

Florida Foreign Language Journal



A Publication of the
Florida Foreign
Language Association, Inc.
Volume 10 Number 1 Fall 2014



Florida Foreign Language Journal Fall 2014

Editing Board

Editor: Betty Green, Daytona State College

Assistant- to- the-Editor: Vivian Bosque, NOVA Souteastern University

Managing Editor: Betty Green, Daytona State College

Review Editor: Vivian Bosque, NOVA Souotheastern University

Distribution Editor and Technical Layout: Betty Green, Daytona State College

Manuscripts

Send to Dr. Betty Nielsen Green

Email: greenbe@daytonastate.edu

Book Reviews

Send to Dr. Vivian Bosque

Email: bosque@nova.edu

Submissions is Open for FFLJ 2015

Advertising information may be requested

by contacting Gudrun Martyny, Email: executive_director@ffla.us

The Journal is a publication of the Florida Foreign Language Association

ISBN: 1550-2988

FLORIDA FOREIGN LANGUAGE JOURNAL

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Cover Design and Typesetting
Betty Green
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© Online Issue November 2014



FLORIDA Foreign Language Journal 2014



Editor's Acknowledgement	5
President's Corner	6
Mission Statement	7
Manuscript Guidelines	7
Book Review Guidelines	9

ARTICLES

Tony Erben	When A Pedagogical Habit Gets In The Way of Good Teaching:	10
Silvina Iglesias	Obeservation Of Two Peer Foreign Language Evaluators	
Valerie Fuchs-Tatum		
Marcella van Olphen	LibGuides for World Languages: World Languages and	46
Carol Ann Moon	Librarians Sharing Online Learning Spaces	
Angel Luis Jimenez		
Harold Schefski	Challenges of Teaching the Russian Language Prefix ZA with	59
	its Multiple Meanngs and Situations	
Daniel K. Jack	The Effects of Social Capital on English Language Learners	67

BOOK REPORT

Les Potter	The Five Minute Linguist: Bit-Sized Esssays on Language and	76
	Languages by Rickerson (2nd Edition). Equinox Pub	

Editors Acknowledgement

Thanks you to the review board and the authors of the manuscript in this issue of the Florida Foreign Language Journal issue. The mission statement of Florida Foreign Language Journal clearly states that the Journal is the official academic organ of the Florida Foreign Language Association, and that its objective is to serve as a vehicle for expression by teachers, students and the greater general public who have an interest in furthering the instruction and knowledge of foreign languages This issue features an article by Erben, Iglesias and Fuchs-Tatum on a mentoring program focusing on describing pedagogical practices in the foreign language classroom and the article offers the perspectives from the peer evaluators experiences. Van Olphen, Moon and Jimenez gives the readers an account of a research-based collection of current literature associated with LibGuides that offers a good opportunity to understand the principles presented as it pertains to world languages, in this case Spanish and German, but the authors indicates that these principles can transfer to other disciplines and languages. An interesting article on the Russian language prefix ZA by Schefski illustrates how the three major functions of this prefix is not addressed adequately in American introductory and intermediate Russian language textbooks. The editor has taken liberties with the references in this article due the important information in NOTES 1 through 14. The notes are a critical part of the article content. Potter's humorous review of *The Minute Linguist* refresh our memory of the little volume of essays that continues to teach and amuse the readers.

According to JNCL-NCLIS (Joint national Committee for Languages – National Council for Languages and International Studies) Americans are utterly lacking behind in language skills. Americans are more and more involved with business, diplomatic or military service in many parts of the world so the ability to understand the cultures and languages of the world in order to communicate well to benefit each of these areas of service are of utmost importance. Yet, JNCL-NCLIS presents disturbing data on why Americans are lacking behind in language skills. Leon Panetta (2000) stated that *“The United States may be the only nation in the world where it is possible to compete secondary and postsecondary education without any foreign language study whatsoever.”* In addition to Panetta's statement, JNCL-NCLIS warns that *“Monolingualism will cause the United States to fall even further behind unless we act to ensure that all Americans have the opportunity to study at least one language in addition to English.”*

Enjoy the readings and share them with your peers. I invite you to submit manuscripts on research and review-oriented articles in the area of foreign language education and technology, program articulation, ESOL, culture, film, travel, FLES, national certification, multicultural instruction, multilevel teaching, diversity, foreign language advocacy, international programs and initiatives. See the guidelines in this journal on submissions, or visit the website www.ffla.us for more information.

Dr. Betty Nielsen Green
FFLJ Editor 2014

President's Corner

Dear world languages educators and researchers,



For over thirty years, I have been in the field working with students and teachers. I am amazed by how much we all do with so little. Perhaps it's that we subscribe to Marion Edelman's words of wisdom: "I am doing what I was put on earth to do. And I'm really grateful to have something that I'm passionate about, and THIS, I think, is profoundly important!" We are truly fortunate.

Beyond passion, we have to sustain ourselves professionally. I know I am not teaching the same way I taught in my early years. I am dependent on people that research better ways of teaching, just like physicians depend on new medicines and procedures to improve patient care. We need research to grow as a profession. There are numerous education journals, but the Florida Foreign Language Journal is special - we are the only world language journal published by a state world languages organization in the US. We are grateful for Dr. Betty Green, our fearless editor who for years has been lovingly tending the journal.

In addition to keeping us fortified with research, we must attend and present teacher workshops that provide us with hands-on ideas for the classroom. This year's FFLA Conference in Miami is a wonderful opportunity. For three days, October 16-18, about 80 sessions/workshops will be presented. For the first time ever, we are having presentations in Arabic and Haitian Creole. We have many sessions from which to choose while we network with our colleagues.

The beauty of this and previous conferences is that they are mostly the product of volunteers like you and me. I would like to mention three ladies in particular: Executive Director, Gudrun Martyny, Awards Chairperson, Pam Benton and Advocacy Chair, Linda Markley. They constantly oil the machinery that keeps the organization going.

Many of us complain about the state of affairs for world languages in our schools. There is much we can do to become aware of the issues and advocate for world languages. We can reach out to our school boards and government representatives. The Joint National Committee for Languages (JNCL) provides us with a bounty of information on the state of languages. Best of all, they represent us in Washington.

We must also connect to organizations such as the American Council on the Teaching of Foreign Languages (ACTFL), our national organization; the Southern Conference on Language Teaching (SCOLT), our regional organization, and of course our very own Florida Foreign Language Association.

Why do I mention all these people and organizations? In order to remain relevant, we must become participants in the conversation that affects us so much. Reach out. We don't want to sit still; we must be active so that we have a voice in the direction of our classrooms and the future of world languages in the US.

Thank you for the opportunity of being the 2014 president of our FFLA. It has been a great ride.

Warmly,

Vivian Bosque

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 greater 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. The era where educational funding is often limited, where foreign, immigrant, and migrant students seek instructional equity, and where a greater number of students are desirous of learning a foreign language, it seems imperative to have such a journal. The journal reaches out especially to those already teaching a foreign language 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 issue 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 fostering better learning conditions and results fro our students and teachers. FFLJ urges all readers and participants to become ardent advocates to further and safeguard foreign language practices.

Manuscript Guidelines

The editor and editorial board welcome research and review-oriented articles in the area of: foreign language education and technology, program articulation, ESOL, culture, film, travel, FLES, national certification, multicultural instruction, multilevel teaching, diversity, foreign language advocacy, international programs and initiatives, availability of career positions etc.

We encourage you to submit previously unpublished articles for publication in the second issue that will feature pedagogical concerns, strategies, and successes in the language classroom, as well as methodologies, teacher preparation, ESOL, National Board Certification, and/or culture and diversity.

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 will communicate the comments and decision on acceptance to each author.

