Direct Method*

- "The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning" (p. 22) &
- "Students should learn to think in the target language as soon as possible. Vocabulary is required more naturally if students use it in full sentences, rather than memorizing word lists" (Larsen-Freeman, p. 23).

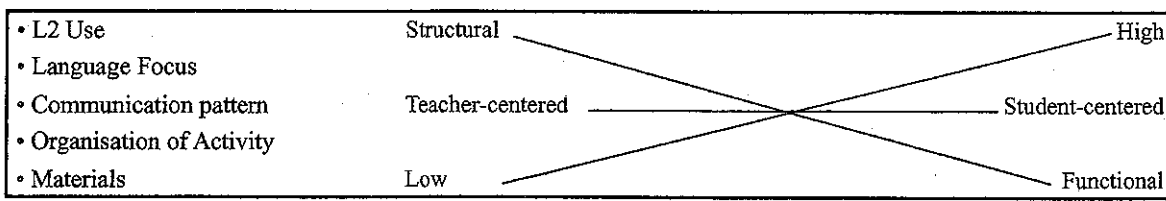
One of the greatest success stories in foreign language education has been that of immersion education. Even though students concentrate on learning curriculum content and the learning of the second language is a by-product, students in foreign language immersion programs throughout the world have excelled in all areas of foreign language production compared to traditional foreign language students (Swain, 1985; Lyster 1998; Erben, 1999). Games set students up with a similar learning environment as immersion does in that they guide students to use the target language in meaningful and real ways.

*Audio-Lingual Method*

- "Language forms do not occur by themselves; they occur most naturally within a context" (Larsen-Freeman, p. 39), &
- "Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning" (Larsen-Freeman, p. 40), &
- "Positive reinforcement helps students to develop correct habits" (Larsen-Freeman, p. 41).

While I make no claims about the worth of the theory which underpins the Audio-Lingual Method, there are nevertheless some sound pedagogical practices within the method. For example, if a

Figure 1: How the Framework of a Game Can Influence Classroom Learning Activity



---

student enjoys doing something, s/he will want to do more of it...of course. Therefore, if a student enjoys playing games and if the game encourages the use of the foreign language, then why not allow students to play games in the foreign language?!

#### *Silent Way*

- “The teacher should start with something the students already know and build from that to the unknown. Languages share a number of features, sounds being the most basic” (Larsen-Freeman, p. 58).

Bloom gave us a very useful taxonomy of lower to higher order thinking skills. Translated to games, this means that students can start off with new foreign language content while playing game formats with which they are already familiar.

#### *Suggestopedia*

- “Activating the learners’ imagination will aid learning” (Larsen-Freeman, p. 77),
- “Assuming a new identity enhances students’ feeling of security and allows them to be more open. They feel less inhibited since their performance is really that of a different person” (Larsen-Freeman, p. 78), &
- “Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning (Larsen-Freeman, p. 79).

Games allow students to use their imagination, to act and to create new worlds. Crookall and Oxford (1990) have shown the usefulness of facilitating second language learning through simulation gaming in their book.

#### *Total Physical Response*

- “Language learning is more effective when it is fun” (Larsen-Freeman, p. 115),
- “Students are expected to make errors when they first begin speaking. Teachers should be tolerant of them. Work on the fine details of the language should be postponed until students have become somewhat proficient” (Larsen-Freeman, p. 115).

We now know from studies in language acquisition research that errors are a very productive part of the language learning process (Chomsky, 1975; Gass, 2002). Games provide the context in which

students can feel comfortable enough to practice their language, to tinker with it and not feel that there are any repercussions if they say something wrong. It is when playing games that they can practice being communicatively effective rather than always trying to be communicatively correct.

#### *Communicative Approach*

- “Whenever possible, ‘authentic language’ – language as it is used in a real context – should be introduced” (Larsen-Freeman, p. 128),
- “Errors are tolerated and seen as a natural outcome of the development of communication skills. Students’ success is determined as much by their fluency as it is by their accuracy” (Larsen-Freeman, p. 129), &
- “Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive” (Larsen-Freeman, p. 129).

The last comment by Larsen-Freeman speaks for itself! We should always be mindful of trying to create learning environments that children feel at ease in; ones that they generate themselves their own natural urges to learn. Kids and games are synonymous.

Foreign language teachers have a historical and principled methodological basis to promote gameplay as a pedagogical tool in their classrooms. Technology is now offering foreign language teachers a vehicle to enlarge the scope of how how gameplay can be implemented in 21st century classrooms.

#### *Games & Technology*

Marc Prensky, a world renowned writer in the field of digital gaming has characterized children currently in schools as the ‘Digital Generation’. Although a recent idea, it is based on a key premise that are still not fully accepted in schools today. The first is that learners have changed in some fundamentally important ways – the bulk of the students in schools today, born after 1990, are, in a very real intellectual sense, not the same as those of the past (Prensky, 2001).

Prensky goes on to say that the students of today have grown up with computers, play stations and gameboys. With radical changes and innovations in technology – hard as it is to keep up with (add the pocket calculator, the Atari, the Apple II, the VCR, the Handicam®, the compact disc and Diskman®, the wireless telephone, the Internet, the MP3 player, etc), children's recreational experiences in the last 20 years has shifted dramatically. Today's children, elementary through college, travel with their own personal Game Boys, Handicams, cell phones, portable CD and MP3 players, pagers, laptops and Internet connections. Each day the average teenager in America watches over 3 hours of television, is on the Internet one-half hour, and plays 1½ hours of video games.

Conservatively these students would have "watched over twenty thousand hours of television, played over ten thousand hours of videogames, seen hundreds of movies in theaters and on videotape, and been exposed to over four hundred thousand television commercials, adding up to tens of millions of images. They've almost certainly read fewer books than their parents, but even if they were the most voracious of readers, they would not have spent more than three to four thousand hours at it. They are the digital generation" (Prensky, 2001).

For a foreign language teacher one of the biggest problems in all language learning, whether in a classroom, online, distance, or "e-," is keeping students motivated enough to stick with the learning process to the end of anything. Why is motivation so hard to maintain? For one: all learning requires effort. What motives do our FL students have for learning the Spanish, French, German or Latin material presented to them or required of them? There is, of course, altruism; learning for the sake and joy of learning. Unfortunately, this happens once in a blue moon. Realistically, students' motives for foreign language learning are a mixture of intrinsic goals and extrinsic rewards, combined with psychological factors such as fear and need to please. If strong enough, these motives keep the students on the right path.

How effective will these forms of motivation be in the future? In the world of education, providing motivation has been one of the teacher's traditional roles. Teachers are often evaluated and remembered by just how good motivators they are or were. This

should never stop being the case where teachers are concerned. How much more gratifying it would be if the material a student works with provides as much motivation if not more than the teacher to stimulate foreign language learning?!

Prensky says that "computer and video games are just so engaging – and education is often so unengaging – NOT because that is the "natural state of things or "the nature of the beast." The reason computer games are so engaging is because the primary objective of the game designer is to keep the user engaged. They need to keep that player coming back, day after day, for 30, 60 even 100+ hours, so that the person feels like he has gotten value for his money (and, in the case of online games, keeps paying.) That is their measure of success".

Starbuck and Webster (1991) in a paper entitled "When is Play Productive?" boil play down to two common elements: "playful activities elicit involvement and give pleasure." They found the following things, among others:

- People play at work to seek competence, stimulation, challenge, or reinforcement.
- People who perform very playful tasks enjoy what they are doing. When they judge those activities appropriate, they switch to them readily and try to continue doing them.
- They tend to concentrate more and increase their persistence.
- They become less aware of the passage of time and reluctant to change activities.
- They become so absorbed that they may neglect other things, such as long-term goals, non-playful tasks and social relations.
- Their learning is enhanced because the pleasure and involvement of playful activities induces them to expend time and effort.
- Through different forms of play they can either broaden their behavioral repertoires incrementally, discover or invent radically new behaviors, and polish their existing skills through repetitive practice.
- Playful tasks foster creativity. If the playful tasks are new ones, they will put much effort into learning them and exploring them, usually trying to control their own learning.



---

Greenfield (1984) in her first book, *Mind and Media*, found that skills developed as a result of playing digital games go far beyond the hand-eye coordination skills most often cited. "Videogames are the first example of a computer technology that is having a socializing effect on the next generation on a mass scale, and even on a worldwide basis". "What is the person like who has been socialized by the technologies of television and video games? So far it appears that he or she may have more developed skills in iconic representation than the person entirely socialized by the older media of print and radio. The digital game, in adding an interactive dimension to television, may also be creating people with special skills in discovering rules and patterns by an active and interactive process of trial and error." Among Greenfield's findings are the following:

- Playing video games augments skill in reading visual images as representations of three-dimensional space (representational competence). This is a combination of several competencies, working in real-time, multidimensional visual-spatial skills, and mental maps.
- Skill in computer games enhances other thinking skills. What is important, she finds, is this is a cumulative skill.
- Because no one tells you the rules in advance, video games enhance the skills of "rule discovery" through observation, trial and error, and hypothesis testing. In Greenfield's words, "the process of making observations, formulating hypotheses and figuring out the rules governing the behavior of a dynamic representation is basically the cognitive process of inductive discovery... the thought process behind scientific thinking."
- Digital game skills transfer to and lead to greater comprehension of scientific simulations, due to increased ability to decode the iconic representation of computer graphics.
- Playing digital games enhances players' skills at "divided attention" tasks, such as monitoring multiple locations simultaneously, by helping them appropriately adjust their "strategies of attentional deployment." Players get faster at responding to both expected and unexpected stimuli.

There is now ample research (see references below) to suggest that games and more recently digital games provide learners with a very unique set of stimuli that promote learning in a wide array of areas (cognitive, social, physical dimensions). We are now entering a time when soon teachers will be able to create on established templates their own unique set of digital games specifically for their foreign language learners. Prensky (see below) has put together a (not yet exhaustive) chart on how particular games promote specific learning activities and skills-based learning in students.

#### SEEDS: A Case Study in the Development of an Educational Game for Spanish as a Foreign Language

Now let me provide you with a tangible example of gameplay in a foreign language education context.

Foreign Language in the Elementary Schools (FLES) is the umbrella term used to describe a variety of different models used to teach foreign languages at the primary level of schooling. Up to 2000, under this umbrella, a common instructional model widely used in the USA (and still is today in 2006) consists of a 20-30 minute lesson delivered by a FLES teacher who visits the students usually in the generalist teacher's classroom. Unfortunately, once the FLES teacher leaves the classroom, most Spanish language and culture also leaves out the door and the result is a disjointed and piecemeal FL curricula. This is not to say that the FLES teacher hasn't already done a fantastic job. We all know how dedicated FLES teachers are! However, it is the generalist teacher who teaches the class 90% of the week. In most cases, the generalist elementary teacher does not have the Spanish language skills nor cultural knowledge to continue infusing Spanish language and/or culture throughout the curriculum between the time the FLES teacher leaves the classroom and the time the FLES teacher comes back. Although excellent FLES programs exist, the piecemeal model mentioned here is a common model in Florida and in many other states around the country.

In order to help recruit the generalist elementary teacher in the FLES teachers' efforts to teach Spanish, foreign language teacher educators at the University of South Florida developed SEEDS<sup>1</sup>. SEEDS is a package of internet-based and CD Rom materials to augment

the in-service opportunities for generalist elementary teachers to learn about FLES, to give them the opportunity to engage in learning a foreign language (in this case Spanish) and to enable all elementary teachers to smooth the way for the introduction of Spanish in schools. SEEDS provides both synchronous and asynchronous interactivity, where at many points in the teaching-learning process students can contribute actively and meaningfully in the lesson. It allows users to manipulate information interactively through a moderated bulletin board. Included are experiential activities, sequenced and task-based language/culture activities, rich examples of "teacher-talk" as well as the provision of opportunities for pedagogical/linguistic problem-solving through the use of webquests.

Apart from ready access to curriculum materials, SEEDS is based on a philosophy of "through doing comes learning". In other words, as the teacher works through the on-line materials, s/he is prompted to simultaneously utilize the resources in the classroom. The aim is to reinforce teachers' at-home FLES learning through instructional application and reiteration in the classroom.

While SEEDS has been widely recognized and used throughout the USA, it still only serves the interests of teachers. With the advent of an increasing range of newer interactional technologies available to educational audiences since 2004 (wikis, blogs, podcasts, voice-over internet protocols and on-demand interactive TV etc.) and the mounting research evidence that simulation games and online activities have a beneficial effect on learning, the creators of SEEDS sought to use these same user-friendly technologies and create a collection of online games for foreign language students.

SEEDS 22, "the next generation" www site to SEEDS, is an on-line companion to a digital TV on-demand presentation which highlights the use of technology for foreign language learning.

Within SEEDS 2 one finds links to enhance learning on any given topic presented in the TV on-demand program. For teachers and/or students not having TV on-demand in their homes, a digitized version of each TV presentation is available for viewing within the SEEDS 2 website itself<sup>3</sup>. On the right,

students can choose to practice their Spanish through educational games, enhancement activities, through the exploration of companion www sites, as well as to work through interactive webquests. A special feature of the SEEDS 2 www site is the creation of a weblog. A weblog is an on-line communication tool which allows a student to interact with other participants who have watched the TV presentation and wish to learn more about the topic at hand or learn more Spanish. The communication is anonymous, and students can feel free to engage in vibrant conversations with a host of people in ways which allow them to further their "cognitive horizons". There are different types of games, but all are created to provide students help and scaffolding in their endeavors to reinforce the learning of their Spanish in a way that is fun and motivating (see Figure 2).

Each episode features an online game. It allows students to multi-learn a number of different items - of course in a fun and motivating way! Firstly, students are introduced to Spanish and how to talk about things in a sequence (such as in cooking) and how to describe a process. Secondly, students get to learn about how to make a wonderful Spanish dish called Tortilla Española. Thirdly, students get to play with language and technology. This featured game puts students in the position of "Iron Chef". First they watch a cooking demonstration for Tortilla Española. Next, the clip of the demonstration will be broken up into 60 separate pieces (20 visual clips, 20 audio clips and 20 text clips). The students' job is to put the clips back together again. More importantly, students have to put them back in order and try to beat the "Iron Chef" clock. In order to raise the level of engagement, a curve ball is thrown in for students. Of all the clips, half are slightly off target. In other words, there are distractors. So if a participant thinks they have the right video clip, s/he needs to watch, listen and read carefully as it may show something slightly different than the original cooking demonstration clip.

Figure 3 illustrates the video puzzle of the featured game and Figure 4 below illustrates the audio segment of the game.

### Research Explorations

Recent research has afforded confirmatory documentation on the efficacy of gameplay in

"Content"	Examples	Learning activities	Possible Game Styles
Facts	Laws, policies, product specifications	questions memorization association drill	game show competitions flashcard type games mnemonics action, sports games
Skills	Interviewing, teaching, selling, running a machine, project management	Imitation Feedback coaching continuous practice increasing challenge	Persistent state games Role-play games Adventure games Detective games
Judgment	Management decisions, timing, ethics, hiring	Reviewing cases asking questions making choices (practice) feedback coaching	Role play games Detective games Multiplayer interaction Adventure games Strategy games
Behaviors	Supervision, self-control, setting examples	Imitation Feedback coaching practice	Role playing games
Theories	Marketing rationales, how people learn	Logic Experimentation questioning	Open ended simulation games Building games Constructing games Reality testing games
Reasoning	Strategic and tactical thinking, quality analysis	problems examples	Puzzles
Process	Auditing, strategy creation	System analysis and deconstruction Practice	Strategy games Adventure games
Procedures	Assembly, bank teller, legal	imitation practice	Timed games Reflex games
Creativity	Invention, Product design	play	Puzzles Invention games
Language	Acronyms, foreign languages, business or professional jargon	Imitation Continuous practice immersion	Role playing games Reflex games Flashcard games
Systems	Health care, markets, refineries	Understanding principles Graduated tasks Playing in microworlds	Simulation games
Observation	Moods, morale, inefficiencies, problems	Observing Feedback	Concentration games Adventure games
Communication	Appropriate language, timing, involvement	Imitation Practice	Role playing games Reflex games

Taken from *Digital Game-Based Learning* by Marc Prensky (McGraw-Hill, 2001)

education. Not only does gaming promote learning, but there is also the social-behavioral issue to consider. Beavis (2004) reports on the beneficial effects of students interacting with other students across the world, that such 'affinity groups' (Gee, 2003) socialize students into a 'community of doing' (Steinkuehler, 2004) and provide a platform for teachers to re-engage disruptive students to tutor their peers in game titles (McFarlane 2002).

In a context of ever expanding technologies and the use of user-friendly software programs to create

online games, there remain outstanding research questions that warrant further exploration. Such questions revolve around which students benefit educationally from learning with games in which contexts? To what extent can games themselves act as assessment mechanisms? What measures and/or tools can be developed the learning that takes places when students engage in games? What type of discourses does gameplay elicit from students? When and for how long should games be used and how much should they be integrated into a

communicative, process-based and/or outcomes-based foreign language syllabus?

**Final Word**

Educators, especially foreign language teachers, should be clear about the precise learning goals they wish to achieve when using games in the classroom: motivation, reward, curricular objectives, development of skills and competencies are all valid reasons for use. Just as teachers, so do students need to know in advance what they are expected to get out of playing games. Importantly, without support from the teacher, students may not make the link between game activities and the wider concepts that are the focus of the classroom. Review and reflection before and after gameplay is important. Finally, teachers need to be aware that not all students will necessarily enjoy engaging in games with others in the classroom. Similarly, students may not have equal competence in playing or have equal access to games

in their free time and others may not value the use of games for educational purposes – such students may feel threatened in their ability to play games and so just feel comfortable with their ability to complete schooling activities by conventional means.

Lastly, the following www sites provide more information on the matter of games in the foreign language classroom and as always keep an eye out for templates of games creation in the future!

Bibliography of selected publications that foster ideas for games that promote FL learning

Clark, A. (2005) *Learning by Doing: A Comprehensive Guide to Simulation, Computer Games and Pedagogy in e-Learning and Other Educational Experiences*. Pfeiffer Wiley.

Crookall, D. & Oxford, L. R. (1990) *Simulation, Gaming, and Language Learning*. New York. Newbury House Publishers.

The SEEDS II Project was a collaborative effort between the Foreign Language Education/ESOL Program in the College of Education at the University of South Florida (USF), the Media Innovation Team of the Center for 21st Century Teaching Excellence at USF and WUSF-TV. The Project was made possible through the Fund for the Improvement of Postsecondary Education (No. P339Z000006), University of South Florida College of Education Mini Grant Program 2005, and donation by the Media Innovation Team and WUSF TV.

For the current TV episode (cooking) and accompanying games see: <http://seeds2.coedu.usf.edu/>

- Gee, J.P. (2004) Learning about Learning from a Video Game: Rise of Nations. <http://labweb.education.wisc.edu/room130/PDFs/GeeRON.doc>
- Gee, J.P. (2003) *What Video Games have to Teach Us about Learning and Literacy*. London: Palgrave Macmillan.
- Johnson, S. (2005) *Everything Bad is Good for You*. London: Penguin/Allen Lane.
- Maley, A. & Duff, A. (1978) *Drama techniques in language teaching*. Cambridge, Cambridge University Press.
- Maley, A. & Grellet, F. (1981) *Mind Matters*. Cambridge, Cambridge University Press.
- Ur, P. (1981) *Discussions that work: Task-centered fluency practice*. Cambridge, Cambridge University Press.
- Webster, M.M. & Castanon, E.W. (1980) *Crosstalk*. Oxford, Oxford University Press.
- Frank, C. & Rinvulcri, M. (1981) *Challenge to think*. Oxford, Oxford University Press.
- Wright, A., Buckby, M., Betteridge, M. (1979) *Games for language learning*. Cambridge, Cambridge University Press.