Requirements - Manuscripts must:

1. Appeal to the instructional, administrative, or research interests of foreign/second language educators at K-16 levels of instruction.
2. Be substantive and present new ideas or new applications of information related to current trends and teaching in the language field.
3. Be well written, clearly organized, and carefully proofed.
4. Include a complete reference list at the end.
5. Be formatted according to guidelines in the Publication Manual of the American Psychological Association, 5th Ed. (2001). APA Style Resource.
6. Be no longer than 12-15 double-spaced pages in 12 pt. Times New Roman typeface, with 1½ inch margins, black text on white paper.
7. Be sent in triplicate (3 copies are necessary for review purposes).
8. Be submitted with no authors' names indicated (for review purposes).
9. 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.
10. Include an abstract of no more than 150 words.
11. Be sent with a biographical statement of 50 words or fewer for each author, including information on current job or title, institution, degrees held, professional experience, and any other relevant information.
12. Be sent in both hard copy and electronic formats. The electronic version must be saved as a Microsoft Word, .txt or .rtf document. Electronic versions may be submitted on a CD (PC compatible), or as an e-mail attachment.
13. Include any figures and tables in camera-ready format. Photographs, graphics, figures and tables must contribute to article content. Please be absolutely certain that all materials are complete with caption/credit information. Figures and Tables must be appropriately labeled in the article.
14. Not have been published previously and may not be under consideration for publication elsewhere.

Manuscripts submitted to FFLJ cannot be returned, so authors should keep a copy for themselves. Submissions will be acknowledged within one month of receipt.

The editor of FFLJ reserves the right to make editorial changes in any manuscript accepted for publication to enhance clarity or style. The author will be consulted only if the editing has been substantial, though the author will be able to review the article prior to publication.

Please follow the manuscript guidelines and send your submission to:

Dr. Betty Nielsen Green, Editor: 771 West River Oak Drive, Ormond Beach, FL 32174-4641

Florida Foreign Language Journal * or email: greenbe@daytonastate.edu

Book Review Guidelines

- Materials must have been published within the last three years.
- Review 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) bibliographical statement.
- Reviews should be submitted as an email attachment in Microsoft Word.
Send review to Dr. Vivian Bosque e-mail **bosque@nova.edu**

Accepting ongoing Submissions of reviews for FFLJ 2015

Tony Erben, Silvina Iglesias, and Valerie Fuchs-Tatum

When A Pedagogical Habit Gets In The Way Of Good Teaching: Observations Of Two Peer Foreign Language Evaluators

In 2010, Hillsborough, the 8th largest school district in the US, received a \$100-million Gates Foundation grant to improve its peer mentoring; peer evaluation; and professional development systems. Currently, all teachers in the district are assigned a peer evaluator. A Peer will visit teachers between 2 and 8 times per year. Based on the collective observations/evaluations of two foreign language peer evaluator who have visited over 401 foreign language lessons in the 2012/13 and 2013/14 school year this article focuses on describing pedagogical practices in the foreign language classroom that often derail sound instruction. Using this experience as a base, the article offers from a peer evaluator's perspective a roadmap as to how foreign language teachers can improve their peer evaluations, manage instruction in ways that reflect 21st century instruction, internalize best practice procedures as well as avoid common maelstrom pitfalls in any evaluation process.

As the saying goes *Tell me, I'll forget - Show me, I'll remember - Involve me, I'll understand*. In 2008, Erben et al. added the following *Differentially instruct me, I'll internalize - Use Technology with me, I'll participate, I'll transfer, I'll employ and I'll create*. While all teachers can see the appropriateness of this message, how many of us on a 'day-in-day-out' level actually don't adhere to these principles of good teaching? How many of us don't even perceive that we might be lecturing too much or that we use the L1 as the medium of communication and relegate the target language to a tool to be analyzed rather than used. In (Mullis, 2004) a study comprising 639 teachers found that 20% of classroom time is spent on lecture-style presentation, 11% of time is spent listening to the teacher reteaching or clarifying, 9% of time is spent on reviewing homework, 9% is spent on taking tests or quizzes, and 16% is spent on procedural/management activity. That only leaves around 35% of

classroom time that is devoted to student centered work be this guided or independent practice. Yet if one were to google “Learning Pyramid” one would see that students in a lecture-centered classroom retain approximately 5% of the content matter, whereas they can retain up to 75-90% when students engage in practice by doing/simulations or when teaching others. So why do many of us spend a great deal of classroom time lecturing, when it is not the best form of foreign language instruction?

One essential part of the National Board Certification for Teachers (NBCT) process is reflection. There are Five Core Propositions to the National Board Certification process, of which the fourth is "teachers think systematically about their practice and learn from experience." The third bullet point under this proposition says of NBCTs that "[t]hey critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice." Yet how often, how intensely and how effectively do teachers reflect on their practice in order to improve student learning outcomes. After all, it is the students' responsibility to learn.....isn't it? No one likes to admit that they have failings, fall short of their idealized self or implement instruction at the lower end of professional evaluation domains. Yet whatever the reason: time, stress, anxiety, fatigue, laziness, being uninformed, lack of professional development, 'fit factor', it is sometimes just human nature to hide our heads in the sand.

This all may sound depressing, and in a way it is; however, the vast majority of teachers enter the profession to 'make a difference' in the lives of their students. The web is filled with exceptional sites that provide a wealth of exceptional pedagogical tools as well as examples/suggestions/tips/ideas for activities and tasks grounded in research. By the same token, teachers can access a multitude of book resources ranging from those that are theory-driven to those which are methodological in nature all of which have as their epicenter the improvement of student learning outcomes. Indeed, our educational research history is long and distinguished. Today, as from the past, there is an army of scholars and teachers who have contributed to our collective professional understanding of what it means to be a good teacher.

All this underpins the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction and how interwoven the relationship between teaching and learning, as well as between teacher/student and among students is. Yet what good is any of this if we don't recognize those aspects of our practice that inhibit us from transforming mediocre instruction into exemplary teaching? Or even worse, what if mediocre instruction in one aspect of our teaching hinders those areas of our teaching that are stellar from realizing their most beneficial effects on student learning outcomes?

In the hundreds of things a teacher does in a lesson, this paper outlines how exemplary practice may be undermined by a myriad of potential pedagogical habits that undercut the types of foreign language learning outcomes desired by classroom teachers. This interconnectedness is underscored by the practices two foreign language peer evaluators have observed in visiting over 404 foreign language lessons in the 2012/13 and 2013/14 school years in the School District of Hillsborough County (SDHC), the 8th largest district in the United States. Using this experience as a base, the authors offer a roadmap as to how foreign language teachers can improve their peer evaluations, manage instruction in ways that reflect 21st century instruction, internalize best practice procedures as well as avoid common maelstrom pitfalls in any evaluation process.

SDHC EET

In 2010, Hillsborough School District received a \$100-million Gates Foundation grant to improve its peer mentoring; peer evaluation; and professional development systems. Currently, all teachers in the district are assigned a peer evaluator. A peer will visit teachers between 2 and 8 times per year. HCPS is a large, urban-suburban school district serving 191,000 students in the Tampa metro and surrounding areas. The student population is demographically diverse: 4 percent Asian, 22 percent black, 28 percent Hispanic, and 42 percent White. Additionally, 57 percent of students qualified for free- or reduced-price lunch.

A District Teacher Evaluation Committee was drawn to the observation rubric created by Danielson (2008), as it provided a tested, non-ideologically based and broadly applicable set of criteria for observations. Danielson met with the committee several times throughout 2009 to help craft a rubric and evaluation system that worked for the teachers and the specific needs of HCPS. The Teacher Evaluation Committee ultimately adopted Danielson's four-domain four performance-ratings rubric with a few slight adaptations (see Figure 3 for an excerpt). Wording on the performance ratings was changed from "Unsatisfactory," "Basic," "Proficient," and "Distinguished" to "Requires Action," "Progressing," "Accomplished," and "Exemplary," respectively. The Teacher Evaluation Committee also added weights to Danielson's four domains: Domain 1 "Planning and Preparation" (weighted 20 percent), Domain 2 "The Classroom Environment" (20 percent), Domain 3 "Instruction" (40 percent) and Domain 4 "Professional Responsibilities" (20 percent). Each domain covered five to six components, for a total of 22.

With the formula for evaluation settled, the district had to recruit, hire, and train 75 peer evaluators and 46 mentor evaluators. The peer and mentor evaluators were a crucial part of the new evaluation

process, as subject-specific and experienced teachers assessed their peers’ performance and aided development. An important characteristic of a peer evaluator, according to Stephanie Woodford, who oversees the peer evaluators for the district, was the ability to take ethical, honest “snapshots” of a teacher, as well as the ability to connect with teachers, build rapport, and demonstrate leadership¹.

<p>Preparation</p> <p>Knowledge of Content and Pedagogy</p> <p>Knowledge of Students</p> <p>Outcomes</p> <p>Knowledge of Resources and Technology</p> <p>Instruction</p> <p>Assessments</p>	<p>Domain 1: Planning and</p> <p>1a. Demonstrating</p> <p>1b. Demonstrating</p> <p>1c. Setting Instructional</p> <p>1d. Demonstrating</p> <p>1e. Designing Coherent</p> <p>1f. Designing Student</p>	<p>Domain 3: Instruction</p> <p>Students</p> <p>Discussion Techniques</p> <p>Learning</p> <p>Instruction</p> <p>Flexibility and Responsiveness</p>	<p>Domain 2: The Classroom Environment</p> <p>Environment of Respect and Rapport</p> <p>of Learning</p> <p>Procedures</p> <p>Behavior</p> <p>Space</p> <p>Domain 4: Professional Responsibilities</p> <p>Records</p> <p>Families</p> <p>Professional Community</p> <p>Developing Professionally</p> <p>Professionalism</p>	<p>Domain 2: The</p> <p>2a. Creating an</p> <p>2b. Establishing a Culture</p> <p>2c. Managing Classroom</p> <p>2d. Managing Student</p> <p>2e. Organizing Physical</p> <p>Domain 4: Professional</p> <p>4a. Reflecting on Teaching</p> <p>4b. Maintaining Accurate</p> <p>4c. Communicating with</p> <p>4d. Participating in a</p> <p>4e. Growing and</p> <p>4f. Showing</p>
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Peer & Mentor Evaluators: An Evaluation That Acts as A Microscope

¹ Retrieved 2/15/2014 from School District of Hillsborough County Empowering Effective teachers site @ <http://communication.sdhc.k12.fl.us/eethome/>

The peers, mentors, assistant principals, and principals receive 40-50 + hours of training and calibration including classroom instruction, one-on-one work with a trainer, shared sessions with multiple evaluators and a trainer, and reflection. In addition, peers participate in conducting rigorous and consistent observations in association with the education consulting firm, Cambridge Education. Ensuring a high degree of inter-rater reliability on the observation rubric was particularly important. It was critical that all peers, mentors, principals, and assistant principals had the same definitions for all four performance ratings in each domain's components or teachers might perceive the system as unfair.

Peer and mentor evaluators are drawn from the teaching ranks, so teachers have a supportive, understanding, and classroom-experienced evaluator identifying areas of strengths and needs. Peer and mentor evaluators serve different roles in the EET system. All veteran teachers in SDHC are provided a peer evaluator, a subject-specific instructional expert with at least five years of successful experience. Mentors are assigned to any teacher new to the profession.

Observation Cycle

The new evaluation calls for a teacher to be observed two (one formal and one informal observation) to five (two formal and three informal observation) times throughout the year, depending on his or her needs. The cycle, consisting of a pre-conference meeting, observation, and post-observation conference is designed to encourage reflection. Peers meet with teachers to go over a pre-appraisal document designed to stimulate greater reflection. After an observation is conducted, teachers have another chance to reflect on the lesson when they met with the observer in the post-observation conference, intended to last up to thirty minutes. After the teacher's reflection, the peer shares a minimum of three areas of strength and three areas of focus. The peer is in a position to recommend trainings, videos, materials, and techniques that could take a teacher from Requires Action to Progressing, or even from Accomplished to Exemplary. A completed written summary with its corresponding ratings is loaded into a data management system where it can be viewed instantly by teachers, principals, and the peer or mentor teachers. Armed with specific observation data, resources, and strategies for instructional improvement, and an approach that empowers teachers rather than judges them, a productive relationship between peers and teachers is often formed.

The evaluation framework requires peers to focus on student learning, not just teacher behavior. Peers are not confined to the back of the room; they are free to engage students, even occasionally – although unobtrusively – ask about their understanding of lessons and instruction, all the while taking

detailed notes to provide specific evidence for the evaluation and for the teacher. “We’re not there to watch the teacher. We’re there to watch learning” (anecdotal comment: peer evaluator 12/7/2013)

Interconnectivity of Instruction

What we would like to draw the reader’s attention to is to highlight the interconnectedness of all the elements of instruction. What one does in one area of instruction affects other areas of teaching/learning. As Foreign Language Evaluators, having observed and evaluated hundreds of foreign language lessons, the various components of the Danielson rubric brings into stark contrast just how much one maelstrom pedagogical habit implemented by a teacher can disrupt the efficacy of other pedagogical routines in any one lesson; together they accumulate to ensure that (1) the learning outcomes reached by students are not as high as if a teacher enacts best practice in each area of instruction, and (2) the teacher does not receive scores at the upper end of the evaluation rubric – ‘accomplished’ or ‘exemplary’.

How different domains on the Danielson rubric are interlinked, ie how effectiveness in one area affects effectiveness in other areas is outlined below.

2a. Creating an Environment of Respect and Rapport → all Domain 3: Instruction

2b. Establishing a Culture of Learning → 3b. Using Questioning and Discussion Techniques & 3c.

2c. Managing Classroom Procedures → 3c. Engaging Students in Learning

2d. Managing Student Behavior → all Domain 3: Instruction

2e. Organizing Physical Space → 3c. Engaging Students in Learning

1a. Demonstrating Knowledge of Content and Pedagogy → 3a. Communicating with Students

1b. Demonstrating Knowledge of Students → 1e. Designing Coherent Instruction → 3c. Engaging Students in Learning

1c. Setting Instructional Outcomes → 1e. Designing Coherent Instruction / 1f. Designing Student

Assessments → 3d. Using Assessment in Instruction / 3e. Demonstrating Flexibility and Responsiveness

Foreign Language Instruction – are you a Sisyphus?

In Greek mythology Sisyphus was punished by being compelled to roll an immense boulder up a hill, only to watch it roll back down, and to repeat this action forever.

So what does this mean for foreign language teachers as a whole? As a consequence of having observed over 400 foreign lessons, below, we have categorized 15 of the most consequential maelstrom habits (with suggestions for improvement) that we see being unfortunately repeated again and again. We include a typical evaluator comment as well as structured suggestions that have been offered to the foreign language teachers in the School District of Hillsborough County as a way to implement more effective pedagogies in order to enhance student learning outcomes.

In a context of being a reflective practitioner, consider whether any of the maelstrom habits below are indicative of what transpires in your classroom and like Sisyphus are they repeated again and again – and thus preventing you from reaching the next level of pedagogical proficiency?

1. Overextending the Use of English & Sparse Target Language Modelling

In this classroom, a teacher uses English as the primary mode of communication – the 90% target language and 10% English ACTFL recommendation is reversed. The message this sends to students is that ‘real’ communication happens in English and not the target language.

Examples of Structured Suggestions:

- Many second language acquisition researchers, Elena Curtain (*Critical Issues in Early Second Language Learning, 1998*) being one of them, agree that there is always a fine line between making sure students understand, the desire/need to use the target language and the limitations of proficiency of students in their 2nd language. Be mindful that to accept responses and even clarification requests and comprehension checks in English sends a message to the students that ‘important communication’ only happens in English and not in the target language.

- Always incorporate both content (unit of inquiry) AND language objectives in the classroom. These should be explicit and directly observable and measurable. Consider visiting the Center for Advanced Research on Language Acquisition (CARLA). Writing Objectives. Online at:

http://www.carla.umn.edu/cobalt/modules/curriculum/obj_write.html

- The purpose of explicit teacher modeling of the target language is to provide students with a clear, multi-sensory model of a skill or concept. There are eight essential components of explicit instruction which can be viewed at <http://fcit.usf.edu/mathvids/strategies/em.html>.

- In Languages Without Limits, a not-for-profit website, language teachers find support in their efforts to make effective provision for learners of all abilities. The following website contains suggestions for ways to incorporate more target language use: <http://www.languageswithoutlimits.co.uk/targetlanguage.html>
or visit Teaching Foreign Languages k-12: A Library of Classroom Practices: A video library for k-12 language teachers; 28 half-hour and 2 one-hour video programs, library guide, and website (on DVD) <http://www.learner.org/resources/series185.html>

- Use an expressive voice, gestures, objects, and pictures whenever possible in presenting lessons. Use many repetitions, redundancies, stress key words. Use focus words in context as often as possible and imbue teacher-talk with rich examples of the targeted grammatical structure. Paraphrase, use non-verbal gestures and engage in lots of comprehension checks and clarification. For a list of communication strategies that aid comprehension see Tarone (1980).