#### Web sites that enable games formation<sup>4</sup>

- [www.quia.com](http://www.quia.com) enables various puzzles to be created.
- [www.puzzlemaker.com](http://www.puzzlemaker.com) enables various puzzles to be created.
- [www.hotpotatoe.com](http://www.hotpotatoe.com) enables various puzzles to be created
- Language Games from Link to Learning @ <http://www.linktolearning.com/language.htm>
- Quest Atlantis uses a 3D multi-user environment for teaching and learning @ <http://atlantis.crlt.indiana.edu/start/>
- The Education Arcade a consortium of game designers promoting educational uses of gaming @ <http://www.educationarcade.org/>
- Gaming to Learn workshop sponsored by Mexcia X @ [http://mediax.stanford.edu/news/sep05\\_03.html](http://mediax.stanford.edu/news/sep05_03.html)
- Serious Games Initiative use of games in education and training @ <http://www.seriousgames.org/>
- Serious Games Wiki good site for exploring the

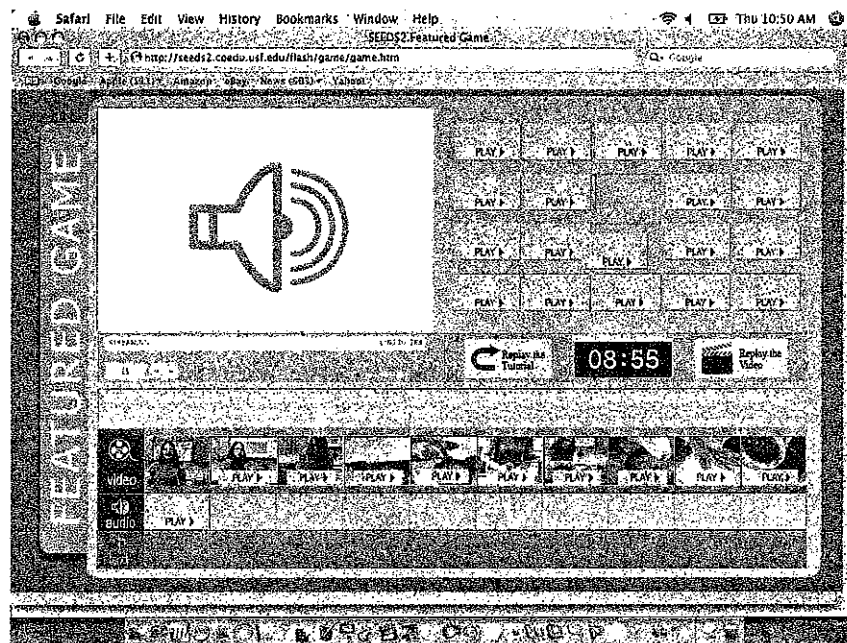
topic @ <http://www.coe.ilstu.edu/rpriegle/eaf228/>

- EAF 228 education course structured to appear like a video game (by Rod Riegle) @ <http://www.coe.ilstu.edu/rpriegle/eaf228/>
- Social Impact Games catalog of "serious games" @ <http://www.socialimpactgames.com/>
- Serious Games Summit next: Oct. 31st, 2006 @ <http://www.seriousgamesummit.com/>
- ELLS Project joint American & Chinese language learning project using gaming @ <http://www.seriousgamesummit.com/>
- Simulation & Gaming issue dealing with language learning @ <http://sag.sagepub.com/content/vol33/issue2/>
- Simulation as a Language Learning Tactic PDF format @ [http://www.languages.dk/methods/documents/Simulation\\_Manual.pdf](http://www.languages.dk/methods/documents/Simulation_Manual.pdf)
- ICONS experimental Web-based simulation project @ <http://www.icons.umd.edu/>
- MMOG Research links to papers by Constance Steinkuebler on multiplayer online games @ <https://mywebspace.wisc.edu/steinkuehler/web/mmogresearch.html>
- Papers on anime fanfiction links to papers by Rebecca Black @ <http://labweb.education.wisc.edu/room130/papers.htm>

#### References

- Beavis, C. (2004). "Good Game": text and community in multiplayer games, in I. Snyder & C. Beavis (eds) *Doing Literacy Online: Teaching, Learning and Playing in an Electronic World*. Cresskill, NJ: Hampton Press.
- Chomsky, N (1975) *Logical Structure of Linguistic Theory*. Plenum Publishing Corporation.
- Doughty, C. (1993). Fine-tuning of feedback by competent speakers to language learners. *Georgetown University Round Table on Languages and Linguistics 1993*. J. E. Alatis. Washington, D.C., Georgetown University Press: 96-108.
- Erben, T. (1999). Constructing learning in a virtual immersion bath: LOTE teacher education through audiographics. *World CALL: Global perspectives on computer-assisted language learning*. R.

Figure 3



- Debski and M. Levy. Lisse, The Netherlands, Swets & Zeitlinger Publishers.
- Gass, S. (2002) Input and interaction. In C. Doughty and M. Long (eds.) *Handbook of second language acquisition*. Oxford: Blackwell Publishers pp. 224-255.
- Gee, J.P. (2003). *What Video Games have to Teach Us about Learning and Literacy*. London: Palgrave Macmillan.
- Goodwin-Jones, B. (2005) Emerging Technologies: Messaging, Gaming, Peer-to-Peer Sharing: Language Learning Strategies & Tools for the Millennial Generation. In *Language Learning & Technology* Vol. 9, No. 1, January 2005, pp. 17-22
- Greenfield, P. M. (1984). *Mind and media*. Cambridge, MA: Harvard University Press.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching* (2nd ed.). Oxford: Oxford University Press.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In *Foreign language research in cross-cultural perspective*. K. De Bot, R. B. Ginsberg and C. Kramsch. Philadelphia, John Benjamins Publishing Company. 2: 39-52.
- Lyster, R. (1998). "Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classrooms." *Language Learning* 48(2): 183-218.
- McFarlane, A. (2002). *Listening to children, parents, teachers*. Paper presented at Game On: The Conference, Edinburgh, UK. Proceedings available at: [www.ltscotland.org.uk/Images/gameonproceedingstcm4-122140.pdf](http://www.ltscotland.org.uk/Images/gameonproceedingstcm4-122140.pdf)
- Pica, T. (1986). "Making input comprehensible: Do interactional modifications help?" *I. T. L. Review of Applied Linguistics* 72: 1-25.
- Prensky, M. (2001) *Digital Game-Based Learning*. Chicago, McGraw-Hill.
- Starbuck, W.J. and J. Webster (1991), When is Play Productive?, In *Accounting, Management, and Information Technology*, 1, 71-90.
- Steinkuehler, C.A. (2004). *Massively multiplayer online gaming*. Paper presented at the annual Meeting of the American educational Research Association, san Diego, USA.
- Swain, M. (1985). Communicative competence: Some roles on comprehensible input and comprehensible output in its development. *Input in second language acquisition*. S. Gass and C. Madden. Rowley, MA, Newbury House.

---

## Endnotes

1 SEEDS (Support for Elementary Educators through Distance education in Spanish) was a 2001-2004 Title VI International Research & Studies Grant (84.107A, No. P017A010039). It may be viewed at <http://seeds.coedu.usf.edu/>

2 The SEEDS II Project was a collaborative effort between the Foreign Language Education/ESOL Program in the College of Education at the University of South Florida (USF), the Media Innovation Team of the Center for 21st Century Teaching Excellence at USF and WUSF-TV. The Project was made possible through the Fund for the Improvement of Postsecondary Education (No. P339Z000006), University of South Florida College of Education Mini Grant Program 2005, and donation by the Media Innovation Team and WUSF TV.

3 For the current TV episode (cooking) and accompanying games see: <http://seeds2.coedu.usf.edu/>

4 Partially taken from Goodwin-Jones (2005).

## Biographical Information

Tony Erben is an Assistant professor of FLE/ESOL at the University of South Florida. He received his Ph. D. in educational linguistics from Lancaster University in England, and his M. A. and B.A. from the University of Sydney in Australia. Before coming to USF, he was Director of the Center for Language Immersion Teacher Education. In 1998, he was awarded the Australian Award for University Teaching, and in 2004 he was awarded the ACTFL-Houghton Mifflin Award for the Use of Technology in Foreign Language Teaching.

Jane Govoni

## Teaching English Language Learners (ELLs): Thoughts for Pre-Service Teachers

*Several Florida university professors recently collaborated to share their expertise in the field of ESOL and to create a user-friendly text for undergraduates enrolled in ESOL-infused courses offered by teacher education programs at all colleges and universities. It is a concise text that provides both in-class and out-of-class activities to foster better communication with English language learners (ELLs). The text is divided by the five main ESOL areas: culture, linguistics, methods, assessment, and ESOL curriculum. In each of these sections there is an array of readings, discussion questions, reflection questions, websites, and activities for pre-service teachers, K-12 teachers in the mainstream classroom, and administrators. In addition, there are twelve ESOL case studies, and relevant readings on gifted-ESOL and ELLs with special education needs. This particular article is based solely on the culture section of the text.*

The U.S. is becoming more and more ethnically and linguistically diverse. The need to prepare teachers to effectively teach and communicate with English language learners (ELLs) is a growing concern. In fact, all future teachers should expect to have at least one ELL sitting in their classrooms. Statistics show that English language learners represent the fastest growing population in the K-12 school system today; yet, fewer than 13% have ESOL training (National Center for Education Statistics, 2002, in Education Leadership, 2005). Pre-service teachers should be aware of these data and open to considering the cultural, linguistic, and family backgrounds of all their students. Cultural home life shapes who they are and how they will present themselves in schools. Becoming more aware of cultural ways opens doors to communication. It enables teachers to respond better and students to be more willing to interact. In understanding students' cultures, pre-service teachers should first take time to consider their own cultural values. Nieto (2003) noted that educators, consciously or unconsciously, bring in their own values. That

is, they have their own 'autobiographies' such as experiences, identities, beliefs, attitudes, hang-ups, biases, wishes, dreams and more.

Teachers are pivotal to classroom success; that is, they are instrumental in providing opportunities for students' learning, just as students' motivation to learn influences how teachers design lesson plans, use a variety of strategies, and communicate. According to the National Clearinghouse for English Language Acquisition & Language Instructional Programs (NCELA) there were over 5,000,000 ELLs enrolled in pre-K-12 public schools in the 2004 school year. This number accounted for approximately 10% of total public school student enrollment. It also represents more than a 40% increase in ELL enrollment over the past ten years. Across the United States, California reported the largest enrollment of ELLs, followed by Texas, New York, Florida, Illinois, and Arizona. These states showed an enrollment of over 100,000 ELLs. Twenty-two states indicated a range of 20,000 - 100,000 English language learners enrolled in their public school systems.



With this knowledge of ELL enrollment in the U.S., *how will you as a future teacher provide effective classroom instruction and communication in today's diverse classroom?* A key component in responding to this question is to recognize that not all ELLs are foreign born; in fact, some have lived in the U.S. all of their lives; therefore, all students bring their cultural views based on their environment and teachers may not always share these same views. According to Hadaway et al. (2004) U.S. born students are generally more realistic in their expectations and more aware of U.S. customs and traditions; whereas, immigrants (or foreign born students) usually have an idealized view of the U.S., without much knowledge of its customs and traditions, and they are often more accepting of U.S. values.

Table 2 provides an overview of characteristics of U.S. born (native) and foreign born (immigrant) ELLs.

The point is that recognizing that students are English language learners is simply not enough; knowing where ELLs are born and about their home and cultural values are also important factors to consider. *Table 3* shows some of the differences between middle class American expectations and immigrant parents' (language minority) expectations.

Cultural and language differences are two major areas that must be addressed in every classroom today. In learning about first and possibly second language experiences of a student, the Home Language Survey is one way to discover if a student speaks a language other than English at home. This survey provides a useful way to collect student information and plan for

appropriate instruction. The primary questions asked on state surveys include the following: (a) is a language other than English spoken in the home? (b) does the student speak a first language other than English? and (c) does the student most frequently speak a language other than English?

As for cultural perspectives, according to Peregoy & Boyle (2001) "*culture comprises three essential aspects: what people know and believe, what people do, and what people make and use*" (p.3). Díaz-Rico & Weed (2002) conceptualized the definition of culture by sharing that "*culture is the explicit and implicit pattern for living, the dynamic system of commonly agreed upon symbols and meanings, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits that are shared and make up the total way of life of a people, as negotiated by individuals in the process of constructing a personal identity*" (p.197). A simple way to provide cultural awareness and encourage students to think about their own cultures as well as the cultures of their classmates is to incorporate a Culture Capsule activity.

The *Culture Capsule* was originally designed by foreign language teacher, Darrel Taylor and anthropologist John Sorenson in the early 1960s. It is a strategy to present one difference between an American culture and another culture. It is as simple as a ten minute activity in which a short description of a cultural perspective is given, followed by a list of higher-order critical thinking questions, and an engaging class activity. Students may design their own capsules or as the teacher you may develop a series of capsules to introduce concepts of the cultural backgrounds of your students.

*Table 2. Characteristics of U.S. born and foreign born ELLs*

U.S. Born ELLs	Foreign Born ELLs
Have a weak first language model at home	Have a strong first language model at home
May encounter difficulties in the acquisition of English literacy	May have had previous schooling in their country, and have some literacy in their first language
May feel ambiguity toward their first language	May generally identify with their first language and culture

*From:* Hadaway, N.L., Vardell, S.M., & Young, T.A.(2004). What every teacher should know about English language learners, Boston: Pearson Education, Inc. (page 3). Adapted from New England Equity Assistance Center, "Attitudes and Motivation of US. Born Language Minority Learners" and "Attitudes and Motivation of Foreign Born Language Minority Learners."

Table 3

American Teachers' Expectations	Immigrant Parents' Expectations
students should participate in classroom activities/discussions	students should be quiet and obedient, observing more than participating
students should be creative	students should be told what to do
students learn through inquiries and debate	students learn thorough memorization and observation
student should do their own work	students should help one another
children should state their opinions even when they contradict the teacher's	teachers are not to be challenged
students need to ask questions	students should not ask a lot of questions

*From:* Hadaway, N.L., Vardell, S.M., & Young, T.A. (2004). What every teacher should know about English language learners, Boston: Pearson Education, Inc. (page 11). Adapted from Scarella, R. (1990). Teaching language minority students in the multicultural classroom. Upper Saddle River, NJ: Prentice Hall.

Here is an example about American Restaurants:

### American Restaurants

*Grade Level: 4th*

In the U.S. 'eating out' or 'going out to eat' is a popular way of interacting with family and friends. The preparation of daily home cooked meals in the U.S. has declined over the past years due to changes in lifestyles of American families. Many mothers now work outside of their homes. Americans tend to go to restaurants that are conveniently located near their homes with affordable prices for the average American. Popular restaurants include American grilles, sports bars, and fast food establishments such as Blimpie's, McDonald's, Taco Bell, Little Caesar's, and Burger King. Even some ethnic restaurants (i.e., Chinese, Mexican, Thai, or Japanese) have become Americanized using popular U.S. cooking styles. More over, nutritionally prepared meals are now available for pick-up at restaurants such as Apple Bee's and Ruby Tuesday's.

The 'fast foods' are the most convenient and affordable options. McDonald's, which originated in California in the 1950s, serves the typical American hamburger, cheeseburger, and french fries. It increased its fast-paced style to 'drive-thru' in the 1970s so people could just drive up to a window, order, pay, pick up their meal, and leave within five minutes. Eating on the run is very common for Americans, as is ordering take-out food to enjoy while watching T.V. at home. Other typical fast

food restaurants include Burger King (hamburgers and french fires), Kentucky Fried Chicken (or KFC), Taco Bell (tacos and burritos), Arby's (roast beef sandwiches), Boston Market ('home style' foods), Paneras (soups and salads), and Subway (sandwiches).

It is typical to drive through American cities or small towns and see a plethora of fast food restaurants. America grille or 'bistro' type restaurants are also popular. These are often called 'chain restaurants' as they are franchised, or sold to local owners and offer the same menu and décor regardless of location. American foods consist of appetizers or 'finger foods' such as nachos, fried chicken fingers, onion rings, cheese sticks, and mushrooms. Popular entrees are salads with chicken or meat, soups, sandwiches, steaks, fish, turkey, pork, and ham. Some popular American grills or bistros are Bennigan's Hops, Chili's Outback Steakhouse, and T.G. I. Friday's.

### Class Questions:

1. What American foods do you enjoy eating?
2. How often do you eat out?
3. Describe an experience you had in an American restaurant.
4. If you were the owner of a restaurant in America, what kind of food(s) would you offer?
5. How are American restaurants different from restaurants in other cultures?

## Activity

Materials needed:

Menus from American restaurants

Internet sites on restaurants

As a class, complete one of the following activities:

1. Practice ordering foods off a menu from a local restaurant and then organize a class trip to this restaurant.
2. Write a recipe for a favorite dish that you enjoyed when eating out.
3. Compare the foods from a typical American restaurant to those of an ethnic restaurant—include preparations, cooking styles, etc.

Note: This *Culture Capsule* is adopted from: Cruz, B.C. et al. (2003). *Passport to Learning: Teaching Social Studies to ESL Students*. NCSS Bulletin 101. (p. 33).

Overall, Benson clearly sums it up for us as she shares “students do not arrive as ‘blank slates’ on the front door(s) of classrooms. They come to school as members of different cultures” (Paper presented at ATE Conference, Summer 2003). Ben-Yosef (2003) claims, “when a child from a different cultural background, so full of wonderful local and vernacular knowledge, is required to join our school system and learn our ways, we tend to ignore local literacy and ways of knowing the world. We expect him (her) to step across an abyss, directly onto the paths of our literacy’s and into our ways of knowing. Obviously, to make this happen without casualties, we must construct some bridges—bridges for us to walk across and carefully lead the students over, into the world of our school literacy’s” (Educational Leadership, Oct. 2003, p.82, Vol 61, No. 2). Building bridges between content areas (math, science, language arts, social studies, etc.) and student cultural knowledge is pivotal in enhancing student motivation to learn and understand. Beliefs and values from individual experiences will also come into play as will attitudes and emotions. So, a teacher’s needs, cultural views,

values, and experiences play a significant role in embracing diversity in the classroom. How will you walk your students across the bridges bearing in mind that their needs, values, cultural upbringings, and experiences are just as important to consider when crossing over?

For further readings on cultural awareness, effective teaching, and an extensive overview of the five areas of ESOL: culture, assessment, linguistics, methods, and curriculum, see the text titled *Perspectives on Teaching K-12 English Language Learners* published by Pearson Education in 2006. Nineteen authors from several Florida universities with extensive experience in ESOL and Foreign Language Education teamed up to write this informative and reader-friendly resource for all teachers. It provides current research, thought-provoking discussion questions, critical thinking activities, and interactive opportunities for K-12 pre-service teachers to gain a better understanding on how to effectively communicate and teach ELLs in today’s classroom. Visit the website at <http://www.pearsoncustom.com/best/0536124434.html> for further information or to order a desk copy. Ancillaries are now being explored to support the readings and class activities.

## References

- Banks, J.A. & McGee-Banks, C.A.(Eds.) (2004). *Multicultural education: Issues & perspectives* (5<sup>th</sup> ed.). John Wiley & Sons, Inc.
- Ben-Yosef, E. (2003). *Educational Leadership*. October 61, 2.
- Christian, D., I. U. Pufahl, et al. (2005). Language learning: A worldwide perspective. *Educational Leadership*.
- Clayton, J.B. (2003). *One classroom, many worlds: teaching & learning in the cross-cultural classroom*. Portsmouth, NH: Heinemann.
- Cruz, B.C., Nutta, J.W., O’Brien, J.O., Feyten, C.M., & Govoni, J.M. (2003). *Passport to learning: Teaching social studies to ESL students*. NCSS Bulletin 101. Silver Spring, Maryland: National Council for the Social Studies.
- Diaz-Rico, L.T., & Weed, K.Z. (2002). *The crosscultural, language, & academic development handbook: A complete K-12 reference guide* (2<sup>nd</sup> ed.). Needham

Heights, MA: Allyn & Bacon.

Florida Department of Education, Division of Public Schools, Office of Multicultural

Student Language Education. (2001a). *ESOL status report on the implementation of the 1990 League of United American Citizens (LULAC), et al v. State Board of Education, et al, Consent Decree, 1995/98.*

Hadaway, N.L., Vardell, S.M., & Young, T.A. (2004). *What every teacher should know about English language learners.* Boston: Pearson Education, Inc.

National Clearinghouse for English Language Acquisition and Language Instructional Education Programs (October, 2004). Retrieved February 28<sup>th</sup>, 2005 from <http://www.ncela.gwu.edu/expert/faq/011eps.htm>.

NCELA Newline Bulletin, (2005). NCES survey: Over 40% of the teachers teach LEPs. Retrieved March 8, 2005, from <http://www.ncela.gwu.edu/enews/2002/0611.htm>

Nieto, S. (2003). *Affirming diversity: The sociopolitical context of multicultural education* (3rd Ed. ed.). New York, NY: Longman.

Peregoy, S.F. & Boyle, O.F. (2001). *Reading, writing, and learning in ESL: A resource book for K-12 teachers.* NY: Addison Wesley Longman, Inc.

Tiedt, P.L. & Tiedt, I.M. (2005). (7<sup>th</sup> ed.) *Multicultural teaching: A handbook of activities, information, and resources.* Boston: Pearson Education.

#### Biographical Statement

Jane M. Govoni is an assistant professor at Saint Leo University. She is the ESOL Coordinator for the Education Department and author of several books including *Fusions: Integrating Values in Higher Education* and *Integrating Values in Online Learning*. She is one of the authors of *Passports to Learning: Teaching Social Studies to ESL Students* and senior reviewer for the high school Spanish series *En Español* by Houghton Mifflin Publishers. She holds a Ph.D. in Second Language Acquisition and an M.A. in Spanish from Boston College. She was the recipient of the Irving Wershow Outstanding K-16 Teacher sponsored by the Florida Foreign Language Association in 2004.

---

E. Lynn Jacobowitz

## A Look at Teaching Standards in ASL Teacher Preparation Programs

*As an American Sign Language instructor working with ASL majors at Gallaudet University for 20 years, I became piqued by a few questions: are there enough ASL Teacher Preparation Programs in the country and how prepared are their graduates? With these thoughts in mind, I began my dissertation studies. Below are excerpts from the dissertation.*

There are six organizations providing teaching standards: the Education Section of the National Association of the Deaf, the National Board for Professional Teaching Standards, the American Sign Language Teachers Association of the National Association of the Deaf, the Association of Teacher Educators, the National Council for Accreditation of Teacher Education, and the Virginia Department of Education. Their standards focus on five different areas: (a) ASL teachers for K-12, (b) teachers of world languages other than English for K-12, (c) teachers of world languages other than English in institutions of higher education, (d) ASL teacher educators in institutions of higher education, and (e) teacher preparation programs. Table 1.1 lists the national organizations and the standards.