- Contemplate when giving complex directions to students in the target language, to have them written in steps on the board (Primer paso, segundo paso, tercer paso..., etc.) and make a student explain to the class just step one, then ask another student explain step 2 and so forth. In addition, take enough time to model the learning task thoroughly. It is best to spend the necessary time to unpack the directions clearly in advance. (Technique # 18: *Check for Understanding*, Teach Like a Champion by D. Lemov, 2010.)

- Check the following website on “Modeling”: LEARN NC – k-12 teaching and learning from the UNC School of Education. Online at: <http://www.learnnc.org/lp/pages/4697>

2. Teacher-centered / Lecturing

In this classroom, the teacher likes to be in control. This means that the teacher assumes all responsibility for instruction. The teacher lectures often and implements top-down activities, meaning students rarely engage with each other. Students often sit in the classroom as passive learners.

Examples of Structured Suggestions:

- There are a variety of pedagogical techniques and approaches that promote learner-centered learning. Look at <http://pedagogy.merlot.org/TeachingStrategies.html> for resources and descriptions of these approaches.

- Set up learning centers in the classroom and make one of these centers a permanent computer center. The following site has many ideas for designing activity centers:
http://web41.its.hawaii.edu/manoa.hawaii.edu/coe/crede/wp-content/uploads/Hilberg_et_al_20031.pdf

- Use whenever possible the following web 2.0 tools to create & integrate targeted grammatical practice exercises for your students to work through:
<http://www.quia.com/>
<http://flashcardstash.com/>
<http://www.lyricsgaps.com/>

- Look at the following on how to promote pair/group work:
<http://www.youtube.com/watch?v=woNZzjJL9bQ>

- Create subject specific stories with the inclusion of targeted grammatical structures for your students to read through while group activity is organized in the classroom. Author stories with web 2.0 tools such as:
<http://builder.cheezburger.com/builder/rage>
<http://marvelkids.marvel.com/activities>
<http://www.pixton.com/>

3. Singular-Fronted, Sparse Classroom Environment, Superficial Culture for Learning

A classroom that is bare or semi-bare of materials. If this classroom did have anything, it is in English. The physical layout of the classroom has students in rows facing the teacher at the front of the classroom, which in turn impedes the students from thinking of the other parts of the classroom as potential learning spaces. There is a lack of proactive involvement by students to collaborate in establishing & maintaining a yearning to learn.

Examples of Structured Suggestions:

- Create a “Personalized Grammar Focus” in the classroom. Display a poster with the grammar to be used during the week and make reference to the display when needed.

- Create a reward chart each time students use the targeted weekly grammar correctly.

- Find visuals of content-specific items (these can be pictures, posters, photos, diagrams, graphs, infographics) and label these in the target language. In this way students learn important content-specific vocabulary.

- Create a language-rich environment by displaying word art that can be created on wordle @ <http://www.wordle.net/>. Use content specific words that are current to the topic being taught. This provides a visual reference for foreign language students. Have students create their own wordle art.

- Consider reading through chapter 5 “Creating a Strong Classroom Culture”; techniques #28-35 in *Teach Like a Champion* by Doug Lemov.

- Games are certainly a valuable activity to implement in the classroom. When done correctly they add excitement, raise motivation and can ease the internalization of new content by adding a playful element to the learning cycle. More importantly, games can elevate the culture for learning in a classroom. However, when done incorrectly, they can make learning drag, be boring or allow students to easily switch off and be passive by-standers to instruction. A reason why a game would not succeed is when it is based on rote translation and is of low-level cognitive difficulty and therefore not challenging. If ‘games’ or the gamification of lessons is the aim, consider searching online for any number of game maker web 2.0 tools. Or read up on notions of gamification and then try to implement games. Have a score board and use games throughout the semester, students

can compete against each other and/or classes and see where they stand on the score board. Games can be manual games, or online games. Also be mindful of always increasing the complexity and difficulty of the games that are used. Some www sites to look at include:

<http://srtathompson.weebly.com/gamesactivities.html>, as well as the following site that provides power point game templates:

<http://powerpointgames.wikispaces.com/PowerPoint+Game+Templates>

- Contemplate setting the expectation (set the stage) that everybody is required to perform in the class “community of learners”. Consider circulating and monitoring student work at all times. Ensure the students know they are accountable for taking proper notes, filling in blanks on pre-made teacher notes (cloze procedure method), filling in a graphic organizer, etc. That is, make sure that the students are actively listening and productively engaged. This not only makes it more rigorous and more engaging, but it allows the teacher to better hold students accountable for working and thinking since the teacher can clearly see whether the students are (and they can see that you can see) producing. Implement a system in which the students are accountable for their work. In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands or volunteered. (Technique # 22: *Cold Call* from Teach Like a Champion by Doug Lemov). Another suggestion would be to use popsicle sticks.
- Consider teaching the students “Desk Olympics” in order to achieve a seamless operation of procedures for transitions and to enhance cooperative learning. Power Point document on Desk Olympics, online at: <http://prezi.com/rtymysyc30bh/desk-olympics/>
- The teacher makes indirect instructional decisions about how learning is to transpire in any given lesson through how the desks in a classroom are arranged. For example, if the desks are arranged in rows, the instructional aims are more in tune with a teacher-fronted lesson; however, if desks are arranged in islands, the instructional intent / message becomes one of student-centeredness. In the latter, responsibility for instruction & learning is handed over more to the students. In a foreign language class, it also is more facilitative to interaction and the promotion of speaking based activities which of course enhance second language acquisition.

- Ensure the students received aural as well as visual input. Post the students answers either using a document camera or writing them on the board or ask students to go to the board to write them. This strategy of providing visual input will enhance the learning for students who are mainly visual learners.

4. Target Language is used Monolithically

In this classroom the teacher, when speaking, makes no adjustments to their communication. Typical of this teacher is speaking fast, using many idioms and not adjusting for proficiency level of the students. Adjustments with stress, tone, pitch, using communication strategies to aid comprehension for the listener rarely occur.

Examples of Structured Suggestions:

- Be mindful that teacher talk is simplified, elaborated and extended all at once to accommodate students' different comprehension abilities. Look at the following video @ <http://blip.tv/presenting/ell-mov-8-2279443> . As a practice in the art of being a 'mindful' speaker, consciously incorporate specific & targeted grammar in teacher-talk. Draw students' attention each time these specific grammar structures are used in context.
- There are a few immediate steps teachers can take to improve their communication strategies such that students are better able to comprehend 'teacher-talk'. Such strategies include: slowing the rate of speech, stressing key words, supporting oral communication through body language and visuals, using redundancies and repetition, talking around unfamiliar words (circumlocution), using tone and intonation to focus students' attention, avoiding idioms and colloquialisms, avoiding regionalisms and non-standard varieties of the target language.
- (1) *Give Students Thinking Time*: Give students time to digest what the teacher says. 'Chunk' what needs to be imparted to students in short and manageable 'info-bytes'. Teachers should try to consciously allow at least five seconds of silence after asking a question for processing time. (2) *Provide Elaborated & Simplified Input*: Teachers need to consider the ways that they speak to students and try to scaffold key instructions or points, paraphrase, use slower, clear / enunciated speech and high frequency words to help students better comprehend what is being said. (3)

Questioning: Teachers should be trying to ask more open ended questions to their students and directing these questions to specific individuals to ensure all students have the opportunity to participate. Explore the use of *brain breaks and/or energizers* to keep the energy in the room high and minds focused. (Kagan Cooperative Learning. Online at: <http://www.kaganonline.com/index.php>) (Technique # 25: *Wait Time* from Teach Like a Champion by Doug Lemov.)

- The teacher should expose all students to a wide variety of and many opportunities to hear the target language. Let not the teacher be the sole vehicle through which the students get to listen to the target language. Bring videos, audio books, podcasts, TV, radio in instruction.
- There are a series of videos on the Teaching Channel that show how teachers can elevate communication / interaction in the classroom. This first video is about ‘Teach Moves’ and explains how to revoice, restate, reason, Q-A, and repeat as well as improve participation @ <https://www.teachingchannel.org/videos/developing-communication-skills> and <https://www.teachingchannel.org/videos/student-participation-strategy>

5. Textbook-Focused

Nowadays textbook companies do an amazing job of packaging their textbooks with a dearth of teacher aides. These aides come in all shapes and sizes; anywhere from teacher manuals to supplementary CDs to online resource materials. However, as good as these commercial resources are they can never replace a teacher nor can they act as a de facto (or real for that matter) syllabus or curriculum. A teacher’s minute to minute, lesson to lesson, class to class instructional decisions are made through the collection of learning data and by the intimate knowledge a teacher has of their individual students. Relying too heavily on a textbook, impedes a teacher’s ability to individualize instruction to meet the learning needs of their foreign language students, especially those students at the beginning stages of L2 proficiency development.

Examples of Structured Suggestions:

- All texts can be modified. Retype texts to suit the various proficiency levels in your classroom Use the following strategies as you modify texts: bolding, glosses, simplify the text (NB: simplifying the grammar, taking out complex constructions, using high frequency words), elaborate the text

(NB: using more varied ways to repeat the same content matter such that students have more scaffolding opportunities), use redundancies, use repetitions, use circumlocutions, add focus grammar explanations, add small summaries, break up the text into more manageable parts, add guiding questions, add visuals that accompany and explain the text (NB: visuals can be pictures, maps, diagrams, graphs, etc), use synonyms, add www site links in order to direct the student to more information.

- Set aside small group time for your students. This provides a means to differentiate instruction, but more importantly, small group time enables a teacher to work intensively in responding to the instructional needs of students' foreign language questions. Elementary teachers are quite familiar with Response To Intervention (RTI) strategies. Refer to our Active Text Deconstruction Chart in Appendix A. It offers a series of non-textbook based activities to follow that provide listening, speaking, reading and writing practice as well as vocabulary and target language structure activities for a foreign language student.

6. Isolated Focus on Language Form

It is very easy for teachers to teach a new grammar structure in isolation and reinforce such instruction through rote learning and pattern practice drilling. Of course anything learned in isolation minimizes potential learning outcomes.

Examples of Structured Suggestions:

- The best grammar instruction includes extensive speaking, reading and writing. This includes the teacher reading aloud to students of all ages. When students hear and see what is proper, they incorporate it into their own writing. This means that teachers need to provide extensive opportunities for students to read and write in the classroom.
- Students learn grammar by carefully examining their own writing and identifying errors. Opportunities should be given for students to read their own work out loud.

7. Avoidance of Chunking

In this classroom, a teacher provides broad-based & long instructions, descriptions and/or soliloquies of teacher-talk without necessarily breaking down new information into more usable

chunks. 'Chunking' refers to organizing or grouping longer strings of information into manageable parts. When information is 'chunked' into groups, the information is easier to process. There are several ways to chunk information. Chunking techniques include grouping, finding patterns, and organizing.

Examples of Structured Suggestions:

- Consider chunking the learning, that is, break up the learning into more manageable segments for instruction. For example, explain the structure “more...than” (más...que) using a gradual release model (I do-We do-You do). First the teacher thinks out loud and explains it (I do), then students and teacher work together (We do), and finally the students worked individually (You do). After instructing the students, assess them on the use of “más ... que”. Next, if the majority of students understood how to use this comparative, repeat the same sequence of steps with the next comparative structure “less...than” (menos...que). Then, instruct a bit further with the next comparative “as...as” (tan...como), and then assess again.

8. Limited Instructional Variety & Sparse Differentiation

We will always come across occasions where some students will finish an activity earlier than others, and yet others where students have a hard time finishing an activity on time. Yet, how often are we flexible enough to differentiate? In a classroom with Limited Instructional Variety & Sparse Differentiation, the teacher does not demonstrate through instruction any pedagogical variety or flexibility. As a consequence, students are taught as a whole rather than as individuals needing specialized consideration. Differential instruction is more than merely attending to individual questions; when appropriately used a teacher makes decisions about differentiating *content/resources*, instructional *processes*, learning *products* and/or *assessment*.

Examples of Structured Suggestions:

- Consider looking at the Continuous Improvement Model (CIM) on the Florida Department of Education Website. Online at: [http://focus.florida-achieves.com/\(S\(bqnjjq45qv1wo045trtlfj2p\)\)/AboutCIM.aspx](http://focus.florida-achieves.com/(S(bqnjjq45qv1wo045trtlfj2p))/AboutCIM.aspx)
- A foreign language lesson can be differentiated in the following ways:

By *content*:

Depending on student interests, students could have been given different genres to practice writing about famous people; for example, a letter to a famous person, a newspaper report about a famous person, an interview with a famous person etc.

By *process*:

Depending on proficiency level the teacher could have provided scaffolded examples/models for students to follow; for example, for less proficient students provide a letter in which every second sentence is left blank and the task for the student is to use context to fill in an appropriate sentence in the blank....or for a more proficient student, provide a letter that has every second paragraph left blank, in this way this student focuses on the discursual level of language, for the most proficient students, provide prompts. In any event, differentiating by process means that the instructional materials are adapted.

By *product*:

Again depending on learning styles, and skills, the nature of what the students had to accomplish can also be differentiated. For example; have some students write one paragraph, others write two and yet others write three.....or allocate to students that they write either 5, 10, 15 or 20 sentences.

By *assessment*:

Lastly one can also differentiate by the way in which the student's process and product are graded and assess. Depending on their readiness to learn, students have differing elements of the language that will push them further along in their learning. In other words, what one student knows another student may not. This is where exit slips come in handy. In addition, if differentiated assessment is to be carried out, this would also ensure that the feedback given to students is targeted, timely, individualized and precise. However, in the observed lesson this was not the case.

9. No Meaningful Teacher-based and/or Student-based Technology Use

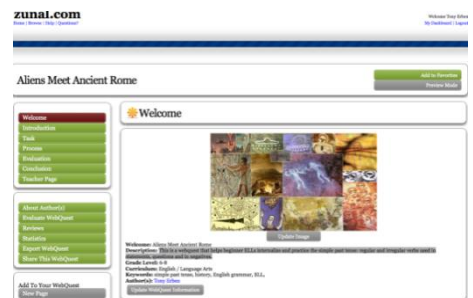
On the one hand, there are technologies used by the teacher for instruction, for the creation of teaching resources or for managing teaching. On the other hand, there are technologies introduced into an instructional cycle that act as a catalyst for learning. The difference between the two is in who *does the using and/or creating* – the teacher or the student. Needless to say, all technology use requires upfront planning, but once materials are created they can be always reused and finetuned for future lessons. However, it is very important to be aware that teachers cannot expect students to learn

technology *and* the target language *and* content all at the same time. Remember, just as teachers need to take baby steps when trying to infuse technology, so too do students when they are equally trying to get their heads around the technology. There is a wealth of online tools available for teachers to use and facilitate the instruction of foreign languages, however, in this classroom a teacher, to the detriment of learning makes only marginal use of technology.

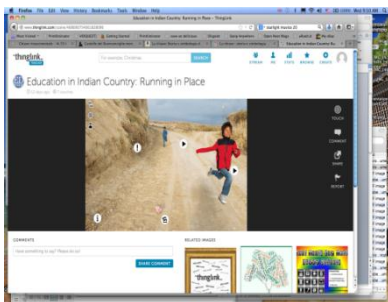
Examples of Structured Suggestions:

- Zunal @ <http://zunal.com/> is a web 2.0 tool that provides a template for teachers and/or students to create webquests. In addition, it provides users with a catalogued library of previously created webquests organized by content area. A webquest is an online inquiry-based activity. The enclosed webquest has been created by the authors of this paper to illustrate how the teaching of simple past can be integrated with the teaching of English grammatical topics – the following example focuses on simple past tense.