Four of the national standards are intended for the evaluation of language teachers: the National Association of the Deaf-Education Section (NAD:

ES), the National Board for Professional Teaching Standards (NBPTS), American Sign Language Teachers Association (ASLTA), and Virginia Department of Education (VDE). One set of standards is for the evaluation of teachers who prepare future teachers: the Association of Teacher Educators (ATE). Finally, one set of standards is for the evaluation of programs that prepare K-12 teachers: National Council for Accreditation of Teacher Education (NCATE). Even though the standards are intended to evaluate three different areas of teacher certification, they can be examined for how they can inform the growing field of ASL teacher preparation.

The National Association of the Deaf: Education Section

The standards of the Education Section of the National Association of the Deaf (NAD: ES) focus on eleven areas and are used for evaluating teachers

*Table 1.1: National Teacher Preparation Standards Reviewed*

Organization Standards	FOCI
National Association of the Deaf (NAD)-Education Section	Teachers: K-12 ASL
National Board for Professional Teaching Standards	Teachers of Ages 3 - 18+: World Languages other than English
NAD-American Sign Language Teachers Association	Teachers: Institutions of Higher Education ASL
Virginia Department of Education	Teachers: K - 12 ASL
Association of Teacher Educators	Teacher Educators: Institutions of Higher Education
National Council for Accreditation of Teacher Education	Teacher Education Programs for K - 12 Teachers: Institutions of Higher Education

in K-12 ASL programs. Table 1.2 lists NAD: ES ASL Teacher Standards and a brief explanation of each area addressed in the standards.

Teachers, according to the NAD: ES are expected to have working knowledge and high proficiency levels in ASL arts, Deaf Culture, and ASL linguistics. Likewise, ASL teachers are expected to have a working knowledge of theories of first and second language acquisition and learning of ASL. ASL teachers are also expected to be able to adapt curricula to students' needs, interests, and characteristics as well as to initiate projects that promote successful ASL learning. In addition, the standards indicate that teachers should be able to collaborate with school boards and communities to integrate ASL in various projects such as field experiences for ASL teachers, implement an ASL teacher certification system on a statewide level and execute ASL instruction in public facilities.

A summative look at these standards for ASL teachers reveals that these standards can be divided into four categories: (a) language skills, (b) teaching, (c) scholarship/ knowledge, and (d) service and other professional initiatives.

First, the NAD: ES standards suggest a focus on *language skills*. Teachers must not only demonstrate competency with expressive and receptive ASL skills, but they are also expected to be good communicators of English.

Second, teachers who are prepared according to the NAD: ES standards are expected to show competency in *teaching*, including the preparation of lessons and assessment of students.

In addition, teachers evaluated with the NAD: ES standards are expected to have a strong *knowledge* base or demonstrate *scholarship*, including metalinguistic awareness of ASL, and child and language development. These standards also include the pursuit of auxiliary skills, such as using technology or integrating diversity training.

Fourth, NAD: ES teachers should demonstrate service and other professional initiatives on several levels. This initiative can be demonstrated by collaborating with school systems, advocating for ASL, identifying problems, recommending solutions, acquiring knowledge, and setting goals.

Table 1.2: NAD: ES K-12 ASL Teachers Standards (also available at [www.nad.org](http://www.nad.org))

Standards	Explanation
1. Proficiency in ASL	Sign and comprehend ASL.
2. Deaf Culture and Community	Teach cultural ways of Deaf people and values of the Deaf Community.
3. Applied Linguistics and Language Analysis	Analyze and portray linguistic knowledge of ASL.
4. Rationale for ASL Studies	Provide information about ASL language and culture.
5. Theories of Child Development and Learning	Apply and adapt learning styles to meet children's needs.
6. Curriculum Development	Adapt ASL content areas in various subjects.
7. Instruction	Execute lessons, create materials and strategies for learning outcomes.
8. Instructional Setting	Collaborate with school-wide systems, statewide school boards, and other personnel as well as to plan for integrating clinical and field experiences into all phases of ASL teacher's preparation.
9. Communication	Demonstrate effective ASL and English skills.
10. Acquisition of Knowledge	Gather information, vary strategies and identify issues or problems.
11. Leadership	Take action, to start projects and to set goals independently.

The chart above shows that 2 out of 11 of the standards are connected to language skills or communication—both for ASL and English. It is surprising that only 1 out of 11 of the standards focuses directly on the skill of teaching. 3 out of 11 standards focus on the service and other professional initiatives of the teacher, including awareness of the instructional setting, leadership, and the acquisition of knowledge. Finally, the most heavily represented, 5 out of 11 standards focus on the knowledge of the teacher, including knowledge of Deaf Culture, curriculum development, applied linguistics, awareness of the rationale for ASL instruction, knowledge of child and language development.

#### National Board for Professional Teaching Standards

The standards promoted by the NBPTS, used to evaluate teachers of K-12 world languages other than English students, focus on three critical elements: teaching development, development of a knowledge base, and involvement in service and other professional initiatives. As stated in Table 1.4 below, the National Standards in World Languages other than English Education Project (2001) indicate the five root areas from which the 14 standards were derived.

Again, these standards reflect four content areas: language skills, knowledge, teaching and service and other professional initiatives. Table 1.5 summarizes this categorization.

It is interesting to note that in the NBPTS there is only one mention of language skills—that teachers should be fluent in the languages they teach and be able to set learnable goals for students. There is no mention of bi-fluency, or that teachers must also be fluent in English. Likewise, there is only one mention that teachers should be knowledgeable concerning the culture of the target language.

The teaching category is heavily represented, with 5 out of 14 standards focusing on a teacher's ability to convey necessary information. Interestingly, 3 out of 5 of the teaching standards relate directly to learning—suggesting that teachers of world languages other than English are more successful teachers if they incorporate their knowledge of diverse learning strategies and the nature of the learning environment.

According to the four knowledge standards of the NBPTS, teachers should have a strong base of information related to knowledge of culture and the student population they teach, as well as a strong knowledge base concerning principles of language acquisition.

Finally, in the area of service and other professional initiatives, 5 out of 14 standards focus on what teachers of world languages other than English need to consider as part of their professional development and contributions. These five areas include use of instruction resources; involvement with schools, families, and the community; reflection

*Table 1.3: NAD: ES National Standards Categorized*

Language Skills	Teaching	Knowledge/ Scholarship	Service & Other Professional Initiatives
<ul style="list-style-type: none"> <li>• ASL Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Deaf Culture and Deaf Community</li> <li>• Curriculum Development</li> <li>• Applied Linguistics (Language Analysis)</li> <li>• Rationale for ASL Studies</li> <li>• Child development and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Setting</li> <li>• Leadership</li> <li>• Acquisition of Knowledge (facility with sources of information)</li> </ul>
<ul style="list-style-type: none"> <li>• Communication (English and ASL)</li> </ul>			

*Table 1.4: National Board for Professional Teaching Standards for Teachers of World Languages other than English (Also viewable at [www.nbpts.org](http://www.nbpts.org).)*

Teaching Standards	Explanation
Knowledge of Students	Understanding child and adolescent development, teachers of world languages other than English foster students' competencies and interests.
Fairness	Incorporating diversity, teachers of world languages other than English meet students' diverse learning styles.
Knowledge of Language	Becoming skilled in world languages other than English, teachers of world languages other than English instill the knowledge in students.
Knowledge of Culture	Knowing various cultures, teachers of world languages other than English incorporate them in lesson plans.
Knowledge of Language Acquisition	Becoming familiar with different second language methods, teachers of world languages other than English design instructional strategies in goals for students.
Multiple Paths to Learning	Encouraging student-centered learning activities, teachers of world languages other than English increase students' critical and creative language learning.
Articulation of Curriculum and Instruction	Instilling lifelong learning experiences, teachers of world languages other than English increase students' interests in using world languages other than English.
Learning Environment	Creating meaningful instruction, teachers of world languages other than English promote students' active learning.
Instructional Resources	Becoming resourceful, teachers of world languages other than English help students' instructional and linguistic needs.
Assessment	Employing a variety of assessment strategies, teachers of world languages other than English ensure students' successful progress.
Reflection and Professional Growth	Maintaining professional development, teachers of world languages other than English evaluate their quality of teaching.
Schools, Families, and Communities	Involving external activities, teachers of world languages other than English serve the students' best interests.
Professional Community	Contributing to the improvement of instruction, teachers of world languages other than English advance their knowledge and teaching practices.
Advocacy for World Languages other than English	Advocating world languages other than English programs, teachers of world languages other than English provide opportunities to students to study multiple languages.

knowledge of and be proficient in ASL, Deaf Culture, ASL linguistics, ASL literature, andragogical methods, methods of teaching ASL, and ASL assessment. The first requirement in the three-level certification is for ASL teachers to prove themselves qualified by sending videotapes with certain documents to the ASLTA Evaluation committee. The second-level requirement is for teachers to provide answers to ASL linguistic questions and a list of ASL classes they have taught. To achieve the final level, professional certification, teachers must attend a live interview with three ASLTA

and professional growth; involvement with the professional community; and advocacy for world languages other than English education.

#### American Sign Language Teachers Association Teacher Certification Standards

The American Sign Language Teachers Association (ASLTA) provides for a three-level certification system for ASL teachers in institutions of higher education. ASL teachers in institutions of higher education are expected to have working



*Table 1.5: National Board for Professional Teaching Standards for Teachers of World Languages other than English (Categorized)*

Language Skills	Teaching	Knowledge/ Scholarship	Service & Other Professional Initiatives
<ul style="list-style-type: none"> <li>Knowledge of World Languages other than English</li> </ul>	<ul style="list-style-type: none"> <li>Assessment</li> <li>Fairness (diverse learning styles)</li> <li>Learning Environment</li> <li>Multiple Paths to Learning</li> <li>Articulation of Curriculum and Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Culture</li> <li>Knowledge of Students</li> <li>Knowledge of Language Acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Resources</li> <li>Schools, Families, and communities</li> <li>Reflection and Professional Growth</li> <li>Professional Community</li> <li>Advocacy for World Languages other than English Education</li> </ul>

evaluators to answer questions and to assess students' ASL skills on videotape. Table 1.6 summarizes the ASLTA Certification Requirements.

Considering the four-part analysis used for the NAD: ES standards and the NBPTS, and grouping the ASLTA standards accordingly, patterns begin to emerge. Table 1.7 divides the ASLTA requirements by whether they are connected to Language Skill, Teaching, Knowledge, or Service and Other Professional Initiatives.

The ASLTA mentions language skills in certification of teachers of ASL and notes that teachers are required to be proficient in this language, but there is no indication about what level of proficiency. There also is no mention of English reading or writing proficiency levels. The category of teaching has two standards: ability to execute lesson plans and assessment and evaluation of ASL skills.

The area of knowledge is most heavily represented, with the presence of three out of seven standards. The courses that teachers are required to complete are Linguistics of ASL and Teaching Methods.

The fourth kind of standard, which pertains to a teacher's service and other professional initiatives in institutions of higher education, also is represented by only one standard. There is mention of the fact that teachers are required to attend professional development activities to maintain their certification requirements.

#### Virginia Department of Education Standards

The Virginia Department of Education (VDE) is a state-level agency that requires licensure regulations for ASL teachers in K-12 programs. These standards focus on two categories: the components of the program that need to ensure that the candidates have these competencies and the endorsement requirements that the candidates must have. This agency sets proposed licensure regulations for ASL teachers in K-12 programs in Virginia and requires the program to ensure that the candidates demonstrate competencies as well as qualifications. Table 1.8 offers a brief explanation of half of the VDE standards—the ones that relate to teacher preparation (Wallinger, 2000).

These six teacher preparation standards (and their sub-components) also can be categorized as to whether they are directly related to language skills, teaching, knowledge, and service and other professional initiatives. Table 1.9 summarizes this categorization.

Out of all the organizations, the Virginia Department of Education has the greatest number of standards (5 out of 18) related to language skills. In the area of language skills, ASL teachers are expected to be proficient in the reading and signing of ASL as well as English reading and writing. In the area of teaching (only 1 out of 18 standards), there is specific mention of the teacher candidates being able to apply what they know about linguistics.

Table 1.6: Summary of ASLTA Certification Requirements ([www.aslta.org](http://www.aslta.org))

Three-Level Certification System	
<b>Provisional Certification</b>	
<ul style="list-style-type: none"> <li>• Proficiency in American Sign Language</li> <li>• Basic Knowledge about ASL Teaching</li> <li>• Development of Course Outlines and Lesson Planning</li> </ul>	
<b>Qualified Certification</b>	
<ul style="list-style-type: none"> <li>• Above criteria met</li> <li>• Knowledge of ASL Linguistics</li> </ul>	
<b>Professional Certification</b>	
<ul style="list-style-type: none"> <li>• Above criteria met</li> <li>• Possess highest level of knowledge and skills in teaching ASL</li> <li>• Evaluation and Assessment</li> </ul>	

Table 1.7: ASLTA Certification Requirements Categorized

Language Skills	Teaching	Knowledge/ Scholarship	Service & Professional Initiatives	Other
<ul style="list-style-type: none"> <li>• Proficiency in ASL</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Evaluation of ASL Skills</li> <li>• Ability to Execute Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistics of ASL</li> <li>• Teaching Methods of ASL</li> <li>• Teaching Methods and Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>	

Table 1.8: Virginia Department of Education Standards for K-12 ASL Teacher Preparation

VDE: Candidates' Competencies
<ul style="list-style-type: none"> <li>• ASL Usage</li> <li>• Applications of ASL Linguistics</li> <li>• Working Knowledge of Components in Deaf Culture</li> <li>• Applications of Teaching ASL as Foreign Language in Elementary and Secondary Education</li> <li>• English Usage</li> <li>• Immersion Experiences in the Deaf Community</li> </ul>

By far the most heavily represented category is knowledge, with 11 out of 18 standards. Teachers, according to the VDE standards, must be knowledgeable about Deaf culture, ASL linguistics, national foreign language learning standards, proficiency-based objectives, foreign language instruction methods, assessment, curricula development and how the foreign language curriculum fits with the rest of the curricula, and knowledge of the professional literature. It would seem that the framers of the VDE standards intended the knowledge and teaching categories to overlap; we can assume that, for example, knowledge

of assessment should mean that a teacher is also skilled at assessing his or her students' language skills.

According to this analysis, only one VDE standard overtly applies to teaching: the application of linguistics to teaching.

Finally, in the area of service and other professional initiatives, there is also only one standard, which states that teachers in training are expected to participate in opportunities for significant study of the linguistics of ASL and immersion in Deaf culture.

Table 1.9: Virginia Department of Education for K – 12 ASL Teachers Standards Categorized

Language Skills	Teaching	Knowledge/ Scholarship	Service & Other Professional Initiatives
ASL Understanding	Apply linguistics to Teaching	Knowledge of contributions of Deaf Culture	Participation in opportunities for significant study of the linguistics of ASL and immersion experiences in the Deaf Culture
ASL Use	Ability to interpret contemporary Deaf Culture lifestyles		
English Usage		Understanding of ASL linguistics	
Read/ Comprehend ASL		Knowledge of national standards for foreign language learning	
Understanding of English Writing		Knowledge of proficiency-based objectives for foreign language teaching Methodology for foreign language instruction Assessment Knowledge of relationship between foreign language study to the rest of curriculum Current curricular developments Knowledge of the professional literature related to foreign language teaching Relationship of language study to other areas of the curriculum	

**Association of Teacher Educators**

The Association of Teacher Educators (ATE) promotes seven standards for evaluating educators who teach in the teacher preparation programs. According to the ATE, master teacher educators are expected to have knowledge, skills, and attitudes modeling professional teaching practices. In addition, master teacher educators are expected to inquire into and contribute to one or more areas of scholarly

activity that are related to teaching, learning, and/or teacher education, as well as to demonstrate commitment to lifelong professional development. They are expected to provide leadership in developing, implementing and evaluating programs for educating teachers that embrace diversity and that are rigorous, relevant, and grounded in accepted theory, research, and best practice. Master teacher educators are expected to collaborate regularly and in significant ways with representatives of schools, universities,

state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.

The teacher educators are expected to provide transcripts of courses they have taken, specific skills, and tangible resources such as a portfolio. Table 1.10 shows the seven standards.

The ATE standards follow a traditional model of evaluation for teachers in institutions of higher education. First of all, teacher educators are expected to be models of good teaching and to advocate for high quality education for students and for teachers-in-training. In addition, according to the ATE standards, teacher educators should engage in lifelong scholarly activity that contributes to the fields of teaching, learning, and teacher education. And, like the previously discussed standards, teacher educators are required to demonstrate initiative by their service to advocate for professional teaching practices, collaborate with schools and communities, lead evaluation programs, and otherwise contribute to the teacher education profession. Table 1.11 summarizes this categorization.

The ATE standards were not designed for language education programs and therefore, have no overt standards dealing with the language skills of its teachers. It may be assumed that teachers all are fluent in the language of instruction.

It is interesting to note that out of seven standards; only one directly addresses the skill of teaching, suggesting that teachers be able to model best teaching practices.

In the category of knowledge/scholarship, there are two standards, which suggest that teachers should continue to upgrade the field through scholarship and should engage in lifelong learning.

Finally, in the category of standards most heavily represented, service and other professional initiatives, four standards call teachers to collaborate with the university and community to advocate for excellence in teaching and to improve the field.

#### National Council for Accreditation of Teacher Education Standards

The National Council for Accreditation of Teacher Education is an accrediting body that focuses on program components in teacher education programs

that prepare teachers for K-12 classrooms. Unlike the other standards reviewed above, this organization's standards do not fit into the categories of language skills, teaching, knowledge/scholarship, and service and other professional initiatives. Instead, it sets standards for components of teacher preparation programs and accredits the program if the components are in accord with their standards. The standards focus on four categories: (a) design of professional education, (b) candidates in professional education, (c) professional education faculty, and (d) the unit for professional accreditation.

As seen in Table 1.12, 9 out of 13 of the standards are connected to the Design of Professional Education, focusing on the program's curriculum and how it best prepares future teachers. 4 out of 16 of the standards are connected to the composition of the program candidates and their backgrounds, qualifications, and successful completion of the requirements in the program. The Professional Education Faculty category contains four standards that point to a focus on faculty members who are engaged in professional development activities as well as services to the university and professional organizations. Three standards in the category called The Unit for Professional Accreditation focus on ensuring that faculty and students have adequate technology and resources. In addition, the unit is responsible for administering all professional education programs.

#### Summary of the National Standards

Taken together, the programs provide several insights into the nature of the national standards for teacher training. The most obvious point may be the fact that the NCATE standards are quite different in form, content, and purpose than the other five standards, and thus do not fit easily into the categories of language skills, teaching, knowledge/scholarship, service and other professional initiatives. Because the NCATE standards are designed to evaluate teacher-training programs themselves, they will be used to make specific recommendations for the ASLTPP programs in the summary section, but will not be included in the summary of patterns of the national standards.

The analysis of the other five standards, which can be examined in terms of the four-part analysis, reveals

*Table 1.10: The Association of Teacher Educator Standards for Teacher Educators (www.ate.org)*

#	Master Teacher Educators
1	Model professional teaching practices that demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.
2	Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.
3	Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.
4	Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.
5	Collaborate regularly and in significant ways with representatives of schools, universities, state education agencies, professional associations, and communities to improve teaching, learning, and teacher education.
6	Serve as informed constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.
7	Contribute to improving the teacher education profession.

*Table 1.11: The Association of Teacher Educators Standards Categorized*

Language Skills	Teaching	Knowledge/ Scholarship	Service & Other Professional Initiatives
	Model best teaching practices.	Contribute to the fields of teaching, learning, or teacher education.	Advocate for high-quality education for students and for the education of teachers.
		Lifelong professional development.	Collaborate with schools, communities, and universities. Lead programs to evaluate/advocate excellence in teacher training. Contribute to the teacher education profession.

some interesting patterns for the national scene (table 1.13).

Considering the NAD: ES, 19% of the standards relate to language skills, 9% to teaching, 36% to knowledge/scholarship, and 36% to service and other professional initiatives, with the most prominent being knowledge/scholarship and service and other professional initiatives.

An analysis of the 14 standards of the NBPTS reveals that 7% are related to language skills, 36%

to both teaching and service and other professional initiatives, and 21% to knowledge/scholarship. Teaching and service and other professional initiatives were the most prominently represented.

An analysis of the ASLTA standards reveals that 14% of the standards are related to language skills, 29% to teaching, 43% to knowledge/scholarship, and 14% to service and other professional initiatives. Knowledge/scholarship as with the NAD: ES standards, is most heavily represented.

Table 1.12: National Council for Accreditation of Teacher Education ([www.ncate.org](http://www.ncate.org))

---

**Standards Required of Teacher Education Programs**


---

**Design of Professional Education**

- Program has knowledge-based conceptual framework consistent with institution mission.
- Program ensures students complete general studies with theoretical and practical knowledge.
- Program ensures students attain academic competence in content area they plan to teach.
- Program ensures students acquire and apply professional and pedagogical knowledge and skills.
- Program ensures students can integrate general contents, professional, and pedagogical knowledge to create meaningful lessons for students.
- Program ensures that students be competent as teachers and other professional roles, e.g., library specialists, principals, school psychologists.
- Teaching in the program is consistent with conceptual framework, sequenced, and high quality.
- Program collaboration among institutions of higher education faculty and administration of institution and of the professional community renews and improves quality of education in schools.