“Aliens Meet Ancient Rome”: This is a webquest for middle schoolers (grades 5-8) that helps beginner ELLs internalize and practice the simple past tense: regular and irregular verbs used in statements, questions and in negatives. The webquest is @ <http://zunal.com/webquest.php?w=225733>



- Notice that within this particular webquest other web 2.0 tools are used. Once such tool is Thinglink @ <http://www.thinglink.com/>. **Thinglink enables users to add markups / hotspots to any uploaded image. The hotspots can be a text, video, PowerPoint, other links or other images.**

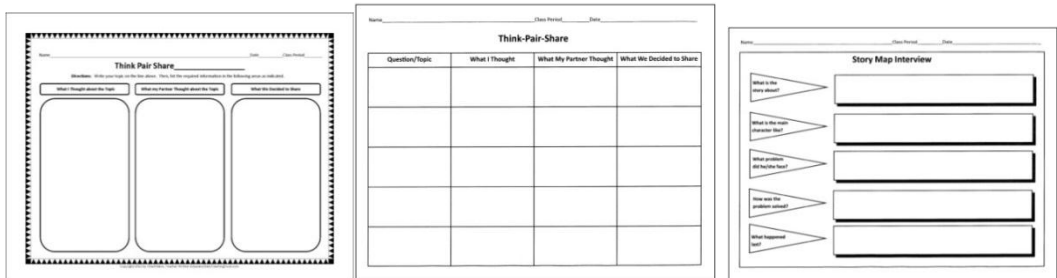


Suggestion 1: Provide listening practice to any image by adding videos.

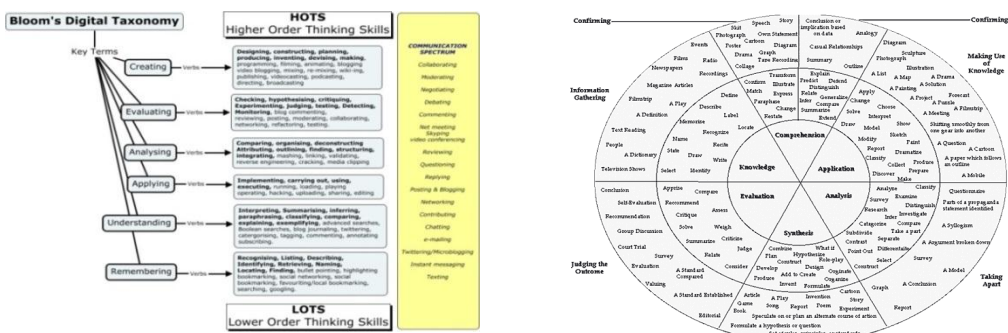
Suggestion 2: Provide a sequenced array of hotspots. (1) let a student digest the content of the image, (2) let the first hotspot be a video, (3) the 2nd hotspot a PowerPoint, (4) the 3rd hotspot a weblink to an interactive site, (5) now let the remainder hotspots be links to further activities; i. link to a webquest, ii.

link to a quiz, iii. to an online ppt jeopardy game. You will notice that ppt jeopardy games are within the thinglink tool with the zunal.

- When using a video, consider its purpose and make the students do something with it. For example, in any Spanish medium video will have the verbs “ser” and “tener” in it.....students could tally the conjugation they heard on these verbs. Such a video could enhanced the assessment of the verb “ser” rules (when do we use it: description, origin, time, occupation, etc.).
- There are a number of ways in which the watching of a video can be made to be more interactive. Consider handing out graphic organizers to help students organize their thoughts as they watch the video. Three possibilities of such charts are the following²:



- Another way in which to avoid passive listening is to have students ask questions to the teacher and each other when the video is paused in order to clarify content. One way in which to foster students asking ever more complex and high order questions is to make available to them examples of questions at the upper end of Bloom’s Taxonomy Chart³:



- A third suggestion is to think about editing any video that you as teacher choose to use. There are a number of very interesting web 2.0 tools that allow a user to edit an uploaded video such that one can add quizzes, voice overs, mark-ups and relevant links or even pictures to the video. The graphic below shows how web 2.0 tools can be

² Retrieved from http://edhelper.com/teachers/graphic_organizers.htm (3/1/2014)

³ Retrieved from <https://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy> & <http://sociallearningsystems.typepad.com/home/2009/07/tips-for-writing-instructional-objectives-blooms-taxonomy-job-aids.html> (3/1/2014)

when they comprehend the language that is slightly advanced than their current level. Krashen called this input “i+1”, where “i” is the language and “+1” is the next stage of language acquisition. This makes for a grounded case to be ever cognizant to create rigor and plan for instruction that incorporates higher order thinking. Similarly, another person who has had a tremendous amount of influence on education is Vygotsky (1978). He suggest that in order for a person to reach levels of higher order thinking ability, a necessary requirement is the use of mediational tools. It is then through mediation that what Vygotsky calls the zone of proximal development (ZPD) is created, ie where one person can go so far on their own, with mediational assistance that same person can reach higher levels of ability. Consequently, classroom that do not evidence student-centered interactive activity that is constantly at a low cognitive level will not attain “i+1” learning or potential learning through the ZPD.

Examples of Structured Suggestions:

— Consider preparing the questions for the lesson in advance. Contemplate incorporating more higher-order questions and provide students more opportunities to discuss and explain their thinking. Before introducing grammar rules, contemplate presenting examples of the rules in context. Consider implementing the *timed-think-pair-share* strategy to ensure that discussion involves all students in the class. Contemplate probing them to explain their process of thinking and discover the patterns /rules (with the teacher guidance) by themselves.

11. Superficial Discussion Facilitation

As outlined in (10) above, enabling robust and meaningful discussion in the classroom will facilitate both i+1 and the ZPD. But discussion is more than rapid-fire questions or teacher directed close-ended questioning. However, such superficial discussion does often take place in foreign language classrooms, especially in level I and or II where the teacher may think that because the foreign language student still has rudimentary proficiency in the target language, ‘deep’ discussion is impossible. This is not the case; see the examples of structured suggestions in (13).

Examples of Structured Suggestions:

— Contemplate giving students the question, THEN give them time to internalize and to think about the question, THEN use Popsicle sticks or cold-call to target all students and guarantee involvement by all students. Furthermore, continue to probe students and scaffold their answers.

Utilize instructional support strategies during Q-A segments of the lesson such as Timed-Think-Pair-Share activities.

- Incorporate more higher-order questions and provide students more opportunities to discuss and explain their thinking. Attempt to involve more students in that discussion. For example, allow one student per group to share any of the metacognitive strategies they use to help them memorize the new vocabulary. A good resource to visit is the HOTS website at <http://www.hots.org/>. The teacher may also use higher order thinking skills question templates such as the one found at http://www.med.wright.edu/sites/default/files/aa/facdev/_Files/PDFfiles/QuestionTemplates.pdf

12. Lack of ‘deep’ Formative Assessment & Feedback

Formative feedback is, according to research, one of the most productive and influential ways to facilitate learning. What this means is that when a teacher drives higher order thinking among students by the type of questions that are posed, it simultaneously provides the teacher with learning data, but also the students with scaffolding to build on previous instruction. Questions that get students to elicit content rich instructional matter have more effect than questions that are globally posed to students in a way that indicates the teacher does not seek a direct or detailed answer. In response to a global question, even if the students had a question or query or concern, they are more likely not to voice it.

Examples of Structured Suggestions:

- The greatest impact on student learning is the provision of formative feedback. However, there is a trap that teachers often fall into and that is asking the following types of questions: Are there any questions? Are you all with me? Am I going too fast? This is a XXX, isn't it? Who can tell me? Do you understand? Any questions? Can I move on?

Most students will automatically not reply or just say ‘yes’ in order not to have to answer. In order to actually gauge whether the students have understood, think about implementing the following: Think-pair-share; Whip around; Popsicle sticks; Slate/white boards; Learning partners; Pair-share-squared; Quick-writes; Tickets to leave

At the very least, ask the students to repeat your instructions, directions, explanation etc in their own words rather than being satisfied by a simple ‘yes’ answer.

- When students do activities, one way to go over the work is to have the students FIRST peer-assess themselves. When they are done with this, then assess the work as a class. As a further

reinforcement, have students post the answers on the board. In this way, the students internalize the answers aurally and visually.

- Research has shown that formative feedback is the most valuable tool a teacher can use that ACTUALLY supports student internalization of content. Lyster and Ranta wrote a series of research papers in the late 1990s about the effect on second language acquisition of formative feedback. They identified 6 types of feedback: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. For a complete description of this work look at: http://people.mcgill.ca/files/roy.lyster/Lyster_Ranta1997_SSLA.pdf

In his book, *Teaching ELLs through Technology*, Erben, et al. (2008) discusses examples of feedback. While the segment and examples refers to ELLs, the examples are just as relevant in the foreign language classroom.

- Teachers prepare activities for students that have the sole intent of getting students to learn content matter. Less often do teachers think about the language learning potential that the same activity may generate. However, getting ELLs to notice their errors, to reflect on how they use English, and think about how English works plays a very important role in an ELL's language development. In a series of seminal studies, Lyster and his colleagues (Lyster, 1998; 2001; 2004; Lyster & Ranta, 1997; Lyster & Mori, 2006) outline six feedback moves that teachers can use to direct an ELL's attention to their language output and in doing so help the ELL correct their English. While recasts are most widely used among teachers, elicitation, metalinguistic clues, clarification requests, and repetition of error have the most positive effect on learner uptake & repair..

Example 1:

Student: "the heart hits blood to the body..."

Teacher: "the heart pumps blood to the body" (with a stress on the word *pumps*)

In the above example, an ELL's utterance is incorrect, and the teacher provides the correct form. Often teachers gloss over explicitly correcting an ELL's language for fear of singling out the student in class. However, *explicit correction* is a very easy way to help an ELL notice

the way they use language.

Example 2:

Student: "I can experimenting with Bunsen burner"

Teacher: "What? Can you say that again?"

By using phrases like "Excuse me?", "I don't understand," or "Can you repeat that?" the teacher shows that the communication has not been understood or that the ELL's utterance contained some kind of error. *Requesting clarification* indicates to the ELL that a repetition or reformulation of the utterance is required.

Example 3:

Student: "after today I go to sport"

Teacher: "So, tomorrow you are going to play sport"

Student: "Yes, tomorrow I am going to play sport"

Without directly showing that the student's utterance was incorrect, the teacher implicitly *recasts* the ELL's error, or provides the correction.

Example 4:

Teacher: "Is that how it is said?" or

Teacher: "Is that English" or

Teacher: "Does that sound right to you?"

Without providing the correct form, the teacher provides a *metalinguistic clue*. This may take the form of asking a question or making a comment related to the formation of the ELL's utterance.

Example 5:

The teacher directly gets the correct form from the ELL by pausing to allow the student to complete the teacher's utterance (e.g., "It's a...") *Elicitation* questions differ from questions

that are defined as metalinguistic clues in that they require more than a yes/no response.

Example 6:

Repetitions are probably one of the most frequent forms of error correction carried out by teachers. Here a teacher repeats the ELL's error and adjusts intonation to draw an ELL's attention to it.

Using these corrective feedback strategies helps to raise an ELL's awareness and understanding of language conventions used in and across content-areas."

- Ensure students have a clear understanding of the criteria for success and standards for assessment. Consider planning a short daily assessment that will effectively determine whether the objective was mastered. What is the outcome you desire? (Meet WALT and WILF Power Point) (Technique # 6: *Begin with the End* from Teach Like a Champion by Doug Lemov.)

- Contemplate teaching the students the concept of "self-assessment" and "peer editing." Tutorial: Online at: <http://www.slideshare.net/aszardini/tutorial-peer-editing>
Editing Checklist for Self- and Peer Editing: Online at:
<http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>
<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html#related-resources>

- Teach students to be proactive in giving informative and positive peer feedback. Contemplate asking students to develop rubrics according to teacher-specified learning objectives. Visit the website "rubistar"; this site is a rubric creator website. Online at: <http://rubistar.4teachers.org/>

13. Little Mediation Interaction / Engagement/and/or Responsibility Given to Students

Much of what has been described in the maelstrom habits typical of what we have seen in foreign language classrooms has been outlined in 1-12 & 14. However, once again we witness the interconnectivity of classroom practice here. If any aspect of the maelstrom habits outlined in 1-2 & 14 occur, then it is impossible for a teacher to achieve anything of significance when it comes to the facilitation of interaction, the promotion of engagement or even giving students extra responsibility.

Examples of Structured Suggestions:

- In order to further stimulate communication with and among students, think about the implementation of web quests in the classroom. A Web Quest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web (see *10. No Meaningful Teacher-based and/or Student-based Technology Use above*). A real Web Quest...
 - is wrapped around a doable and interesting task that is ideally a scaled down version of things that adults do as citizens or workers.
 - requires higher level thinking, not simply summarizing. This includes synthesis, analysis, problem-solving, creativity and judgment.
 - makes good use of the web. A Web Quest that isn't based on real resources from the web is probably just a traditional lesson in disguise.
 - isn't a research report or a step-by-step science or math procedure. Having learners simply distilling web sites and making a presentation about them isn't enough.

There are two very good www sites that explain and provide databases of web quests created by teachers for teachers to use with students. The two sites are: <http://webquest.org/index.php> and <http://www.zunal.com/>

- There are many activities that initialize interaction, debate and classroom-talk. Examples include: *Barrier Games, Information Gap Activities, Jigsaw Activities, Rank Ordering Games, Inquiry & Elimination Games*. In implementing such communication games, make sure that students try to use the targeted grammar structure as they talk about the topic of the text. This can be easily achieved if the speaking activity is so structured.

- **Barrier Game:**
A barrier game requires two or more players sitting around a table with some kind of barrier(s) so that players cannot see each other's materials (books, file folders, or binders can work as barriers). Every player has the same set of materials in front of them. The players take turns giving the other players very specific directions (per ability level) on how to arrange the materials in front of them, without any visual cues. The goal of the game is to have all the players' materials look the same at the end of the activity.
- **Information Gap Activity:** is where one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions (Neu & Reeser, 1997). Information gap activities can also reinforce vocabulary and a variety of grammatical

structures taught in class. They allow students to use linguistic forms and functions in a communicative way (Raptou).

- Contemplate using the effective implementation of cooperative learning strategies to improve academic achievement, attitude, and engagement. Consider splitting the work assigning roles/jobs and time. It will work better to ask students to work with their shoulder or face partners (pairs instead of quads) to ensure no student dominates the discussion while others passively hide and wait for answers from other students. The pair structure inhibits passive learners from hiding in a big group. In this way one avoids only a few students doing the thinking while others wait passively for answers. Another option is Simultaneous Round Table: in teams, students each write a sample phrase in their own piece of paper. Students then pass their papers clockwise so each teammate can add to the prior response. Structure the cooperative-work ensuring that “PIES” (Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction) is in place at all times. Group work activities are more effective at promoting engagement and learning when including assigned roles/jobs (each student has to do something to complete the task) and time expectations (projecting a timer in order to keep focus for students to use their time wisely). Consider setting a kitchen timer or use music to structure time for the activities to maintain pacing. (free online resources are available at www.online-stopwatch.com)
- One quite definite way to add structure to activities is to give all exercises, activities and tasks more structure. For example, (1) assign roles to students, (2) time the exercises with a visual timer, (3) choose from the many example of cooperative learning techniques (4) implement information gap, barrier games, and/or jigsaw tasks. When students do not follow the teacher’s expectations and / or directions ‘STOP’ and say ‘arrêtez’, reexplain and redirect students.

14. Classroom Management

Three quotations from Harry Wong sum up what is procedurally necessary in a classroom, though often lacking: (i) ‘Three quarters of what you achieve will be determined before you enter the classroom door’, (ii) ‘The number one problem in the classrooms is not discipline; it is lack of

authentic learning tasks, procedures and routines’, & (iii) ‘In an effective classroom students should not only know what they are doing, they should also know why and how’.