**Candidates in Professional Education**

- Program recruits, admits, and retains candidates who demonstrate potential for success as teachers
- Program recruits, admits, and retains diverse student body.
- Program monitors and assesses student progress and provides appropriate advisement and support.
- Program assesses candidates' professional competence before completion of the program.

**Professional Education Faculty**

- Program ensures that faculty are teacher scholars, qualified, and actively engaged in the professional community.
- Program ensures diverse faculty.
- Program provides systematic comprehensive activities to enhance the competence and intellectual vitality of the faculty.

**The Unit for Professional Education**

- Program operates as a professional community and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
  - Program has adequate resources to support teaching and scholarship by faculty and students.
  - Program has sufficient facilities, equipment, and budgetary resources to fulfill its mission and offer quality programs.
- 

For the VDE standards, 28% of the standards relate to language skills, 6% to teaching, 61% to knowledge/scholarship, and 6% to service and other professional initiatives. The focus for VDE, like the NAD: ES and the ASLTA, is on knowledge/scholarship.

Finally, an analysis of the ATE standards reveals that the area of language skills is not represented (these standards are not intended to evaluate language teaching or teachers). But 14 % of the standards relate to teaching, 29 % to knowledge/scholarship, and 57% to service and other professional initiatives. As with the NAD: ES and the NBPTS, the greatest focus of the ATE standards is on service and other professional initiatives.

Overall, these 5 sets of standards are most heavily

focused on the area of knowledge/scholarship, with 23 out of the 57 standards, or 40%, relating to this area. Service and other professional initiatives standards come next, with 15 out of 57 or 26%. Teaching is represented by only 10 out of 57, or 18%, of the standards. Finally, only 9 of the 57 standards (16%) represented in this study are related to language skills.

**Administrative Support of National Standards: A Summary**

A look at how ASLTPP administrations support and/or reflect the national standards should be taken. First is a comparison of the national standards directly pertaining to administration with the administration of the ASLTPPs. Second is an examination of how the

Table 1.13: Summary of National Standards

Standards/ Areas	Language Skills	Teaching	Knowledge/ Scholarship	Service & Other Prof. Initiatives	Area(s) of Greatest Emphasis
NAD-ES (11 standards)	2/11 (19%)	1/11 (9%)	4/11 (36%)	4/11 (36%)	Knowledge/ Scholarship & Service (tied)
NBPTS (14 standards)	1/14 (7%)	5/14 (36%)	3/14 (21%)	5/14 (36%)	Teaching & Service (tied)
ASLTA (7 standards)	1/7 (14%)	2/7 (29%)	3/7 (43%)	1/7 (14%)	Knowledge/ Scholarship
VDE (18 standards)	5/18 (28%)	1/18 (5.5%)	11/18 (61%)	1/18 (5.5%)	Knowledge/ Scholarship
ATE (7 standards)	N/A	1/7 (14%)	2/7 (29%)	4/7 (57%)	Service
NCATE (13 standards)	N/A	N/A	N/A	N/A	—
Average	9/57 (16%)	10/57 (18%)	23/57 (40%)	15/57 (26%)	Totals: Knowledge/ Scholarship 23 Service 15 Teaching 10 Language 9

administrations of these ASLTTPs directly support the four emphases (language skills, teaching, knowledge/scholarship, and service and other professional initiatives.)

Examining the professional administrative standards that specifically characterize each of three teacher preparation programs, NCATE, ASLTA, and NBPTS, provide information about how the administrations of the ASLTTPs specifically support or do not support these national standards. The column on the far left of Table 1.14 lists the standards (gleaned from a review of the NCATE, ASLTA, and NBPTS standards) pertinent to administration of teacher training programs. The columns to the right show whether these ASLTTPs' administrations support these standards.

There is evidence that all three administrators of the ASLTTPs advised and assigned faculty within the program, supporting the standards related to faculty and teaching. Likewise, all three administrators were involved in some way in recruiting and interviewing candidates for faculty positions. However, this

study suggested that only two administrators were involved in all of the other responsibilities related to faculty, including the overseeing of personnel action, promotion of diversity, professional development, scholarly work, service, and the retention of faculty, staff, and students.

There is nearly complete consensus in the area of the ASLTTPs supporting the standards related to program administration. All three administrators were involved to some extent in most aspects of the running of the program, except for one administrator, who was not involved in the ordering or maintenance of computer equipment or personnel decisions. But all three administrators were involved in every other type of administration, including curricula, media facilities, library and admissions.

In terms of how involved administrators were with overseeing budgetary and resource issues and how they attempted to connect the ASLTTPs to the larger community, all three administrators were involved in salary decisions, the maintenance of equipment, supplies, laboratories, and libraries. However, the

administrator of one site did not strive to involve the ASLTPP in the local communities and local schools. And only one administrator arranged for the involvement of the ASLTPP in both the community and local schools.

#### Administrative Support of Language Skills

Beginning with the least prevalent of the standards, language skills, the analysis of the administration of the ASLTPPs shows that administrators valued highly the native or near-native ASL skills of their teachers or applicants—that this fluency was a prerequisite for teaching in the program. But as was discussed above in terms of the curricula, at the time of this study there was no national evaluation tool for ranking administrators', teachers' or students' skills. Administrators were left to decide on a case-by-case basis how fluent their faculty members were in ASL. Likewise, administrators had no specific way of evaluating teachers' fluency in English.

#### Administrative Support of Teaching

Looking at the next most prevalent type of national standard, teaching, one can see that because the administrators of two sites were not directly responsible for personnel and personal action decisions, like merit increases, promotion and tenure, it was difficult for them to effectively supervise and encourage excellence in teaching. That is, administrators of two sites had no objective evaluation system to determine if contract teachers were modeling excellence in teaching and if teachers were applying the knowledge they should have in the field to the teaching of their classes.

#### Administrative Support for Knowledge and Scholarship

Next, in the area of knowledge and scholarship, the most emphasized of the standards, we can note some interesting patterns about the support of the administrators and administrations of the ASLTPPs. In an analysis of administrators' time allocated for various activities, the administrator at one site reported that 25% of his time was spent engaging in scholarly activities. The administrator at another site reported that 20% of his time was spent on scholarship. Surprisingly, the administrator at a third site, who explained that 80% of his time was spent teaching, spent minimal time on scholarship

during 1999. All administrators gave presentations and were in attendance at ASLTA conferences and other sign language-related conferences, indicating a commitment to scholarship and the pursuit of knowledge. The three administrators' collective response indicates that they spent less than one-third of their time on scholarly work. This is in sharp contrast to the highest level of importance that the national standards place on scholarly pursuits.

#### Administrative Support for Service and Other Professional Initiatives

Last is an examination of how these administrators and their programs promote service and other professional initiatives, the next most emphasized of the standards. The results of the analysis of these data reveal a discrepancy. On the one hand, administrators suggested that 5% or less of their time were spent on "service to the profession." As Table 1.14 shows, the administrator at one site was not involved in forging connections to local communities or schools; nor did the administrator at another site connect to local communities. On the other hand, these data revealed that all three administrators participated in professional work and served the international community for deaf people. Likewise, the administrator at one site taught and collaborated regularly with members of another department, increasing the university-level collaboration and university-as-community connection. What is lacking in at least some of the programs is a permanent partnership with local schools or programs, where teachers in training can have access to practica, internships, and especially, scholarly studies and service projects involving students of ASL.

Overall, four of the professional initiatives promoted in the standards used for this study are variously supported by the administrations of these programs. Language fluency in ASL would seem to be assumed for the faculty these administrators supervise. Two of the administrators are not directly involved in the personnel decisions of the faculty. As far as service goes, at least one program administrator was neither involved with local community activities nor with local schools. All three administrators claimed that 5% or less of their time were spent on service to the profession.



Table 1.14: Comparison of the Professional Administrative Standards Characterizing the Three Sites

Professional Administrative Standards	# of Sites Demonstrating such Standards
<b>Responsibility to the faculty</b>	
• Advising	All
• Assign faculty	All
• Personnel Action	2 out of 3
• Diversity	2 out of 3
• Professional Development	2 out of 3
• Scholarly Work	2 out of 3
• Service	2 out of 3
• Recruit/Interview	All
• Retain students/faculty/staff	2 out of 3
<b>Responsibilities to the running of the program</b>	
• Curriculum	All
• Media facilities	All
• Library	All
• Computers	2 out of 3
• Admission	All
<b>Responsibilities to Oversee Budget/ Resources and Connect to Community</b>	
• Salaries	All
• Equipment, Supplies, Maintenance	All
• Laboratories	All
• Libraries	All
• Connection to Communities	1 out of 3
• Connection to Local Schools	1 out of 3

Characteristics of Teaching and Teachers in the ASLTTPs and How the National Standards are Reflected in Teachers' Work

Other important elements of ASLTTPs are teacher educators' qualifications, backgrounds, professional development, and perceptions of job responsibilities. There are both similarities and differences among the ASLTTPS and national teaching standards.

#### Comparison of National Teaching Standards and Teacher Educator Characteristics

The three sites had many similarities, such as:

- All three programs required all teacher educators to assume the role of a teacher, with two requiring

them to be internship intermediaries. The third site was the only site that did not require teacher educators to be advisors of teacher trainees.

- All three programs required teacher educators to be responsible for their own professional development, curriculum development, student learning and competencies, as well as diversity in curriculum.
- All three programs required their teacher educators to maintain their qualifications by participating in professional development. Only one site was the only program that required teacher educators to be ASLTA-certified.
- All three programs required their teacher

educators to be proficient in ASL but none of these programs mentioned English skills.

Table 1.15 shows common characteristics from the national and state standards in the ASLTA, NAD-Education, NBPTS, ATE, NCATE, and VDE that are also common among these ASL teacher educators.

Table 1.15 on the next page shows what national standards suggest for teacher educators and how the three ASLTPPs' teacher educators measure up. The far left column shows what the standards promote: roles, responsibilities and qualifications. The columns to the right indicate the state of the faculty of ASLTPPs.

Table 1.16 shows the common characteristics of the ASLTPP teachers, such as teacher educators' hearing status, signing experiences, ASL Skill development teaching experiences, teacher preparation experiences, ASLTA certifications, tenure status, and staff support. Table 1.16 summarizes the common characteristics among teacher educators and staff members in the three ASLTPPs.

The teacher educators' backgrounds were similar. All of the teacher educators in ASLTPPs in 1999 were deaf, and native or near-native signers. This characteristic is crucial to administrators when hiring ASL teacher educators as well as ASL teachers in ASL skill development programs. Six out of eight ASL teacher educators had signed since they were born. Seven out of eight teacher educators had taught sign language for more than 10 years, and five out of eight had more than ten years of ASL teacher training. Five out of eight teacher educators had more than 10 years of ASL teacher training. With these in mind, it can be concluded that all of the three programs hired deaf faculty members to train students to become ASL teachers. This also indicates the importance of teachers' ASL skills and working knowledge of Deaf Culture.

Four out of eight ASL teacher educators had taught 21 years or more. There is an even split between two groups who had taught less than 10 years or more than 11 years. This characteristic is not crucial enough to warrant the administrators' attention, but it may be important in the future when there are expansions of ASL teacher preparation programs.

Although teaching loads varied among sites, five out of eight teacher educators taught at least

three courses in the spring and fall semesters. Three teacher educators had taught ASL Structure. Three teacher educators taught ASL Arts (ASL Literature, ASL Poetry, and Storytelling); and three teacher educators taught ASL teaching methodologies. At least three teacher educators taught ASL assessment, and three teacher educators taught ASL skills. None of the eight teacher educators taught every one of these classes. Table 1.17 summarizes ASL teacher educators' teaching loads.

Professional development was another important characteristic of the teacher educators. All of the teacher educators attended both local and national professional development conferences, with half presenting ASL-related workshops both at local and national level conferences. Table 1.18 summarizes the ASL teacher educators' professional participation in 1999.

Of the teachers who had tenure-track positions requiring publishing, two out of three of these teachers considered doing research to be problematic. Three of the teacher educators (all of whom were in non-tenured or non-tenured track positions) considered publishing peer-reviewed articles not applicable or moderately problematic. Two of the teacher educators considered resolving students' concerns not a problem or minimally problematic. Six of the teacher educators considered creating materials slightly or moderately problematic. Three teacher educators considered giving input in the curriculum slightly problematic. In addition, out of all, only three teacher educators considered developing lesson plans not to be a burden.

Educational degrees also seemed essential for the teacher educators' qualifications. 7 out of 8 teacher educators had master's degrees or higher, with the eighth having a Ph.D and five pursuing a doctoral degree. 3 out of 8 teacher educators had degrees or were in degree programs that included linguistics. 3 out of 8 had degrees from programs that had a focus on education or administration. 5 out of 8 teacher educators did not hold tenure or tenure track positions. 7 out of 8 teacher educators had less than five years experience working with ASL teachers-in-training. 6 out of 8 teacher educators were holders of ASLTA/

*Table 1.15: Common Characteristics of the Teacher Educators in the National Standards and the Three ASLTTPs*

Teaching	# of Teachers
<b>Roles:</b>	
• Teacher	• All
• Advisor	• 2 out of 3
• Internship Intermediary	• 2 out of 3
<b>Responsibilities:</b>	
• Professional Development	• All
• Curriculum Development	• All
• Student Learning and Competencies	• All
• Diversity in Curriculum	• All
<b>Qualifications:</b>	
• Certification	• 1 out of 3
• License	• None
• Professional Development	• All
• ASL Skills	• All
• English Skills	• All (N/A)

*Table 1.16: Comparison of ASLTTPs to Standards: Teacher Educators and Staff*

Teaching and Staff Characteristics	N = 8
Deaf	Yes
More than 15 years of Signing	Yes
Professional Participation	Yes
Previous ASL Teaching Experience	Yes
Previous ASL Teacher Preparation Experience	Yes
Teacher Educators have ASLTA/SIGN Certification	Yes (6) No (2)
Teacher Educators are tenured or tracked	Yes (3) No (5)
Staff Support System	Yes

SIGN certification. Tables 1.19-1.21 summarize the findings from the teacher educators' questionnaires.

5 out of 8 ASL teacher educators were adjunct professors or part-time teachers. The other three were tenured or tenure-tracked. Table 1.19 summarizes ASL teacher educators' ranks.

Six teachers had only been in their teacher training careers since 1997, due to the newness of the programs which were established in 1998. One of the teachers had taught at both institutions of higher education.

Table 1.20 shows that three teacher educators held some kind of ASLTA certification. The one with

only a Comprehensive SIGN did not find it necessary to renew to get ASLTA certification since he was not teaching ASL courses.

Table 1.21 shows teacher educators who obtained their ASLTA certification from 1979 to present. The year of certification may not be significant, but it does call into question language skill reviews and making sure that teachers maintain or improve their skills even after they have been certified.

One can begin to see how the teachers and teaching of the ASLTTPs support and/or reflect the national standards reviewed.

Table 1.17: Teacher Educators' Teaching Loads

Teaching Loads	Frequency
<b>Spring 1999: # of courses taught</b>	
0	3
1	0
2	0
3	5
Total	8
<b>Summer 1999: # of courses taught</b>	
0	3
1	3
2	2
Total	8
<b>Fall 1999: # of courses taught</b>	
0	3
1	0
2	0
3	4
4	1
Total	8
<b>Spring 1999: General courses taught</b>	
<b>*Courses not related to ASLTPP</b>	
ASL Skills*	4
Knowledge of ASL and Deaf Culture	2
Linguistics	2
Teaching Skills	3
Total	11 courses; 7 ASLTPP-related
<b>Summer 1999: General courses taught</b>	
<b>*Courses not related to ASLTPP</b>	
ASL Skills*	2
Knowledge of ASL and Deaf Culture	2
ASL Linguistics	1
Teaching Skills	2
Total	7 courses; 5 ASLTPP-related
<b>Fall 1999: General courses taught</b>	
<b>*Courses not related to ASLTPP</b>	
ASL Skills*	5
Knowledge of ASL and Deaf Culture	3
ASL Linguistics	2
Teaching Skills	4
Total	14 courses, 9 ASLTPP-related

Table 1.18: Teacher Educators' Professional Participation

Professional Participation	Frequency
<b>Professional Development in 1999: # of teacher educators attended</b>	
Total	8
<b>Professional Development in 1999: Names of Conferences They Attended</b>	
Linguistics Related	6
Teaching Related	4
ASL and Culture Related	5
Total	15
<b>Professional Development in 1999: Presentations</b>	
Linguistics Related	4
Teaching Related	4
ASL and Culture Related	4
Other	2
Total	14

#### Teachers and Teaching Supporting Language Skills

First, what do teachers and the teaching in the ASLTTPs reveal about the importance of language skills? All of the teachers of the ASLTTPs had at least 15 years of signing. They reported themselves to be native or near-native signers, and all of them had some certification from the national organization, ASLTA/SIGN. If one can project that teachers' language skill level in a language teacher preparation program is any indication of the value of that skill, then it appears clear that language skill is valued highly and is reflected strongly in ASLTTPs. However, the continuing evaluation and promotion of these skills is not evident.

#### Teachers and Teaching Supporting Excellence in Teaching

Second, what can the teachers and teaching within ASLTTPs tell us about the importance of teaching and the promotion of teaching skills? If teachers who train teachers are models and promoters of the profession, then an examination of who they are and what they do on the job is a good indication of the focus of the program. Fifty percent of the teachers in ASLTTPs had 15 years or more of teacher training, and all of them were involved not only in teaching, but also in

auxiliary activities, like curriculum development and professional development. However, these ASLTTPs often relied on contract professionals instead of tenured or tenure-track teachers. Seven out of eight ASLTTP teachers had master's degrees, while only one had a Ph.D.

#### Teachers and Teaching Supporting Service and Other Professional Initiatives

Next, the teachers and teaching of the ASLTTPs can reveal much about their emphasis on service and promoting other professional initiatives. Although it was clear that teachers engaged in the usual academic service, such as input on curriculum, and creating materials, the data did not reveal specific details about teachers' work on service or on connecting with local schools and communities. It is interesting to note, however, that several of the faculty members involved in this study were very active in the national, international, and political arenas, often participating in groundbreaking work. It is possible that teachers' roles in the ASLTTPs do not support service of this kind. In other words, the university evaluation procedures may not give ASL professionals credit for the national and international ASL work they do, especially when it does not yield scholarly publication in refereed journals.

Table 1.18: Teacher Educators' Perceptions of Job Responsibilities

Job Responsibilities	Frequency
<b>Doing Research:</b>	
NA	3
Not a problem	1
Slight problem	0
Moderate problem	0
Big problem	4
Total	8
<b>Publishing Peer-Reviewed Articles</b>	
NA	3
Not a problem	1
Slight problem	0
Moderate problem	2
Big problem	2
Total	8
<b>Resolving Students' Concerns</b>	
NA	0
Not a problem	3
Slight problem	4
Moderate problem	1
Big problem	0
Total	8
<b>Creating Materials</b>	
NA	0
Not a problem	1
Slight problem	3
Moderate problem	3
Big problem	1
Total	8
<b>Giving Input in the Curriculum</b>	
NA	0
Not a problem	3
Slight problem	3
Moderate problem	1
Big problem	1
Total	8
<b>Developing Lesson Plans</b>	
NA	0
Not a problem	3
Slight problem	2
Moderate problem	3
Big problem	0
Total	8

Table 1.19: Teacher Educators' Employment Ranks

Employment Rank	Frequency
Instructor	1
Assistant Professor	2
Associate Professor	1
Adjunct Professor	3
Senior Lecturer	1
Total	8

### Teachers and Teaching Supporting Knowledge and Scholarship

Finally, how do teachers and the teaching that goes on in ASLTTPs promote knowledge and scholarship, the most prevalent of the standards reviewed in Research Question #1? First of all, 100% of teachers attended/and or participated in professional conferences, with 14 presentations made in 1999. These teachers also attended and participated in training workshops both locally and nationally.

### How National Standards are Represented in Curricula, Teaching, Administration

#### *Language Skills*

An examination of the curricula, the administration, and the teachers of ASLTTPs for their support and promotion of language skills points to several specific trends. All three programs had ASL skills entrance requirements or interviews for their teachers and students. However, ASL skills were assessed by proficiency interviews developed by each institution because there were no national standards for assessing ASL skills at the time of this study.

In addition, none of the programs required any coursework for ASL skills enhancement for students who are admitted, or upgrade work for teachers. This assumes that students and teachers, with the requisite advanced proficiency skills, do not have areas of deficiency and are in control, both receptively and expressively of all facets of ASL skill, an assumption that may, in fact, be unwarranted.

Likewise, none of the three programs had specific English skills requirements for teachers or students, beyond prerequisite coursework, grade point averages, or meeting an administrator's perception that the student demonstrated adequate skills in English. This

might suggest that the ASLTTP curricula, teaching staff, and administrations of these programs could do more to promote students' ASL and English language skills. Also, the language skills area could be said to be under-represented in the ASLTTPs. But in any case, they do accurately reflect the lack of emphasis on language skills noted in the survey of the national standards.

#### *Teaching*

Next, in the area of teaching, both in the training of student teachers and in the supervision of teacher trainers, several trends are apparent. At the time of this study, there were no national standards specifically meant for the supervision of teacher trainers and student teachers of foreign languages above the K-12 level. While the scope of this study prevents any definitive statement about how many practica and internship hours would be adequate to prepare teachers, the standards indicate that a wide variety of supervised classroom experiences is beneficial to the teacher in training. While all three programs provide teachers in training with exposure to practica and internship experiences, these hours in some cases may not provide students with experience in a variety of diverse environments, with students from diverse backgrounds. It also seems that the lack of participatory practica experience in the programs is further evidence of this lack of variety.

Teachers of these ASLTTPs were variously qualified, some with terminal degrees, one with a Ph.D., but a majority holding only master's degrees. Moreover, because of the configuration of administrative responsibilities, not all teachers, and especially the large number of contract teachers, were adequately supervised or provided with professional development opportunities. Nor were the majority of the faculty members involved in scholarly work.

*Table 1.20: Teacher Educators' ASLTA/SIGN Certification Types*

SIGN/ASLTA Certification: Type	Frequency
Professional ASLTA	2
Qualified ASLTA	1
Provisional ASLTA	0
Comprehensive SIGN	1
Total	4

*Table 1.21: Teacher Educators' Year of Obtainment of ASLTA/SIGN Certification*

Certification Year	Frequency
1998	1
1992	1
1983	1
1979	1
Total	4

Finally, while the teachers were active on the national level in professional organization work, there was no evidence that they were engaged in service work at the local level. Both the lack of scholarship and the lack of service work represent a mismatch with the review of the national standards.

#### Service and Other Professional Initiatives

How did the ASLTTPs do in terms of promoting service and other professional initiatives among its teachers, administrators, and teachers in training? For all three groups, it is clear that there was a strong push in the ASLTTPs for students, teachers, and administrators to be active on a national and even an international level. Teachers and administrators were busy with scholarly work that led them to engage in services for professional organizations and consulting. However, the ASLTTPs' curricula for students and the activities of their teachers did not reflect this sort of work. Beyond the traditional student teaching relationships, there was no evidence that students, teachers, or administrators were working to conceive, develop, or implement service activities or grant projects on a local level, either within the community or in local schools. At the time of this study, the ASLTTPs were not involved in partnership programs at local, national, or international levels. According to this review of the national standards where service and other initiatives is a focus area, the ASLTTPs do not measure up.

#### Knowledge and Scholarship

Finally, how did the ASLTTPs do in promoting the increase of knowledge and scholarship? According to the data it is clear that within individual classes, students were producing a variety of ASL-related projects and were contributing to the knowledge base of ASL. But follow-up interviews revealed that there were no program-level professional portfolios required prior to graduation (Administrator #3, April 25, 2000; Administrator #1, April 27, 2000; Administrator #2, May 10, 2000, personal communications). It was not evident that students were being adequately prepared to meet the demands of being future scholars. Likewise, teachers and administrators suggested that they either do not or cannot, due to time constraints, focus on scholarly work. The data revealed that a majority of faculty spent less than one-third of their time on scholarly projects. And with a large number of the ASLTTP faculty working on contract, it may be that there was no evaluative mechanism in place to encourage and reward scholarly work from teachers whose only job requirement was to prepare lessons and to teach. Anecdotal evidence suggests that teachers in ASLTTPs were highly productive in the production of videotaped scholarship, but were not publishing in refereed journals, which tend to get greater recognition as scholarly work more often than did video or conference presentation scholarship (Site #1 ASLTTP, focus group discussion, February 16, 2001.)



---

## ASLTTPs and the National Council on Accreditation of Teacher Education Standards

There is no national organization meant to accredit ASLTTPs. But if these programs are compared with the standards promoted by NCATE, trends emerge.

### Design of Professional Education

First, although the scope of this study prevents assessment of each of the areas addressed in the "design of professional education," some observations can be made. Data and follow-up interviews reveal that because the ASLTTPs had not developed conceptual frameworks, there was no way for them to assess how well the program assured student competencies or teaching competencies. Moreover, the lack of a guiding framework means that there was no way for the ASLTTPs to assess whether their programs contribute to the betterment of school programs. According to the directors of these programs, there was no program assessment mechanism in place that could be used to evaluate how well each program supported a conceptual framework.

### Candidates in Professional Education

The NCATE standards also encourage an evaluation of "candidates in professional education." Data and follow-up interviews reveal that the ASLTTPs did not maintain records on how many students apply, are turned away, or the number who graduate and go on to work as ASL teachers. It is therefore difficult to evaluate these programs in this area. Likewise, at the time of this study, no effort was made to retain a diverse student body, nor was there any program-wide assessment instrument for determining student progress, other than GPA and individual teacher or advisor referral.

### Professional Education of the Faculty

A third area specified in the NCATE standards is the "professional education of the faculty." The NCATE standards suggest that accredited programs ensure that faculty members are teachers/scholars, of diverse backgrounds, and that the program provides them with opportunities to enhance their intellectual vitality. Although the scope of this study did not uncover a clear sense of what the ASLTTPs did to promote the professional education of the faculty, enough of the data suggested that teachers and administrators alike do not have enough time and/

or are not evaluated in these areas. There also was no indication that aggressive attempts were made to recruit a diverse faculty.

### Unit for Professional Education

Finally, the NCATE area of "the unit for professional education" suggests that accredited programs enjoy a great amount of autonomy, with adequate staff, facilities, and authority within the university. This study reveals that administrators of two out of three of the ASLTTPs lacked the authority they needed to supervise and evaluate the faculty they appointed. Likewise, administrators indicated (Administrator #3, April 25, 2000; Administrator #1, April 27, 2000; Administrator #2, May 10, 2000, personal communications) that supervising a meager budget and maintaining the facilities were two of the most difficult tasks they had.

### No Child Left Behind

A special note should be made about the No Child Left Behind Act, enacted into law by President George W. Bush. According to the Department of Education web site, "the Department is providing three new areas of flexibility for teachers to demonstrate that they are highly qualified." In order to be considered 'highly qualified' teachers must have a bachelor's degree, full state certification or licensure, and prove that they know each subject they teach. One of the areas of flexibility provides for current multi-subject teachers to take an alternative evaluation method of meeting highly qualified requirements as created by states. This has tremendous impact upon ASL teachers, especially with such limited ASLTTP opportunities (retrieved from <http://www.ed.gov/nclb/methods/teachers/hqtflexibility.html>, December 16, 2004).

### Summary

The major findings for the 1999 calendar year are listed below and are related to one of four categories:

- (a) Standards, ASLTTP Programs, and ASLTTP Administration;
- (b) Teachers; and (c) Curricula.

#### *1. Standards, ASLTTP Programs, and ASLTTP Administration*

- There was no single, nationally-recognized ASLTTP program evaluation instrument available to evaluate these programs.

- There was no nationally-recognized and/or standard ASL or English language skills evaluation for faculty or students of the ASLTPPs.

- None of the programs had a specific and regular program assessment protocol in place.

- Administrators suggested that the lack of autonomy in their units led to breakdowns in their ability to adequately supervise and support faculty or to make appropriate budgetary decisions.

- These ASLTPPs did little to assure diversity in the faculty and student population.

## 2. Teachers and Teaching

- Teachers were not specifically trained to work effectively with students from diverse populations.
- Teachers were not specifically trained to work in a variety of teaching environments.
- Teachers in ASLTPPs were not adequately prepared nor compensated, in terms of the attainment of terminal degrees and in their contracts. Only 1 out of 8 teachers held a Ph.D. The majority were neither tenured nor on the tenure track.
- 50% of teachers in ASLTPPs were hired as contract teachers and were often not adequately supervised or supported.
- 50% of teachers in ASLTPPs were often hired as contract teachers and were adequately engaged in professional development, scholarly work, or service to the local community in the form of community-based partnerships.
- The evaluation of ASLTPP faculty scholarship was problematic in that teachers and administrators of at least one ASLTPP reported producing ASL scholarship in the form of presentations, participation at conferences, and scholarly and creative video production, which were not being given recognition equivalent to the recognition given scholarly work published in English. (Site #1 Focus Group Discussion, February 6, 2001).
- Faculty of ASLTPPs reported that they did not have enough time or resources to engage in scholarly work or service initiatives.

## 3. Student Curriculum

- None of the ASLTPPs evaluated its students in a program-based exit examination or with a portfolio, which would ensure competency in the areas specified in the curriculum.
- There was a lack of variety in the practica and internship experiences for students. This would ensure students' readiness for working in diverse settings with students from diverse backgrounds.
- The ASLTPP curricula may not be adequately preparing ASL professionals for careers that include service and scholarly work.
- A review of the curricula of the three programs shows that none of the programs offered any coursework on program administration or program assessment and evaluation. Nor are there any classes focused on the ASL legislation at the state and national levels. Students in ASLTPPs are not being adequately prepared to take on administrative or advocacy roles in the field of ASL, roles that would have significant impact on the field of ASL teacher preparation.

## References

- ASL Legislation Report. (2000, February 17). Silver Spring, MD: American Sign Language Teachers Association. Retrieved February 21, 2000 from the World Wide Web: <http://asлта.aslwebcom/national/legislative/index.html>.
- ATE standards for teacher educators. (1998, June 22). Reston, Va.: Association of Teacher Educators. Retrieved December 31, 1999 from the World Wide Web: <http://www.siu.edu/departments/coe/ate/atestand.html>.
- Brod, R. and Huber, B. (1997). Foreign language enrollments in United States institutes of higher education. *Modern Language Association Bulletin*, 28(2), p. 60.
- Center for Applied Linguistics. (1998, June 10). A national survey of foreign language instruction in elementary and secondary schools. Washington, D.C.: Author. Retrieved April 26, 1999 from the World Wide Web: <http://www.cal.org/public/results.html>.
- Certification procedures and standards for

- professionals involved in teaching American Sign Language (ASL). Retrieved September 25, 2000, from the World Wide Web: <http://www.aslta.aslweb.com/national/teacher/procedures.html>.
- Delgado, G. L. (1984, February). A survey of sign language instruction in junior and community colleges. *American Annals of the Deaf*. Silver Spring, MD: National Association of the Deaf.
- Department of Education (no date). *New No Child Left Behind Flexibility: Highly Qualified Teachers Fact Sheet*. Retrieved December 16, 2004 from the World Wide Web: <http://www.ed.gov/nclb/methods/teachers/hqtflexibility.html>.
- Gallaudet University Undergraduate Catalog (1999-2000). Course descriptions of ASL program.
- Joint National Committee on Languages and the National Council for Languages and International Studies (JNCL-NCLIS). (1997). 1997 State survey – Professional development for language teachers: Preparing educators for the 21st century. Washington, DC: Author.
- Kennedy, E. (1999). Foreign language assistance, Title X, Part I: Educational excellence for all children act of 1999. Washington, DC: Joint National Committee for Languages. Retrieved February 5, 2000 from the World Wide Web: <http://www.ed.gov/offices/OESE/ESAEA/factsheet.html>.
- Murray, F. B. & Porter, A. (1996). Pathway from the liberal arts curriculum to lessons in the schools. In Frank B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. (p. 155-178). San Francisco, CA: Jossey-Bass Publications.
- National Association of the Deaf. (n.d.). National K – 12 ASL teacher standards. Retrieved May 6, 2000 from the World Wide Web: <http://www.nad.org/edsec.html>.
- National Board for Professional Teaching Standards. (n.d.). A Report. Washington, DC: Author. Retrieved April 13, 1998 from the World Wide Web: <http://www.nbpts.org/nbpts/standards/know-do.html>.
- National Board for Professional Teaching Standards. Teacher standards. Arlington, VA: Author. Retrieved April 13, 1998 from the World Wide Web: <http://www.nbpts.org/nbpts/standards/know-do.html>.
- National Board for Professional Teaching Standards. (1999, September 9). Report propositions. Arlington, VA: Author. Retrieved from NBPTS online on the World Wide Web: <http://www.nbpts.org/nbpts/standards/prop.html>.
- National Board for Professional Teaching Standards. World languages other than English standards for teachers of students 3 – 18+. Arlington, VA: Author, 2001.
- National Council for the Accreditation of Teacher Education. NCATE standards for the teacher education. Washington, DC: Author, 1982.
- National Council for the Accreditation of Teacher Education. (1997). What to look for in a teacher preparation program. Washington, D.C.: Author. Retrieved December 31, 1999 from the World Wide Web: <http://www.ncate.org/wannabe/lookfor.html>.
- National Council for the Accreditation of Teacher Education. (1998). NCATE standards. Washington, D.C.: Author. Retrieved May 21, 1998 from the World Wide Web: <http://www.ncate.org/about/stdintro.html>.
- National Council for the Accreditation of Teacher Education. (1999, October 18). ETS joint venture with NCATE aligns standards and assessments in teacher preparation accreditation and licensing. NCATE News: Current features. Washington, D.C.: Author. Retrieved December 31, 1999 from the World Wide Web: <http://www.ncate.org/specfoc/etsoct99.html>.
- National Standards in Foreign Language Education Project. (1999). Standards for foreign language learning in the 21st century. Yonkers, NY: Author.
- Standards for foreign language learning: Preparing for the 21st century. (1996). Yonkers, NY: National Standards in Foreign Language Education Project.
- The Educational Excellence for All Children Act of 1999. (n.d.). Title VII: The bilingual education

- act. Washington, D.C.: Author. Retrieved April 25, 2000 from the World Wide Web: <http://www.ed.gov/offices/OESE/ESAEA/prospectus/title7.html>.
- Über-Grosse, C. & Benseler, D. P. (1991). Directory of foreign language teacher preparation programs in the United States: A preliminary report. (ERIC Reproduction Document ED348852).
- University of Rochester. (n.d.) ASL Program. Retrieved May 12, 2000, from the World Wide Web: <http://www.asl.rochester.edu/~asl.html>.
- University of Rochester (n.d.). ASL Program Mission. Retrieved May 12, 2000, from the World Wide Web: <http://www.asl.rochester.edu/mission.html>.
- Virginia Department of Education. (1996, June 21). Supts. Memo. No. 116. Available online: <http://www.pen.k12.va.us/VDOE/suptsmemos/1996/inf116.html> [1999, December 29].
- Virginia Department of Education. (1998a). Framework for instruction in American Sign Language in Virginia public schools. Richmond: Author. Available online: <http://www.pen.k12.va.us/VDOE/Instruction/signlang.html> [2000, March 5].
- Virginia Department of Education. (1998b, June 12). Supts. Memo. No. 1. Available online: <http://www.pen.k12.va.us/VDOE/suptsmemos/1998/intoo1.html> [1999, December 29].
- Western Maryland College. (1999). Course description of ASL Specialist in Deaf Education.
- Wilcox, S. (1998). American Sign Language as a foreign language fact sheet. University of New Mexico.
- Wilcox, S. & Peyton, J. K. (1999, February). American Sign Language as a foreign language. Washington, D.C.: Center for Applied Linguistics. Retrieved March 29, 2000 from the World Wide Web: <http://www.cal.org/ericcl/digest/ASL.html>.
- Wilcox, S. (2000, October 20). Universities that accept ASL in fulfillment of foreign language requirements. Retrieved November 23, 2000 from the World Wide Web: <http://www.unm.edu/~wilcox/ASLFL/univlist.html>.
- Wise, A. E. (1997, September). NCATE: Making a difference in teacher preparation. Principal Online. [www.naep.org/comm/p0997b.html](http://www.naep.org/comm/p0997b.html).

---

Benjamin Hebblethwaite

## **Sociolinguistic Aspects of Haitian Creole in South Florida: The Causes of the Failure to Develop the Natural Asset of Biliteracy**

*This essay examines sociolinguistic aspects of Haitian Creole in South Florida. The social forces that influence language practices in the Haitian-American community and in U.S. society are examined. The paper provides data and analysis on Haitian immigration to the U.S. and South Florida. Discrimination, the economic conditions of immigrants and sociolinguistic attitudes in the second generation receive attention because they shed light on the complex forces that shape language use. Haitian-American families and (K-12) public schools in Florida fail to cultivate the important asset of English/Haitian Creole biliteracy. The paper argues that instructing biliteracy among bilinguals is feasible and beneficial.*

### **Introduction**

After Cubans, Haitians have become the second largest ethnic group in South Florida. According to Census 2000 data, at least 95,669 Haitians and Haitian-Americans live in Miami-Dade County and 62,342 live in Broward County (Sohmer, 2005). In this paper I examine sociolinguistic aspects of Haitian Creole in South Florida. I provide a range of data that reveals the demographic, economic, educational and societal conditions that influence language use among Haitian-Americans. I analyze the social forces that influence complete and partial bilingualism, illiteracy and biliteracy. Understanding sociolinguistic issues surrounding Haitian Creole in South Florida helps educators, language planners, and government respond to the Haitian community constructively. Although Haitians in Florida and Florida's K-12 public schools neglect to develop the natural asset of Haitian Creole fluency and literacy, I argue that overcoming this deficit is feasible and has real benefits for the community and the State.

### **Haitian Immigration to the United States**

Haitians have immigrated to the United States in large numbers since the 1950s for primarily political

and economic motives (Magloire, 1984; Zéphir, 1996, 2001). Zéphir (2001, p. 9-11) compiles data on Haitians entering the U.S. between 1985 and 1996 on a year-to-year basis for immigrants, non-immigrants admitted on temporary visas, and Haitian refugees (please see Table 1).

Over 500,000 Haitians have settled in North America, primarily in the urban northeast (Stepick 199, p. 5). Zéphir (2001, p. 13) puts the number at closer to 850,000. In addition, Zéphir estimates that the second generation ranges from 544,000 to 637,500 (2001, p. 13).

### **Haitian immigration to South Florida**

In South Florida, approximately 150,000 Haitian-Americans had settled in by the late 1990s. As Stepick (1998) shows, since Haitian immigrants began settling in Miami in the early 1980s, the city has become the center of the Haitian community in the United States (p. 5). Just north of Miami, Fort Lauderdale has the second largest concentration of Haitians in Florida (p. 10). Haitians and Haitian-Americans are gradually settling throughout South Florida, especially along the eastern coast and increasingly into Orlando.

Table 1: Yearly Patterns of Haitians entering the U.S. (1985-1996)

Year	Number of Immigrants	Number of Nonimmigrant Haitians Admitted on Temporary Visas	Haitian Refugees and Asylees Admitted
1985	10,165	87,698	5
1986	12,666	86,330	7
1987	14,819	87,392	11
1988	34,806	94,819	39
1989	13,658	93,181	11
1990	20,324	83,227	--
1991	47,527	73,994	31
1992	11,002	52,994	16
1993	10,002	49,510	65
1994	13,333	41,477	664
1995	14,021	62,269	2,502
1996	18,386	61,397	4,028

(Zéphir 2001: 9-11)

Recent arrivals make up the majority of the South Florida Haitian population (Stepick, 1998, p. 8). Roughly two-thirds of the community is made up of immigrants who arrived in the 1980s. In the 1990 census, only 7% of the community reported having arrived prior to 1970. In Miami-Dade County, the population is considered young with only 6% over 55 years of age whereas in the overall population, 26% is over 55 years of age. The largest group, those between 30-44 years of age, makes up 42%. Those under 14 years of age are 20% of the total. The birthrate in the Miami Haitian population held steady with the general population (Stepick, 1998, p. 6). In pursuit of the Cuban level of achievement, the Haitian community in Miami strives, with difficulty, toward becoming an ethnic enclave serving and served by Haitians (Stepick, 1998, p. 51).

#### Problems with discrimination

The Miami Haitian community began growing rapidly in the late 1970s (Stepick, 1998). Earlier settlement in South Florida was stunted by racist Jim Crow legislation and a hostile white or Anglo culture that permeated the 1960s. In the early 1960s, for instance, white-only cinemas and restaurants were commonplace and taxes were paid by people of

African descent at a separate window at Dade County courthouse. The 1960s and 1970s were considered difficult years (Stepick, 1998, p. 38).

Miami is complex with African-Americans, Anglos, Haitians and Latinos competing (Stepick, 1998). A "Deep South legacy" is overlapped by a "Cuban-inspired" immigrant transformation (Stepick, 1998, p. 39). The Haitian immigrants that settled in South Florida entered a social climate that was considerably more hostile than the one faced by Mexican immigrants (Stepick, 1998, p. 71). Working class members of the community experienced negative stereotypes due to their illiteracy and shortage of skills.

Due to extensive negative media coverage during the heavy trafficking of boat people in the late 1970s and early 1980s, a "state-of-siege mentality" evolved in Miami. Haitian boat people were seen as a "pariah" (Stepick, 1993, p. 51). The "opportunity structure" in South Florida did not welcome them and not even "secondary sector" or minimum wage employment was available to them (p. 56). Stepick estimates that Haitians faced greater obstacles than any other contemporary immigrant group primarily due to prejudice and their lack of human capital. Haitians

responded by developing their human capital through the acquisition of English and job skills (1993, p. 71).

Stepick (1992) reports survey data that indicates Haitians believed all major ethnic groups discriminate against them in Miami. This data suggests why individuals in the second generation might conceal their identities or favor assimilation, forces that negatively impact parental language retention. In a survey dating from 1983-1984, 62% of Haitians believed that Anglos discriminate against them; two years later, the number increased to 67%. In the 1983-1984 survey, 67% of Haitians believed that Anglos regard themselves as superior; two years later the number increased to 94% (Stepick, 1992, p. 67). In a 1985 survey, 53% of Haitian respondents believed that African-Americans discriminate against them; in 1986 the number was up to 72%. In 1985, 77% of Haitian respondents believed that Cubans discriminate against them. In a reactive way, many Haitians orient their social lives toward other Haitians. In the 1984 survey conducted by Stepick (1992, p. 67), 78% of the Haitian respondents said they had no Anglo friends, 77% said they had no African-American friends and 97% said they socialize with Haitians.

Stepick et al. (2001) show that the problem of prejudice persists in Miami. The authors also show that black West Indian immigrants perceive similar levels of prejudice:

Stepick (1992, p. 67) describes Haitians as living in persecution, legal confusion and social isolation.

Further ahead, I discuss the negative influence the perception and experience of prejudice have upon the retention of Haitian Creole.

#### South Florida Haitian-Americans in Census 2000

Sohmer (2005, p. 3) provides a recent analysis of the Miami Haitian community. Her article provides insight into the unprecedented detail found in Census 2000. With at least 95,669 Haitians in Miami-Dade County, it has the largest Haitian population of any other U.S. County.

Immigrants arriving directly from Haiti have settled first in what was once known as Lemon City. So many Haitians have settled there over the years that its name was changed to Little Haiti. Contiguous neighborhoods to the northeast like El Portal, Miami Shores, North Miami, and North Miami Beach, are also home to significant Haitian communities. Haitian internal immigrants have also moved to South Florida from the northeastern U.S. They have settled in municipalities like Miami Gardens, Florida City, Homestead and Opa-Locka. Table 6 below provides a range of useful demographic and economic information by neighborhood:

Sohmer (2005) notes that some municipalities in Miami-Dade have large populations, such as 18,656 in North Miami, while others, like the Cuban neighborhood Hialeah, have no Haitians whatsoever.

In 2005 Sohmer reports that the 95,669 Haitians living in Miami-Dade County are the second largest

Table 2: Discrimination in Miami

Discrimination in Miami	Haitians	West Indians	Others
Ever felt discrimination, test 1 (%)	62.8	66.5	43.5
Ever felt discrimination, test 2 (%)	73.5	74.8	53.3
Discrimination from students, test 1 (%)	70.3	56.6	55.1
Discrimination from students, test 2 (%)	63.0	51.3	46.6
Agrees a lot that racial discrimination exists in U.S, test 1 (%)	50.8	53.8	41.1
Agrees a lot that racial discrimination exists in U.S, test 2 (%)	53.1	21.7	48.9
People will still discriminate regardless of education, T1(% agreeing very true or partly true)	63.7	54.7	24.5

(Stepick et al. 2001: 241)

immigrant group in Miami, after Cubans (p. 4). Miami-Dade's median household income of \$35,966 is one of the lowest among the largest 100 counties and far below the national median income of \$41,994. At \$27,284, the Haitian median household income is lower than the Miami-Dade median. Miami-Dade's poverty rate is 18% and the Haitian poverty rate is 30% on average (p. 6). Table 4 shows the median household income by race and ethnic group in Miami-Dade.

Portes and Schauflier (1994) point out that it is "the character of the immigrant community – its internal diversity, history and cohesiveness – that seems to hold the key on whether second-generation children successfully combine two languages" (p. 656). The self-reported data above show that Haitian-Americans have the lowest level of self-reported proficiency in their parental language compared with all other groups in South Florida. Conversely, Haitian-Americans have the second-highest self-reported degree of proficiency in English, a finding that is reconfirmed by Stepick et al. (2001) self-reported surveys.

Linguistic assimilation proceeds with remarkable speed. Second generation Haitian-Americans are in

step with this linguistic homogenization. However, unlike some other groups, they are more ambivalent about the parental language.

To explain this, a number of factors should be taken into consideration. Haitian Creole is erroneously considered as deviant from standard European languages by individuals working in language planning. Creole languages are spoken by poorer populations in poorer regions and hence ill-esteemed. These views translate into a weak effort to develop Haitian Creole-English bilingualism programs in U.S. schools (Zéphir 1997, 2001). Haitian Creole as a written medium, until recently, has also been neglected in Haiti. The data suggest that Haitian immigrants, fed and feeding off negative attitudes, undervalue Haitian Creole and generally underestimate their knowledge.

The results found in Portes and Schauflier (1994) and Stepick et al. (2001) also reflect the diglossic situation found in Haiti where French is esteemed due to its high functions and Haitian Creole is neglected due its low functions. As Lodge (1993, p. 13) notes, in medieval Latin/French diglossia, Latin's high functions were linked to education, administration, and 'real' literature, whereas French's low functions were linked

Table 3

	Haitian Median-Household income	Haitian Population	Haitian Share of Total Population	Haitian Poverty Rate
Miramar (Broward)	\$43,138	4,359	6.0%	8%
North Miami (Miami-Dade)	\$30,068	7,864	19.3%	24%
Lauderdale Lakes (Broward)	\$30,059	4,732	15.0%	26%
Golden Glades (Miami-Dade)	\$27,500	10,284	32.0%	27%
Pompano Beach (Broward)	\$26,458	4,718	6.0%	39%
Lauderhill (Broward)	\$26,449	5,034	8.8%	30%
North Miami Pine-wood (Miami-Dade)	\$26,045	18,656	31.1%	33%
Fort Lauderdale (Broward)	\$23,691	10,869	7.1%	36%
Miami (Miami-Dade)	\$20,000	18,309	5.0%	38%
Broward County	\$31,041	62,342	3.8%	26%
Miami-Dade County	\$27,284	95,669	4.2%	30%

(Sohmer 2005, p.10)



to casual conversation, instructions to servants, and folkloric or oral literature. A living diglossic heritage where French or English are dominant plays some part in the poor self-evaluations given above.

Stepick et al. (2001) point out that the claim of not knowing Creole is not an objective measure of Haitian Creole skills. The authors believe that Haitians underestimate their language skills (p. 244). The layers of problems that beset Haitians and Haitian Creole in Haiti and the U.S. result in defeatism with regard to Haitian Creole maintenance and literacy. The authors scrutinize this problem by comparing parent and child reports on languages used in the home. Among Haitian subjects, they find that in 39% of all cases an inconsistency exists between what the parent and child claim. In other language groups the inconsistency is at 10%. Furthermore, the results of their survey show that Haitian children were "statistically significantly more embarrassed by their

parents than other students" (p. 245). On a 1-4 scale, Haitians rated embarrassment of their parents in test 1 at .25 and the others at .15. In test 2, Haitians rated embarrassment of their parents at .15 and the others at .10. Haitian youths also rated parent-child conflict, self-esteem and depression higher than other groups (p. 246).

To unravel this, Stepick et al. (2001) compare Haitian parents with other Florida parents on a range of socio-economic indicators (Table 6).

The lack of parental human capital illustrated in Table 6 causes a variety of stresses in the second generation. An exception is the high rate of home ownership, which suggests the priority of home ownership in the Haitian community in addition to the permanency of the Haitian community in South Florida (Stepick et al., 2001, p. 239). (Note that Sohmer's (2005, p. 9-10) paper on Census 2000 shows that within the city of Miami, Haitian home

Table 4: Median household income by race or ethnic group

Race	Median household income
White (not Hispanic)	\$49,673
Nicaraguan	\$35,059
Puerto Rican	\$34,854
Cuban	\$33,427
Black (not Hispanic)	\$28,617
Haitian	\$27,284

(Sohmer, 2005, p 6)

Table 5 Foreign Language Proficiency

National origin	Foreign Language Proficiency			Language Preference		Total sub. (N)
	Not Well (%)	Well (%)	Very Well (%)	English (%)	Other (%)	
Cuban (private school)	11.00	51.20	37.80	93.50	6.50	172
Cuban (public school)	27.50	4.00	32.50	81.00	19.00	991
Nicaraguan	22.10	36.40	41.40	73.90	26.10	321
Other Latin American	27.00	38.20	34.80	74.60	25.40	692
<b>Haitian</b>	<b>67.80</b>	<b>2.40</b>	<b>11.80</b>	<b>85.50</b>	<b>14.50</b>	<b>152</b>
West Indian	7.60	15.60	13.70	83.30	16.70	262
Other nationality	58.10	24.90	17.00	85.50	14.50	253

Cited from Portes and Schauflier (1994, p. 648)

ownership numbers are lower than all other groups. Tekla Nicholas (p.c.) explains that Haitians and Haitian-Americans who attain prosperity tend to move out of Miami-Dade County and into Broward and Palm Beach Counties. Haitian families transition through Miami-Dade and this explains the lower home ownership).

Stepick et al. (2001, p. 231) use the terms "cultural dissonance" to describe the attitudes expressed by second generation Haitian-Americans. They characterize the Haitian youth as undergoing crisis in part due to the parents' lack of human capital and the negative reception experienced in the U.S. For these reasons, individuals become indifferent to emblems of cultural origin, especially Haitian Creole language. In addition to this, intergenerational family conflict influences language attitudes. Clearly there is a link between the social structures that Haitians receive and erect and the way that they use Haitian Creole in the second generation.

#### Conclusion

It is widely acknowledged that the U.S. is the graveyard of languages (Myers-Scotton, 2005, p. 402). And yet, due to waves of immigration beginning in

the 1970s, 20% of the school-age population speaks a foreign language in 2005 (Banks 2005, p. vii). Florida is ranked fourth in the nation for bilingual enrollments with 254,517 students (García 2005, p. 6). Discussion and action on bilingualism and biliteracy is essential in Florida.

Historically, legal intervention in the forms of the *Lau v. Nichols* Supreme Court ruling in 1974, the Bilingual Education Act of 1994, California's Proposition 227 in 1988, Arizona's Proposition 203 in 2000, and No Child Left Behind of 2004, among others developments, have supported transition to English rather than the establishment of biliteracy (Myers-Scotton, 2006, p. 405). In my view, the English-only ideology and policy amount to a breach in national security. Immigrants to America should be encouraged to maintain linguistic assets as they acquire English. Literacy in linguistic assets should be the responsibility of the caregivers and schools. If one fails, the other should serve as a safety net. Improving Haitian Creole literacy is an important foundation for security and development.

Haitian-American households deserve high marks for advancing spoken Haitian Creole skills. However, the vast majority ignore literacy. The long legacy of

Table 6: Haitian parents versus other parents

	Haitian Parents (%)	Other Florida Parents (%)
Father not a high school graduate	60.2	36.0
Mother not a high school graduate	67.5	29.6
Unemployed	8.6	4.8
Self-employed	5.2	22.2
Service sector	26.8	9.6
Manager, administrator	3.6	9.8
Clerical	8.9	22.3
Family income less than \$25K	81.9	39.1
Can pay for child's college	19.5	34.7
Not willing to go into debt for child's education	73.6	30.7
Single parent, Test 1	29.7	22.8
Single parent, Test 2	27.0	21.6
Own home, Test 1	67.0	61.5
Own home, Test 2	80.5	68.6
Socio-economic status index	-.1535	.1313

(from Stepick et al. 2001, p. 239)

diglossic bilingualism in Haiti (+French/-Haitian Creole) and now in the U.S. (+English/-Haitian Creole) is partly to blame for this failure. The constraints of economic betterment, English monolingualism in the U.S., racial prejudice and its legacies, and the assimilationist U.S. culture are forces that work against the development of the natural and strategic resource of balanced biliteracy. In practice, apathy toward the development of Haitian Creole literacy also runs deep in Haitian households. Yet the family is supposed to be the "ecological niche in which literacy survives, is sustained and flourishes" (Kenner 2004, p. 130, citing Barton 1994, p. 149). U.S. public schools can reverse the legacy of Haitian Creole illiteracy.

The illiteracy problem I find among University of Florida Haitian-American bilingual students must also be linked to systemic failure founded on counter-productive language-abandonment policies and programs in public schools. I believe that developing biliteracy among bilinguals is much cheaper and much more time-efficient, for example, than the instruction of foreign languages. It is much easier, and more useful I would say, for an English/Haitian Creole bilingual to acquire the writing systems of the two languages already spoken than to start anew in a third language such as Spanish. While teacher training is needed, adequate written materials already exist to support such objectives at the high school level (see Valdman et al., 1996, Freeman 2004, 2002, 2000, Shapiro et al., 1999).

Biliteracy has cognitive, social and economic benefits. Literacy in one language aids the acquisition of literacy in another, additional career opportunities become available, tools for cohesion in the Haitian community are promoted, and access to important publications is enhanced (García, 2005; Krashen, 1996). Biliteracy does not thwart assimilation or threaten the hegemony of English (García, 2005).

Given the advanced spoken skills of most Haitian-Americans in South Florida, my hypothesis is that the acquisition of Haitian Creole literacy can be accomplished relatively rapidly. Furthermore, I do not advocate the use of Haitian Creole for the instruction of the general curriculum, but in a format similar to what is accorded to foreign language instruction. In the case of bilinguals, the goal is not to instruct the rudiments of language, but to impart the power of

reading and writing.

Literacy leads to knowledge. Biliteracy is a vehicle of betterment for the biliterate community. Haitian Creole literacy provides access to important books like Franketienne (2002), Séverin (2000), or Casimir (2000), among many others. Biliteracy benefits the U.S. because U.S. citizens are equipped to mediate and negotiate with foreign partners. The K-12 system should embrace the promotion of literacy skills in languages already spoken by significant portions of the community because it leads, inexpensively, to individual and collective benefits. The establishment of Haitian Creole literacy in South Florida high schools with significant Haitian-American students is a practical and constructive goal.

#### Bibliography

- Casimir, J. (2000). *Ayiti Toma / Haïti Chérie*. Delmas, Haiti: Imprimerie Lakay.
- Franketienne. (2002). *Dezafi*. Châteauneuf-le-Rouge: Vents d'ailleurs.
- Freeman, B. (2000). *Ti Koze Kreyòl: A Haitian-Creole Conversation Manual*, revised edition. Lawrence, Kansas: Institute of Haitian Studies.
- Freeman, B. (2002). *Fòklò natifnatal peyi Dayiti* [2 volumes]. Lawrence, Kansas: Institute of Haitian Studies.
- Freeman, B. (2004). *Haitian-English Dictionary* (5th ed.). Lawrence, Kansas: Institute of Haitian Studies.
- García, E. (2005). *Teaching and Learning in Two Languages: Bilingualism and Schooling in the United States*. New York: Teachers College Press.
- Kenner, C. (2004). *Becoming Biliterate: Young Children Learning Different Writing Systems*. Stoke on Trent, UK: Trentham Books.
- Krashen, S. (1996). *Under Attack: The Case Against Bilingual Education*. Culver City, California: Language Education Associates.
- Lodge, A. (1993). *French: From Dialect to Standard*. New York: Routledge.
- Magloire, E. (1984). *Regards sur la minorité ethnique haïtienne aux États-Unis*. Sherbrooke: Éditions Naaman.

- Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Malden, MA: Blackwell.
- Portes, A. & Stepick, A. (1993). *City on the Edge: The Transformation of Miami*. Berkeley: University of California Press.
- Portes, A. & Schauffler, R. (1994). Language and the second generation: Bilingualism yesterday and today. *International Migration Review*, Volume XXVIII, Number 4, Winter: 640-661.
- Séverin, F. (2000). *Plant ak pyebwa tè peyi d Ayiti*. Port-au-Prince: Éditions Quitel.
- Shapiro, N. & Adelson-Goldstein, J. (1999). *The Oxford Picture Dictionary, English/Haitian Creole*. New York: Oxford.
- Sohmer, R. (2005). *The Haitian Community in Miami-Dade: A Growing the Middle Class Supplement*. Washington D.C.: Brookings Institution Metropolitan Policy Program.
- Stepick, A. (1992). *The Refugees Nobody Wants*. In G. Grenier & A. Stepick (Eds.). *Miami Now: Immigration, Ethnicity and Social Change*. Gainesville: University Press of Florida.
- Stepick, A. (1998). *Pride against Prejudice: Haitians in the United States*. Needham Heights: Allyn & Bacon.
- Stepick, A., Dutton Stepick, C., Eugene, E., Teed, D., & Labissiere, Y. (2001). *Shifting identities and intergenerational conflict: Growing up Haitian in Miami*. In R. Rumbaut & A. Portes (Eds.). *Ethnicities: Children of Immigrants in America*. Berkeley: University of California Press.
- Valdman, A., Pooser, C., & Jean-Baptiste, R. (1996). *A Learner's Dictionary of Haitian Creole*. Bloomington, IN.: Indiana University Creole Institute.
- Zéphir, F. (1990). *Language Choice, Language Use, Language Attitudes of the Haitian Bilingual Community*. Unpublished Indiana University Ph. D. dissertation.
- Zéphir, F. (1996). *Haitian immigrants in Black America: a sociological and sociolinguistic Portrait*. Westport, Conn.: Bergin & Garvey.
- Zéphir, F. (1997). *Haitian Creole language and bilingual education in the United States: Problem, right, or resource?* *Journal of Multilingual and Multicultural Development* 18(3), 223-237.
- Zéphir, F. (2001). *Trends in Ethnic Identification Among Second-Generation Haitian Immigrants in New York City*. Westport, Conn.: Bergin & Garvey.

### Biographical Statement

Benjamin Hebblethwaite is a Ph.D. candidate in French Linguistics at Indiana University. He is writing a dissertation entitled *Intrasentential Code-Switching among Miami Haitian Creole-English Bilinguals*. He is Lecturer in Haitian Creole at the University of Florida in Gainesville and also teaches at the Haitian Summer Institute at Florida International University in Miami in the summer.

---

Yingnan Pan

---

## Using Business Cases to Teach Business English Practically and Efficiently

*The author introduces a practical and efficient way to teach business English, with an emphasis on a global business management approach. Business English instructors know that it is extremely important to emphasize business concepts, thinking and sense, in addition to routine business writing, presentations, reading comprehension exercises and other business communication in English. The ultimate goal is to not only develop students' business English skills and abilities, but also to foster the multi-cultural, international perspectives and business administration talents for an ever-changing, interdependent global economy.*

The world is changing rapidly. China is changing, and changing at a remarkable speed. This can be seen in many areas, one of which is the ever-increasing number of people learning English for business. This change is relatively recent. In China, just as many parts of the world, sound business knowledge of English is an indispensable qualification in the eyes of many business people. The joining of the World Trade Organization (WTO) and the hosting of the 2008 Olympic Games in Beijing have driven this message home and meant that graduates majoring in business who have not acquired a measure of proficiency in business English will find many doors closed to them, and will probably have to engage in lengthy and arduous searches for suitable employment, with no guarantee of obtaining it.

As the world market becomes smaller and more interdependent, English has become the global business language. It is imperative that instructors bear in mind that some of their students may someday have to work for a foreign or International Joint Venture (IJV) firm. It means not only instructing students on how to improve their business English skills, but also helping them come to terms with cultural differences and business styles which may often be more useful resources than impediments.

Students majoring in business need both to walk away with better comprehension and speaking ability and a flexible, international perspective of our competitive business world. As the world economy moves ever faster toward a highly interrelated, interdependent state, no nation will be immune to the forces of the global market. However, increased interdependency does not necessarily mean market uniformity, but rather cultural, political and, to some extent, economic diversity which differentiates nations and creates unique market segments. Preparing students to effectively understand and operate in this global environment requires a clear comprehension of its diversity.

The role of a business English instructor is to help students learn to communicate, in English, like business managers and feel confident doing so. To accomplish this goal, students are presented with business cases that put them in the shoes of real executives in multinational and U.S. companies. For each of these cases, there are discussions, readings, vocabulary terms, and writing activities, as well as a section on either listening or using charts and graphs. Particular attention is given to developing such business skills as quickly gathering and interpreting data from a variety of sources; using culturally appropriate negotiating

strategies; leading and participating in effective business meetings; writing clear, concise letters and proposals; and making intelligent business decisions based on data, experience, cultural sensitivity, and common sense.

With these skills, instructors use business cases to teach business English practically and efficiently in today's changing business world. The cases selected are timely with significant questions regarding expanding internationally, negotiating international trade agreements, responding to environmental concerns, and the changing global business world. The activities are organized as real-life scenarios faced by busy and talented executives who operate fortune 500 companies. The case materials are flexible and kept up to date.

There are three steps to implement the business English teaching pattern practically and efficiently:

*Step 1: Become well versed in a company's background by gathering data and other pertinent information*

Students review information from a perspective company and discuss questions in order to familiarize themselves with the products and the company's business issues. They work in small groups to solve the given problem or situation for the company. Students continue to build their data base about the company, listening to interviews with executives who provide background information and personal opinions about the company. They get a feel for the company and for how these successful managers approach their work. Then questionnaires are presented to the student in order to practice market research techniques. Students are asked to scan for, note, and share detailed information from press articles and research reports. The instructors call their attention to the model notes and help them practice taking short, clear notes, focusing on the specific data required by the outline.

After scanning for information, students are asked to use their completed outlines to make inferences about the company's business. They are given statements in which they choose to agree or disagree or questions to discuss regarding the situation. They focus on idioms and other common expressions used earlier in each of the cases, and review background information about the company and its executives

with their perspective groups.

*Step 2: Make productive business decisions and conduct a business meeting*

In preparation for a business meeting, this activity presents either a checklist of business practices or short readings about one particular practice essential to the case at hand. Topics include, but are not limited to, marketing, business ethics, consumer behavior, brand management, finances and company strategies, and employer-employee relations. Students are encouraged to share their experiences and to discuss the business practices in light of their cultural perspective. The goal in this step is to guide students in exploring business management skills.

Also, it is important that students are instructed on negotiating strategies, language skills, and a short, but fun, exercise to practice the strategies in small groups or pairs. Such negotiating strategies as conceding a point, inventing possibilities, and interrupting for clarification are implemented to help students identify and use culturally appropriate negotiation strategies. Many of these are sophisticated strategies with deep cultural overtones, to foster students to discuss cultural differences and their reactions to them.

When students are at the center of the decision-making process, they must use all of the gathered information, vocabulary, and management skills from the case to make concise decisions regarding major business issues such as opening foreign markets, responding to environmental concerns, and paying employees fairly. Finally, students recap the business problem(s), company background data, vocabulary terms, business culture information, and their negotiating skills in preparation for a simulated business meeting. Students decide among themselves who will oversee the meeting and which roles each member will play. The instructor may assign roles to present specific points from the role summaries or to analyze the specific problem. The cases present opportunities to participate in meetings with consultants, customers, competitors, and one's own colleagues and staff. The business meeting conducted may present strong cultural differences for some students and the instructor seizes these opportunities to have students identify and discuss their differences.

---

### Step 3: Organize business concepts in writing

The instructor supports students in practicing to communicate their business decisions and ideas in writing through formal letters, interoffice communications, and business proposals. Depending upon the students' backgrounds, they may find cultural and stylistic differences in their writing styles; therefore, the instructor should keep in mind the 7Cs: courtesy, consideration, completeness, clarity, conciseness, concreteness and correctness.

Putting the case studies into perspective, students read the given case to understand the general context of the scenario, and then they highlight the main concepts. First, they are asked to react to the summary in a global way. Then, they are asked to answer questions, using the highlighted business vocabulary in their answers. These business cases strongly support the development of the students' oral and written skills in English, business knowledge, cultural sensitivity, and their self-confidence levels in communicating in real-life business transactions, negotiations, and/or financial problems of a company. Beyond this, the cases provide students with a sense of excitement and challenge to work in today's global business world.

In sum, the practicality of these case studies in our programs in China foster our students to become more business-savvy and better prepared for their careers in a globally oriented English-speaking business world. It expands their understanding in English and cultivates their talents and abilities while fostering a simulated work environment for the 21st century.

### References

- Frances Boyd. (1994). *Making Business Decisions: Real Cases from Real Companies*.
- American Language Program, Columbia University.  
US: Addison-Wesley Publishing Company, Inc.
- Hu Xiaoqing. (2005). China English, at home and in the world. *English Today*, 21, 30.
- Michael R. Czinkota, Ilkka A. Ronkainen, Michael H. Moffett, Eugene O. Moynihan. (1998). *Global Business* (2<sup>nd</sup> ed.). US: The Dryden Press.
- William Brooks. (2003, March). Teaching tips for ESL university business English instructors. The Internet TESL Journal, Vol. IX, No. 3. Retrieved April 16, 2006, from <http://iteslj.org/Techniques/Brooks-BusinessEnglish/>

### Biographical Statement

Yingnan Pan is a lecturer in the department of International Economy and Trade, Economy School, Jilin University (JLU), Changchun, P.R. China. She received her MBA degree from Saint Leo University in 2002 and is now studying about the American Economy as she is working on her Ph.D. at Jilin University. Yingnan has taught Global Business, International Economy & Trade Negotiation, English for International Business, Spoken English for Foreign Trade, and International English for International Business. She may be reached at [yingnanpan@sina.com](mailto:yingnanpan@sina.com).

Gloria Poole and Ivy Mitchell

## Teacher Certification in Foreign Languages

### What You Should Know and be Prepared to Do

*This article examines the path to licensure in foreign languages. It establishes a connection between national expectations and institutional accreditation as the foundations for transferable qualifications across the nation serving as a precursor to state certification for entering professional practice in teaching. The essay establishes the need for certification in foreign languages and charts the path to obtaining both temporary and professional certification to teach in the state of Florida. It provides statewide information related to passing rates for various languages over a longitudinal span of three years, expectations for the examination, and test taking tips to succeed at passing the examination and becoming certified to teach foreign languages in Florida.*

#### Introduction

Licensure opens the door to professional practice. In the field of teaching, the ultimate goal is to become licensed through the governing structure of the profession. The National Council for the Accreditation of Teacher Education (NCATE), while not a teacher certification governance council, offers one of many benefits of accrediting institutions for teacher education by making it easier for licensure applicants to move out of state with transferable teacher qualifications. Since 2001, NCATE has become performance-based by shifting the institutional accreditation emphasis to what the candidates for degrees receive as part of the training provided. According to the NCATE: "Teacher preparation institutions must provide evidence that the candidates have the knowledge and skills necessary to teach, the disposition to teach, and the ability to put these attributes into action so that all students can learn" (NCATE 2003, v.).

The foundation provided by NCATE tends to be less visible at the level of candidacy for teaching. However, this groundwork is a precursor to licensure. The actual process of obtaining licensure or certification for entering professional practice in teaching is the responsibility of each state in the

union. Most states also require a satisfactory score on the state licensing examination in order to extend a teacher certificate to applicants. In addition to graduating from an approved teacher education program, each state has established its own licensure process for applicants to follow in the initiation of professional practice in K-12. The Florida Department of Education has in place specific criteria for determining the qualifications for issuing licenses to teachers, administrators, and other instructional personnel in the state. A teaching certificate does not necessarily determine the quality of a teacher who is hired at a school, but it does establish a basis for determining the content and professional knowledge of the applicant.

#### The Need for Certification in Foreign Languages

The state of Florida includes foreign language as an area of critical shortage and offers many incentives for candidates to choose preparation in this area. In addition to the demands at the secondary level, the emergence of FLES (Foreign Language in the Elementary Schools) programs has placed new demands for teachers. The need in the area of Foreign languages is so great that the 108th Congress designated the years 2004-2005 as "Years of Foreign



Language Study." The numerous benefits of knowing another language often lead to further support for educational institutions to encourage teacher preparation in this area because of the direct linkage it offers in improving students' cognitive and critical thinking abilities as well as the ability to compare and contrast concepts of culture. The best notions of the need for our nation to embrace foreign languages are the security challenges and foreign policy issues faced by the intelligence community of the 21st Century, especially in light of the occurrences of September 11, 2001.

### Florida Foreign Language Certification

As the governing institution for certification, the Florida Department of Education offers two types of certificates to those who wish to teach in K-12. The temporary certificate has a short validation period and is designed to provide time for the applicant to complete the requirements for the professional certificate while teaching fulltime. Conversely, the Professional Certificate is the highest educator certificate our state has to offer and it is renewable and valid for five school years. The following chart provides important elements of both temporary and professional certificates in Florida.

In Florida, applicants may become certified in eleven (11) areas across all grade levels including Chinese, French, German, Greek, Hebrew, Italian,

Japanese, Latin, Portuguese, Russian, and Spanish. However, there are certification examinations written only for French, German, Latin, and Spanish. The state of Florida requires that all applicants follow four initial steps in the application process to become certified. These include: submitting a complete application package, receiving an official statement of status of eligibility (issued in response to the application package), obtain employment in a Florida school, and submit fingerprints processed by the FDLE and FBI. In an effort to provide for the safety of the children in Florida, the fingerprinting of all applicants is foremost. Therefore, individuals seeking certification are assisted in completing this process as an integral part of the employment process. It should also be noted that in cases where candidates choose to be fingerprinted prior to the employment process, this process will be repeated with a new processing fee assessed before employment is granted.

In some occasions, applicants for a Florida Certificate may have moved from another state where a certificate is held. In such cases the individual must still submit an application for certification in Florida, but must also provide a copy of a valid standard certificate issued by a U.S. state or territory in a subject area that is compatible to an area that is issued by Florida. Teachers who are nationally certified must also apply for a teaching certificate with an attached copy of the valid standard certificate issued by the

*Figure 1: Temporary and Professional Certificates in Florida*

	Temporary Certificate	Professional Certificate
Validation Period	Three (3) years Nonrenewable	Five (5) years Renewable
Requirements (in addition to completing all application process requirements)	<ul style="list-style-type: none"> <li>• Hold at least a bachelor's degree</li> <li>• Demonstrate mastery of subject area knowledge or meet subject specialization with a 2.5 GPA for a requested subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold at least a bachelor's degree</li> <li>• Demonstrate mastery of subject area knowledge of the FTCE</li> <li>• Demonstrate mastery on the General Knowledge Test</li> <li>• Demonstrate mastery of professional Preparation and education competence</li> </ul>

FTCE: Florida Teacher Certification Examination

National Board for Professional Teaching Standards (NBPTS). Individuals who served as teachers in other countries are also expected to meet U.S. standards and may do so by having both transcripts and degrees validated by a U.S. accredited institution, but may also need to pursue additional coursework and/or a degree in order to meet the academic expectations to qualify for a certificate to teach in the state of Florida.

**From Standards to Application**

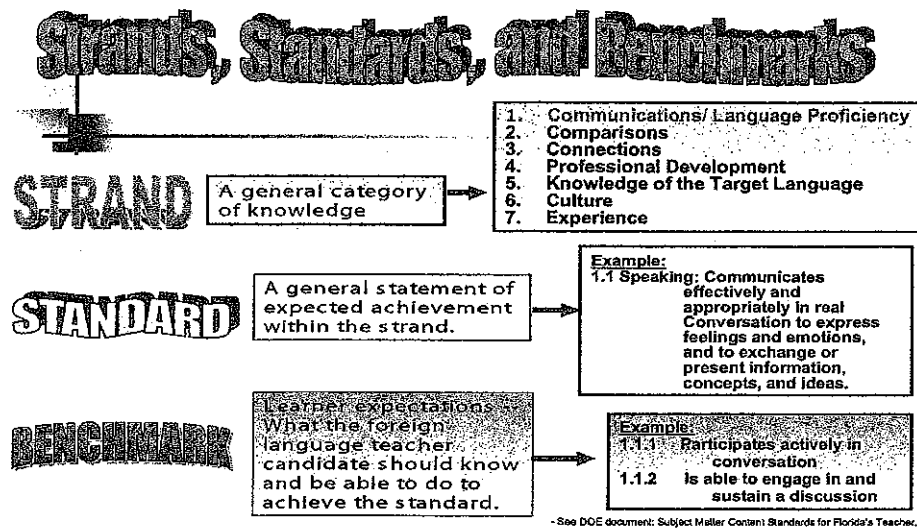
The standards for Foreign Language K-12 Teacher Education are used as starting points in the development of examination and item specifications for certification tests. To better understand how standards are used to frame the state examination, it is essential that the applicants hold a clear conceptualization of the elements of standard in Florida. A strand is a category of knowledge of a standard, while a standard is a general statement of expected learner achievement within the particular strand. Benchmarks refer to the expectations of the learner at the end of the developmental levels of the grade groups. Benchmarks are extremely important since they are directly related to behavioral objectives in teaching, which must correlate with the day-to-day expected learner outcomes in teaching. Following is

a chart presenting the relationship between the three elements using a strand from the Subject Matter Content Standards for Foreign Language teachers.

**The Foreign Language Certification Examination**

Statistical information provided by the Florida Department of Education Evaluation and Reporting (see Figure #2) shows that taking the subject area section of the examination for the first time has proven to be most difficult for many examinees. However, when first time examinees are analyzed against all test takers in specific languages, the passing rates are lower in almost every language from 2001 up until 2004. Of the four areas of certification, it is noted that most applicants for the foreign language certification seek the area of Spanish with French being the second area of choice; followed by Latin and German. The passing rates for first time examinees in the year 2001-2002 was less than 87% across all other areas of languages, with the exception of German where 100% passing rate was recorded. When all examinees are aggregated, the passing rates decreased in all areas with the exception of German. Clearly, the number of total examinees in both Latin and German remain the smallest in the pool of all examinees across each of the years examined.

Figure 2: Illustration of Strands, Standards and Benchmarks



During the 2002-2003 year, first time examinees recorded passing rates lower than 85% across all languages. Comparatively, both Spanish and French scored a lower passing rate than the previous year, while Latin was 2% higher than the previous year. When analyzing the passing rates of all examinees for the same year, it can be noted that there is a decrease across all languages with less than 77% passing rate. In 2003-2004, there was great improvement over the previous year for first time examinees across all languages and also when all examinees are aggregated, with the exception of Spanish where first time examinees recorded the same passing rate as the year prior and a slight decrease of 1% when all applicants are aggregated.

The statistical information seems to suggest that there is an increase in awareness of first time examinees, in many instances, of the need to be better prepared for the examination. Hopefully, first time examinees have gained the notion that the scope of the examination goes well beyond the ability to speak fluently in the language being tested, noting that there is also a need to have a deeper knowledge of grammar, literature, and writing skills in order to pass the examination. There are sporadic changes

noted in the overall scores across all languages and in many instances improvement over the previous year is noted. However, small improvements still do not account for the level of success needed for the applicant to become certified in the state of Florida at the rate needed. Therefore, applicants need to reexamine their readiness level for taking the FTCE in areas related to personal dispositions as well as test taking skills and knowledge of the subject area. This conscious awareness across all languages should lead to a steady increase in licensure in order to fill the demand for foreign language teachers in classrooms across Florida. In the following section recommendations are made for improving the likelihood of passing the examination and information sources to assist in the preparation for the FTCE. These recommendations are based on lessons learned by successful examinees as well as the available literature.

#### Overcoming the Fears the Examination Process and Beating the Odds

Becoming certified in a field for which much time and efforts are invested is the ultimate desire of all aspiring teachers. Much is at stake and fear surfaces as the candidate gets ready to undertake this process.

Figure 3 Passing Rates for Foreign Language Examinees

**FLORIDA TEACHER CERTIFICATION EXAMINATION  
PASSING RATES for FOREIGN LANGUAGES  
2001-2002, 2002-2003 and 2003-2004**

SUBJECT AREA TEST ONLY  
PROFESSIONAL SECTION  
NOT INCLUDED

SUBJECT AREA TEST K-12	YEAR 2001-2002				YEAR 2002-2003				YEAR 2003-2004			
	# First Time Examinees	% Passing First Time Examinees	# All examinees	% Passing All Examinees	# First Time Examinees	% Passing First Time Examinees	# All examinees	% Passing All Examinees	# First Time Examinees	% Passing First Time Examinees	# All examinees	% Passing All Examinees
French	38 31-p 7-f	86	48 34-p 14-f	71	74 49-p 25-f	66	101 55-p 46-f	54	102 73-p 29-f	72	129 83-p 46-f	64
German	10 10-p 0-f	100	10 10-p 0-f	100	22 19-p 4-f	82	28 20-p 8-f	71	13 11-p 2-f	85	16 12-p 4-f	75
Latin	7 6-p 1-f	86	9 7-p 2-f	78	8 7-p 1-f	88	12 11-p 3-f	75	11 10-p 1-f	91	14 13-p 1-f	93
Spanish	183 124-p 59-f	73	225 145-p 80-f	64	443 362-p 81-f	82	523 402-p 121-f	77	935 764-p 171-f	82	1105 840-p 265-f	76

Data provided by the Florida Department of Education Evaluation & Reporting

Both desires and needs place an extraordinary amount of stress for success thus making this a high-stakes examination. High-stakes testing are difficult at all levels, they are as difficult for students as for teachers. However, they are only a sample of specific behaviors to which a level of importance has been assigned (Schuman 2004; Reynolds, Livingston, and Wilson 2006). Nonetheless, by being grounded in excellence provided by accredited teacher education programs, foreign language candidates for certification should proceed surefooted with knowledge, familiarity with the expectations for the certification examination, and confidence provided by good test-taking skills to overcome fears thus being successful at obtaining licensure to practice.

Recommendations for overcoming the fear of succeeding in passing the Florida teacher licensure examination:

### 1. Familiarity with the examination

- Become familiar with the test and the procedures for taking the test.
- Hold to the notion that the examination framework emerged from Florida State Standards for Foreign Languages Teacher preparation.
  - a. Go on line to review the standards.
  - b. Use various sources to review the elements of the standards and study for the examination.
  - c. Purchase the exam booklet for your designated language, developed by the State of Florida and use it as a guide for preparing for the examination through:

Test Preparation Guides /USF  
The Institute for Instructional Research and Practice  
HMS 401

4202 Fowler Avenue

Tampa, Florida 33620-8360

You may also visit [www.cefe.usf.edu](http://www.cefe.usf.edu) for additional FTCE information, including test dates, test registration, pass/fail, and score reports.

- d. Use the various standards and elements of standards to organize your study materials taking the following into account:

- The study of a language includes the language and the culture of the persons who speak the language.
- The foreign Language Certification Examination generally has an oral and a written portion.
- The written portion includes an essay of about 150 words. In writing the essay the writer must remember to: Stick to the topic of the essay and try to use more than simple sentences. It is not necessary to write a 300 word essay. However you must show ability to use correct grammar, sentence construction that is acceptable and the most important reminder is that you are writing an essay or a letter and both of these have a specific format.
- Examinees must be aware, as indicated in the study guide, of the various methodologies of foreign language study. A class in that area will assist.
- Like teachers of English, teachers of Spanish and other foreign languages need to know, beyond a doubt the grammar of the language they are teaching; they need to know what is correct grammatically and why it is correct or incorrect.
- The oral questions test your ability to speak, using the total amount of time, correct pronunciation, correct grammar and vocabulary.
- e. Organize a notebook with related materials for each element of standards. The materials may come from the related courses taken within the teacher preparation curriculum, but also seek information from the various sources referenced in the booklet.
- f. Begin to study at least one month before the examination.
- g. Conduct a final review several days prior to the schedule date of the examination.

### 2. The day before the examination

- a. Make sure that you are well rested. A good night sleep that is free of anxiety his highly recommended.
- b. Have comfortable dress attire ready and accessible for the following day of the examination.

- c. Pre-pack all necessities for taking the examination, including admission ticket, two identifications printed in English, a supply of sharpened #2 pencils, and a blue or black ball-point pen for taking the essay section of the test.
- d. Caution: do not take into the examination room any of the following: cell phones, scratch papers, dictionaries or any other study materials, food, drinks or calculators.

### 3. During the examination

- a. Be confident and maintain a positive outlook and a relaxed attitude about the examination. Maintain positive affirmations about attaining your goal of certification.
- b. Remember that time is of essence -- any distraction during the examination should be ignored and a clear focus on the examination items maintained.
- c. Listen and/or read carefully the instructions for the various sections of the examination. Remember that fluency of the language does not guarantee success in following the instructions provided for responding to the items on the examination.
- d. On the oral section of the examination, make every effort to speak for the entire time since it is an opportunity to show your ability to use the language.

### Summary

High-stakes testing poses many difficulties for educators pursuing certification for teaching. While passing the test is a necessary goal for licensure, there is still an ultimate goal that cannot be measured through testing -- that of becoming an effective teacher. A teaching certificate does not determine the quality of the bearer nor does it determine the level of care and concern a person may demonstrate while working with K-12 children. The teaching certificate only establishes the bases for determining acceptable level of content knowledge and the professional knowledge of the bearer. Well beyond passing the licensure examination every educator has the responsibility to self and to the profession to aspire for the highest levels of effectiveness as demonstrated through the use of knowledge and dispositions in the classroom so that all children can learn. This can

be obtained by embracing and acting upon life-long learning principles through self-empowerment and through participation in professional development.

### References

- Drago-Severson, E. (2004). *Helping Teachers Learn: Principal Leadership for Adult Growth and Development*. Thousand Oaks, CA: Corwin Press.
- Florida Department of Education (2005). *Florida Teacher Certification Examination Test Preparation Guide for French K-12*. 3rd edition. Tallahassee, Florida.
- Florida Department of Education (2005). *Florida Teacher Certification Examination Test Preparation Guide for Spanish K-12*. 3rd edition. Tallahassee, Florida.
- Florida Department of Education (2005) FTCE: *Florida Teacher Certification Examination Renewal Requirements*. Tallahassee, Florida.
- National Council for Accreditation of Teacher Education. (2003). *Assessing education candidates' performance: A look at changing Practices*.
- Newsletter of the National Council for Accreditation of Teacher Education. (Fall 2005). *Quality teaching: Comparison of education to other fields shows disparity*. Vol. 14, No. 1, 1-3.
- Reynolds, C., Livingston, R, and Wilson, V. (2006). *Measurement and Assessment in Education*. Boston: Pierson Education, Inc.
- Schuman, D. (2004). *American Schools, American Teachers: Issues and Perspectives*. Boston: Pearson Education, Inc
- Wiggins, W. C. (Fall 2005). *NCATE Program review process undergoes major transformation: Major features are common program assessments, streamlining via web technology*. NCATE Newsletter Vol. 14, No. 1, 4-5.

### Biographical Statement

Dr. Ivy Mitchell and Dr. Gloria Poole are professors at Florida A&M University. Dr. Ivy Mitchell is a past President of FFLA and a Professor of Spanish. Dr. Poole is the current Director of Region 2 for FFLA and a Professor of ESOL/Spanish.

*Judith B. Galician*

## **Confessions of a Mad TPR Storyteller: A Teacher/Learner's Code-Switching**

### **Spring & Summer Misadventures**

The road to fluency is never a smooth, direct one. There are many suitable teaching methodologies that may guide the language student along an individual path to a level of comfortable proficiency. One such instructional technique that has gained exposure and prominence since 1990 is called TPR Storytelling (TPRS). TPRS originally included Asher's (2004) Total Physical Response (TPR) but has since evolved into a unique and separate entity. Currently, the TPRS acronym is aptly described as Teaching Proficiency through Reading and Storytelling. Ray's (2004) TPRS approach puts language into context and pairs it with the personal and unexpected; thus, more rapid language acquisition is promoted and achieved. This language facilitator adopted and adapted TPR Storytelling as a means to augment students' fluency in the related school setting as part of an applied doctoral dissertation. As implementation proceeded, students' facility to use related vocabulary became apparent, as did their ease with their acquired language. As a means to academic evolution, the next step for this educator involved walking in the students' footsteps by reviewing French and learning Italian through TPRS in two concurrent Fluency Fast summer workshops. The following reflections chronicle this mad TPR Storyteller's teaching and learning adventures on a journey to create bilinguals, and thus achieve the ultimate goal of language instruction.

Much has been written about language acquisition versus language learning. Successful second language instruction does not involve rote memorization of grammatical rules; this is because "languages are caught, not taught" (Ervin, n.d.). When language teachers provide instruction it is with sincere intent to impart usable knowledge to their students.

Such educators need a myriad of creative methodologies to inspire growth, especially when the range of grade levels taught is expansive. Hands-on projects, music, and extensive verbal input comprise the early language teaching repertoire. Verbal input must be vast and comprehensible as suggested by many metalinguists such as Krashen (1985).

For more than a decade, this language facilitator utilized widely-accepted, grammar-based methods of instruction that were enjoyable and productive for students but did not maximize their growth of fluency.

#### **A New Instructional Path - Need to Promote Fluency**

This TPR Storyteller has taught Spanish FLES in the elementary division of the University School, Nova Southeastern University's college-preparatory K-12 school in Fort Lauderdale since 1989. A need to promote greater fluency among upper elementary level students spurred the search for a suitable language acquisition method for a doctoral practicum. A chance meeting with a visiting colleague from a past language methods class who was using TPRS illuminated a new instructional path.

#### *Following the path*

Since that serendipitous meeting in March, 2003, the storyteller learned and adopted techniques of TPRS which have evolved since Blaine Ray originated it in his California-based high school classes in the 1990's. The method continues to change and grow through workshops and conferences, and several related listservs. This storyteller attended three National TPRS Conferences, and has presented at one of them, and at other local and regional language meetings on this method.

In recent years, a smaller percentage of students in high school have continued with language studies; upper-level language classes that offer advanced work at universities are often more sparsely-attended, are fewer in number than required classes or are not offered. These facts, however, lead to an erroneous idea that only certain people can learn languages. With TPR Storytelling attrition rates have been slowed and the needs of the barometer student have been addressed. The barometer student is the one who usually doesn't voluntarily participate readily; in TPR Storytelling, this is the student who will be asked to sit up close, keep track of word repetitions, or be called on for comprehension checks. Students who might usually drift to the borders of the class become involved also and become more fluent. This process was observed by this language facilitator throughout the doctoral practicum, where participating students became engaged in language acquisition through the use of TPRS.

#### A Fundamental Language Question - Should We Compartmentalize Language or Mix it?

Language instruction experts in the 20th Century sought to compartmentalize languages in learners' minds in order to promote bilingualism" (Cook, 2001). This process also avoided the use of the native language (L1) or at least minimized it when possible. More recent research indicates that bilingual individuals systematically alternate two languages within a single conversation in a process called code-switching. Knowledge of both languages affords them this ability; it is not a sign of a deficiency in one language or the other (Liebscher & Dailey, 2004).

#### *L1 use is not detrimental*

Krashen has written that grammatical infrastructure is somewhat intuitive and that there is a set order in which language structures are acquired. Use of the L1 allows language learners to (1) override communicative stumbling blocks; (2) use it as a part of social enterprise in cooperative groups, and thus, accomplish scaffolding that helps to build up the L2 (Cook, 2001), reflecting Krashen's input formula! Skinner (1985) argued that exclusive use of L2 blocked concept linkage with previously learned content material in L1. Macaro (2001) cites the findings of Campbell (1997) and Butzkamm (1998) that suggested that storage processing, and retrieval of

language is facilitated by revealing similarities (such as cognates) between L1 and L2. Language facilitators use L1 to bridge complex grammatical points in both languages; TPR Storytelling allows for use of the L1 when necessary with mini grammar lessons called grammar pop-ups that last seconds.

#### *Traditional methods are not totally successful*

Despite years of language instruction with methods like the Audio-Lingual Method, the Communicative Approach, and others driven by grammar and memorization, most language learners cannot speak their new language. Jensen observed that over 95% of adults with a college education have taken a second language course; yet, less than 5% of them are comfortable using it. Methods must be based on learning principles that are brain-compatible, and clearly, most previous methods are not.

Krashen's 5 Hypotheses of Language Acquisition declare the following:

Language acquisition is a subconscious process;

Error correction does not help acquisition;

We acquire parts of a language in a predictable order;

The natural order cannot be changed by drill, explanations, or exercises;

Our Monitor is our conscious "editor" that looks for correctness in our usage; it actually slows down our fluency;

Second language proficiency can occur without formal instruction and study;

The complexity of language makes it unlikely that much of language is consciously learned;

Talking is the output of acquisition, but practicing is not talking—practicing is forced;

One's Affective Filter must be low to acquire language.

Jensen (1998) substantiates that second language teachers merely orchestrate the conditions for natural, rather automatic acquisition. TPR Storytelling can hasten the process of language acquisition. TPRS helps to internalize vocabulary through personalization, and interesting and sometimes bizarre circumstances, coupled with names of famous people and unusual

places. Visuals and music are an option to enhance internalization. FluencyFast evolved as a 5-day jumpstart to a new language for language professionals. It expanded to include interested language-seekers, and now includes classes for children.

#### Walking in students' shoes with FluencyFast

As a student in two concurrent FluencyFast classes in July 2005, this language facilitator got the opportunity to renew a substantial past experience with French and gain facility with and understanding of Italian. The classes were each four hours in length in the morning and afternoon, and involved lots of listening and reading. The French class brought back lots of comprehension and an easier feeling about speaking than was ever experienced in college French classes. However, feelings in Italian class were a bit different; perhaps they were similar to those felt by students sitting in a beginning language situation. Although there was a definite inclination to write down everything that was heard, listening was the key and the pen was put aside. At least 3 different verb tenses were introduced and used orally in stories. These tenses were internalized by this facilitator and demonstrated later in the week in written form. Clearly, language acquisition is a complex process and can be frustrating and challenging—after almost eight full hours of language classes on the first day, this language facilitator's "brain was fried." As the week progressed, more ease was felt with Italian, and an oral discussion and interpretation of a film viewed on Thursday evening was understood during Friday's class. The experience as a student was humbling and gave a perspective that language instructors have forgotten.

#### Lessons Learned from FluencyFast About Teaching Languages

Anyone can learn a foreign language, and need not suffer from language acquisition anxiety. Drilling verbs and grammar is not a way to promote fluency. Processing or down time is critical for language acquisition; too much at one time is overwhelming. People acquire languages at different rates; there indeed is a silent period and the variable time spans required for student output reflects this. Language knowledge is never lost; languages come back. Learning languages can be totally exhilarating or frustrating

and often results from instructional factors.

#### References

- Butzkamm, W. (1998). Code-switching in a bilingual history lesson: The mother tongue as a conversational lubricant. *International Journal of Biligual Education and Bilingualism*, 1(2), 81-99.
- Campbell, I. (1997) A question of language awareness: using English to support second language learning. *Babel (AFMLTA)*, 32(2) 10-13.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57 (3), 402-423.
- Dhority, L. F., & Jensen, E. (1998). *Joyful fluency: Brain-compatible second language acquisition*. San Diego, CA: The Brain Store, Inc.
- Ervin, M. (n. d.) *A taste for language*. Howell, Michigan: Melting Pot Press.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. Beverly Hills, CA: Laredo.
- Liebscher, G. & Dailey-O'Cain, J. (2004). Learner code-switching in the content-based foreign language classroom. *The Canadian Modern Language Review*, 60 (4), 501-525.
- Macaro, E. (2001). Analysing student teachers' codeswitching in the foreign language classrooms: Theories and decision making. *The Modern Language Journal*, 85 (iv), 531-548.
- Ray, B., & Seeley, C. (1998). *Fluency through TPR storytelling* (2nd ed.). Berkeley, CA: Command Performance Language Institute.

#### Biographical Statement

Judith B. Galician recently earned her Ed.D. in Curriculum and Instruction with a special interest in multicultural-multilingual studies at Nova Southeastern University. She has taught Spanish FLES for the past 16 years at the elementary division of NSU's college preparatory school. She holds both an M.S. in Elementary Education from Lehman College (CUNY) and an Advanced Certificate in Educational Administration and Supervision from Brooklyn College. She enjoys grant-writing and research, and often presents at local and national conferences on second language acquisition.



---

*Alyse Lemery Rasmussen*

## **Language Diversity, Planned & Unplanned**

This presentation begins by stating that language is man's more important and impressive tool. While we may never know for sure, those who make a point of studying this kind of information do tell us that homo habilis lived 2 million years ago and that they believe that language, as a community building tool, brought on by "language instinct" began to develop in a number of different communities approximately 1 1/2 million years ago.

Many of these same linguists believe that the first languages may have been signed, rather than spoken. They base their arguments on the fact that homo habilis lived in small, family communities where language could bind the individuals into a close-knit society. Although he did not possess a well developed vocal tract, he did have very facile hands. He walked upright, so that his hands were free, and he hunted in the open plains where visual communication could be an advantage.

In many ways, language was "the perfect tool" since it was a multi-faceted tool that fostered both communication and socialization.

There is a strong belief that language did not just "happen" in one location and spread throughout the world. Instead, most language scientists believe that a "language instinct" was bred into homo habilis and when his brain was able, it created and/or filled the need for "language". Therefore, it is quite likely that different, unrelated groups may have used different gestures for internal communication.

To illustrate this point, let's look at three possible meanings for a claw-hand gesture/word. One group might use this gesture to mean any kind of a predator (something with claws). A second group might use this gesture to indicate fleas (something they would scratch at). A third group might use this gesture to indicate grooming (combing). None of the groups would immediately understand the other, but within

the groups, the meaning would be clear.

As time passed, it might be necessary to specify or diversify. For example, the first group might want to distinguish between different types of clawed predators. Over time they might add slight changes to mark different nuances. For example, clawing gestures made at shoulder height might indicate an ursine predator (bear hug), while a clawing gesture (swiping) might indicate some sort of feline predator (cat). Still later, the "cat" gesture might be modified to indicate the mane (lion) or the stripes (tiger).

This is one way language might change to add and/or enrich communication within a single group. There are thousands of different languages and many of those are related to one another. The largest language family is the Indo-European language family. However, there are many, many more, including the Sino-Tibetan (Chinese-like), Altaic (Japanese-like), American-Indian, Dravidian (East Indian-like, but not Hindi which is Indo-European), Niger-Congo (central and south African-like), Afro-Asiatic (north African-like), Malayo-Polynesian (Hawaiian-like) and Uralic (Finnish and Hungarian-like).

The last language family is an excellent example of how languages, like the people who use them, tend to move, grow, and divide. At one time, it is believed that people spoke a kind of generic Uralic language. Some other people moved into their lands and the Uralic speakers in the Finland area were separated from the Uralic speakers in the Hungarian lands and, possibly, from the Uralic speaking people in the lands that are now Turkey. Each of those communities, although separated from each other, continued to speak their native languages. Over the centuries, those languages changed, bit by bit, until it was no longer possible to understand each other easily. In the meantime, the people who had moved in, kept their own languages, but added bits and pieces of their neighbor's languages.

It's a lot like how English borrows words like taco, gyro, and spaghetti.

Indo-European languages have their origins in India. They spread across Asia (as in all of Russia) and Europe. Now, as a second language, they (at least some of them) are spreading across the whole world.

Some of the better known Indo-European language families are: Celtic (Irish and Scottish), Hellenic (Greek), Romance (French, Spanish, Italian), Germanic (German, Scandinavian), Armenian, Indic (Hindi), and Iranian (Persian). There are many, many more.

A fun activity for your class might be to divide the class into smaller groups and have the students create their own languages. Each group should decide where it lives (do they need vocabulary for mountains, hills, or valleys?) and what their weather is like (do they need to talk about desserts, monsoons, or snow?). They should also decide what kind of life-style they have. Are they hunters (needing words for deer and quail and other edible animal), or are they farmers (needing words for vegetables and grains)?

Have the students come up with common kinship terms (mother, father, brother, sister, etc). If they are hungry, they will also want to come up with a list of foods that include staples, fruits, vegetables, and proteins.

They will, of course, have to face down dangers such as predators and earthquakes and tornados. So they'll need vocabulary for that, as well as for rules such as who can marry whom.

When the students have completed this project, they may want to share their insights – and language! – With one another.

I mentioned earlier that languages are always on the move. Today, the world is divided up, linguistically, in the following manner: 33% of all languages are found in Asia, 30% are found in Africa, 19% are found in the Pacific, 15% are found in the Americas, and 3% are found in Europe. If you think about how many different languages you know of that are spoken in Europe, your mind will boggle at the number of languages that must be spoken in Asia!

Now here are some fascinating facts:

More than 1000 languages are used in more than one country. For example, Spanish is spoken in Spain, Costa Rica, Mexico, Puerto Rico, Columbia, and many, many more places.

More than 5000 languages are used in just one country. For example, although people in Switzerland often know and study English, French, and German, Italian, their native language, Swiss-German, is only heard in Switzerland.

The single island of Papua-New Guinea (just north of Australia) has more than 1200 different languages. With a population of less than 5,000,000 people, that means that every 4000th person that you met on the island would speak a language that was new to you.

What it means in reality is that some languages are spoken by hundreds and thousands of people, but other languages might be spoken by only a handful of individuals. So, what is it that gives language its power?

Numbers is one of the answers. If hundreds and thousands of people speak a single language, like English or Chinese, that language has power. But power can be defined by other things, such as economics. Japan does not have as many people as China, but their economy is important in today's society, so Japanese is a powerful language. Sometimes politics helps decide what "power" is. For example, although Irish is not all that important to the British Empire, if you want to get elected to a political seat in southern Ireland, you'll be a lot better received if you can and do speak the native language.

Let's put the numbers into action. Did you know that half of the world uses the top five languages? That means that 50% of all the people in the whole world know Mandarin Chinese, English, Spanish, Hindustani (Hindi/Urdu, Bengali, etc), or Russian. The top 100 languages are spoken by 45% of the world's population. And – this is shocking! – 5% of the people in the world speak the remaining 5,895 languages.

Let's look at some more numbers for native speakers. Mandarin (Chinese) is spoken by 885 million people. English and Spanish are spoken by approximately 332 million each. Bengali is spoken by 189 million and Hindi by another 182 million.

---

Portuguese and Russian both have approximately 170 speakers, whereas Japanese has only 125 million and German has barely 98 million.

If we look at the numbers for first (native) and second (non-native) speakers, things get sorted out quite differently: English comes in with 1400 million. Mandarin (Chinese) has 1000 million. Spanish runs third with only 700 million. And no other languages top 300 million first and second language speakers.

If we want to look at "world powers" based on the number of speakers for each language, we would see that Mandarin is used by half the people who are alive today. English is used by 18% of the world, Spanish by 15%, Russian by 10%, and Japanese by 7%.

If we look at "world powers" from their politics, we see that English comes in at 35% while Mandarin is only 25%. Hindi comes in at 17%, but Russian and Spanish are tied at 7%.

One point that I want to make clear is that we are talking about languages that are spoken (or signed). Some of these languages are written; some are not. Writing is not language. Writing is a way of representing what we hear (or see). Writing is, a relatively recent tool that records language.

Granted, writing is older than a video camera, but in the grand scheme of things, if you were to draw a line from one end of a chalkboard to the other and ask "When did writing begin?", you would find that homo habilis was at one end of the board and cunniform (the first writings in clay tablets) was at the other and only about an inch of chalk would separate computers from the tablets.

*Now here's the scary, sad stuff.*

Linguists believe that there have been as many as 60,000 languages from the time of homo habilis. By 2000 AD, that was just a few years ago, there were less than 6000. Worse, they predict that by the year 2100 AD, there will be less than 600 languages left.

Today, 3,000 languages have less than 10,000 speakers. 1,700 languages have less than 3,000 speakers.

Many languages are considered moribund, which means that like certain plants and animals they are almost extinct. Nearly 600 of these languages have less than 100 speakers. Most of you probably go to

schools or churches that have larger populations.

More than 3,000 additional languages are on the brink of extinction. The only people who know them are adults and those adults are not teaching their native language to their children. Nearly 2,700 more languages are on the edge of extinction because the number of children learning them – the next generation of native speakers – is declining at a steady pace.

Linguists predict that within 100 years, the most likely survivors will be: English, Chinese, Spanish, Arabic, and Japanese.

What this means to us is that thousands and thousands of beautiful languages and the cultures they represent, like Navajo, Inuit, Hawaiian, and the American Deaf, may no longer be around for us to learn and admire.

The best thing we can do to keep that from happening is to learn as many different languages as possible. After all, no one said that more wasn't better!



## Call for 2006 Conference Proceedings Papers

The *Florida Foreign Language Journal* is pleased to announce the next call for: "*Proceedings Papers from October 2006 FFLA Conference.*" All conference presenters are invited to showcase their presentation by submitting a short paper highlighting any research, class project, or other pertinent information presented at the October 2006 Conference for submission to the 2007 Florida Foreign Language Journal.

Please submit the following information to Betty Green, Editor, at [bngreen@mail.volusia.k12.fl.us](mailto:bngreen@mail.volusia.k12.fl.us) by December 1, 2006. In this way the association will be able to showcase presentations to teachers not able to attend your session and at the same time you will have the opportunity to be published in our state language journal.

If you should have any questions regarding the journal, please see the guidelines and general information on the Florida Foreign Language Association, Inc. website at <http://www.ffa.us/>.

Sincerely,

The FFLJ Editorial Board

---

*Reviewed by Judith B. Galician*

**Carman-Davis, K. (2004). *Los primeros 20 días*. McHenry, IL: Delta Publishing Co..**

Looking for an all-inclusive mini-course for beginners of español? Searching for a nifty, standards-based book with lesson plans, worksheets, lists, activities, and handouts for both the new and seasoned Spanish instructor? You've found it, in the pages of *Los primeros 20 días*!

This book has been designed for teaching novice learners of Spanish, although the author states that some worksheets are also suitable as supplements for Spanish II-IV classes. Materials would be adaptable to the Spanish FLES classroom, as well as to higher grade level world language classes. The coursework has been divided into lesson plan and reproducible worksheet sections, and subdivided into such topics as Spanish names, the classroom, the alfabeto, numbers, reasons to study Spanish, countries that speak Spanish, make-a-portfolio, and likes and dislikes.

Each topic is presented on its own lesson-plan page with teaching objectives, a materials list in a page-topping box, national standards, and a place for the teacher to write in comparable state standards. Topic activities are delineated, with an accompanying homework assignment. The topic is taught for 1-3 days, and a student assessment is also presented as a culmination. Within the lesson plan, the author prompts teachers to recycle vocabulary by encouraging class-wide, individual participation, and to bolster student confidence through positive reinforcement of all oral and written output, especially that which reflects a complete structural format.

Student reproducible pages offer much comprehensible input for students, which is so important for successful language acquisition. Pages include vocabulary and number lists, word scrambles, bilingual presentations of the same page, and flash cards. The idea behind the book is a novel one, since it provides most things that are needed to teach or reinforce basic topics that are commonly found in beginning Spanish classes. The teacher can just pick up the book, get a few materials ready, and begin to teach!

The large amount of vocabulary used on some of the reproducible pages would be challenging, but doable for most upper elementary students, depending on the amount of prescribed class time. For most middle and high school programs that offer several classes per week, the word lists would be quite appropriate. Creation of a print-friendly environment is suggested in *El salon de clase*, where one activity calls for making labels for the classroom. Older students would enjoy combining birthday information with signs of the Zodiac. A creative activity involves the use of the American Sign Language (ASL) alphabet, while teaching the Spanish alphabet. Although this is an innovative suggestion, it might get a bit confusing for younger students; after all, two language alphabets are new to the student, and are being taught at the same time! A number of hands-on, solo and paired activities offer opportunities to keep student interest at a high level. *¿Tengo que aprender el español? ¿Por qué?* engages the entire class, and taps into cooperative, higher-order-thinking skills.

Overall, despite some editing glitches, *Los primeros 20 días* is a usable, innovative, handy-dandy resource for new and experienced teachers; it is one that I certainly recommend to Spanish FLES teachers, and instructors of beginners modern language courses.

**Review Author Profile**

Judith B. Galician recently earned her Ed.D. in Curriculum and Instruction with a special interest in multicultural-multilingual studies at Nova Southeastern University. She has taught Spanish FLES for the past 16 years at the elementary division of NSU's college preparatory school. She holds both an M.S. in Elementary Education from Lehman College (CUNY) and an Advanced Certificate in Educational Administration and Supervision from Brooklyn College. She enjoys grant-writing and research, and often presents at local and national conferences on second language acquisition.

FFLA, Inc.  
771 W. River Oak Drive  
Ormond Beach, FL 32174-4641

NON-PROFIT  
US POSTAGE  
PAID  
DAYTONA BEACH, FL  
PERMIT NO. 447