Examples of Structured Suggestions:

- Consider looking at “Classroom Management checklist”. Online at: <http://ctsp.tamu.edu/videos/videos07/toolbox/accommodations/classroom%20management%20checklist.pdf>

- Contemplate the following resource called “Checklist for Successful Classroom Management”. Online at: http://www.windows2universe.org/teacher_resources/sci_schools/ClsManagement.pdf

- Explore the document on “Best Practice Classroom Management Checklist”. Online at: <http://www.pbismaryland.org/documents/Best%20Practices%20Checklist.pdf>

- Consider looking at the resource called “Smart Classroom Management: Simply effective tips and strategies”. Online at: <http://www.smartclassroommanagement.com/2010/01/30/your-daily-checklist-for-effective-classroom-management/>

- For all activities and in order to pace learning, set a visual timer so that students know how long they have to work on a task. In addition, when implementing open-ended activities such as the practice for presentations task, display and go over the expectation or show the rubric to the class as a whole. In this way, all students can start at the same time. Give students signals to indicate that you want them to be quiet and do not try to talk over the students.

- Ensure the teacher goes over the behavior expectations, such as no complaints, before playing a learning game. Consider telling the students that the teacher is the judge, and only the teacher decides. Once the expectations are discussed and written on the whiteboard, check for comprehension. Probe students to explain to their classmates the behavior expectations for the game. Explain the consequences if rules are not followed.

A Model for Self-Change

So what is there for a foreign language teacher to do? What steps should be taken first on the road to self-improvement? While many models regarding professional development abound, a national initiative of Advancelearning called The Teacher Effectiveness for Language Learning (TELL) Project, presents a suite of resources especially designed for foreign language teachers to help in self-reflection and individualized professional growth. The suite of resources include self-assessments, goal-setting forms, feedback tools, and implementation scenarios.

The interesting element of the TELL resources is that it is aligned with both the Danielson and Marzano criteria/rubrics for teacher evaluation, though specifically grounded in the contexts of foreign language instruction. The TELL framework offers seven domains for self-reflection: classroom environment, planning, learning experience, performance & feedback, learning tools, collaboration & professionalism. Within each domain are a series of indicators that reflect important characteristics of what it means to be an effective foreign language teacher. All materials can be downloaded from <http://www.tellproject.org/>

As a teacher one never stops learning. What the profession looked like 20 years ago is very different than what it looks like today and it will be different yet again in another 20 years. As the tools and contexts of our profession are ever changing, all foreign language teachers need to be ever vigilant about improving their classroom practice and effectiveness.

Research Basis for Praxis Change

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Tony Erben (Ph.D., M.A, B.A, Dip.Ed.) is an Associate Professor of Education (ESOL & Foreign Language Education) at the University of Tampa with 29 years experience. His areas of specialization include second language learning, technology in education and teacher education”. He is active in many professional organisations, including having been in 2003-2004 the President of the Florida Foreign Language Association (FFLA).

Silvina Iglesias (M.A.T, B.Archit.) is a foreign language and ESOL peer evaluator in the School District of Hillsborough County with over 17 years experience. She is a certified Spanish K-12 and ESOL Endorsed teacher who has taught Spanish in all grade levels as well as Latin. She is a Spanish AP Language & Culture examiner.

Valerie Fuchs-Tatum is a National Board certified teacher with over 22 years experience. She earned her B.A. and M.A. in Foreign Language Education and Linguistics from the University of South Florida. Most recently, she received the Dr. Carlos Rodriguez Award Scholarship from the Superintendent to pursue her Doctorate Degree at Nova University in Educational Leadership.

	Level 1 Beginner	Level 2 Novice Range	Level 3 Intermediate Range	Level 4 Advanced Range
	Instructional Accommodation	Instructional Accommodation	Instructional Accommodation	Instructional Accommodation
I. Pre-Exploration A. Pre-Read Scrutiny B. Initial Description C. Content Skeleton	Graphic Organizer Sorting Activities (Creating Word Walls & Word Sorts) Modeled Talk + Visuals & Realia		Attribute Charting Guided Reading with Q & As + Read, Pair, Share KWL & Data Charts	
Ia. Confirmation	Video (aural/oral practice)			
II. Interpretive Exploration A. Words B. Grammar C. (Re-)Assemble D. Stop the Confusion	Semantic Mapping Sentence Transformation Simplify Idea Bubbles	Cloze Activities Syntax Surgery Elaborate What's Important Flow	Vocabulary Role-Play Complete the Gaps Sentence Scramble Sequence-it	Word Sorts Mixed Up Sentences Scripting Ask-it
Iia. Reinforcement	Explicit Vocabulary & Grammar Practice Using Close-ended Exercises			
III. Critical Exploration A. Connections B. Scaffolded Writes	Web 2.0: Narrable @ https://narrable.com/ Model Writing / Journaling ⁵		Web 2.0: Thinglink @ http://www.thinglink.com/ Language Experience Writing	Web 2.0: Madvideo @ http://www.themadvideo.com/ Interactive Writing
IIIa. Replicate	Whole Class Story Rebuilding			
IV. Synoptic Exploration A. Confirm B. Synthesize	Read Other Teacher Modified Texts Create a Collage with Labels	Use Lingro @ http://lingro.com/ to comprehend online texts Create an Advertisement	Use LinkTV @ http://www.linktv.org/knowthenews to hear and deconstruct listening texts through activities Create a Newspaper	
Iva. Debate	Communication Opportunities (Barrier Game, Information Gap Activity, Rank Ordering, Inquiry & Elimination)			
V. Post Exploration A. Review B. Explain	Think, Pair, Share Web 2.0: Wittycomics @ www.wittycomics.com	Brainstorm Web 2.0: Inklewriter @ www.inklestudios.com/inklewriter	Peer Tutoring Web 2.0: Pixton @ www.pixton.com	Research Interview Web 2.0: Storyjumper @ www.storyjumper.com
Va. Extend	Pocket Chart Story		Three-part Book	

Appendix A: Small Group Text Deconstruction Activities

⁵ In each of the suggested strategies (Model Writing, Journaling, Language Experience Writing, Interactive Writing) the steps in the writing process to be followed are: Prewriting, Drafting, Conferencing, Revising, *Explicit Input*, Editing, Publishing, Celebrating. *Explicit Input* is the step in which the teacher explicitly focuses on one grammatical item to be taught and then practiced by applying the structure multiple times when writing/editing the text

Marcela van Olphen, Carol Ann Moon and Ángel Luis Jiménez

LibGuides for World Languages: World Languages and Librarians Sharing Online Learning Spaces

This article is the result of two faculty members who worked together to promote collaboration between their university library and foreign language program at [name to be inserted after review] University, [location to be inserted after review], United States. Specifically, this paper presents an account of current literature pertaining to LibGuides, situates LibGuides within the context of standards proposed by professional associations, and provides practical recommendations for the creation and implementation of LibGuides grounded in a research-based approach. Although the focus of the present article is world languages (Spanish and German), the ideas and principles presented can be transferred and applied to other languages and/or disciplines.

Online teaching, LibGuides, World Languages, TPACK, LATs, ACTFL Standards, ACRL Standards, CEF

In order for personalized learning to take place within the language learning experience, a virtual classroom that engages learners with interactive Internet resources that can be explored at students' leisure is vital. LibGuides, a content management tool developed by Springshare, has become increasingly popular among librarians and faculty across universities in the United States. This popularity is the result of combining major features such as Web 2.0 applications (wikis, blogs, social networks), potential linkage with over 30 social applications (FaceBook, Delicious, Digg), an intuitive interface, and the creation of dynamic content-based library collections (Bushhousen, 2009). Given that LibGuides are hosted by the libraries themselves, librarians can easily access them, add and update contents, and closely work with discipline-specific faculty to satisfy pedagogical needs as well as student learning needs. In light of the critical role immersion plays when learning world languages, LibGuides can be implemented effectively as online repository spaces for language materials.

Review of Literature

Faculty and librarians have pointed out the advantages of using LibGuides in several disciplines such as nursing, medicine, art, and history. Because of the shortage of specific articles pertaining to this topic for world languages, examples and studies conducted in other disciplines that address LibGuides in general are included in this paper. For organizational purposes, this review of literature focuses on (a) the overall benefits of LibGuides, (b) their dynamic nature, accessibility, and user-friendliness, and (c) faculty, librarians, and students' perspectives and preferences.

Overall Benefits of LibGuides

Independent software reviews (Becker, 2009; Bushhousen, 2009; Griffin & Lewis, 2011) have pointed to the multiple advantages that LibGuides bring to the arena of web-based content management software, particularly when migrating online research collections, maximizing the potential of special collections repositories, increasing libraries' online presence, and efficiently managing cumbersome volumes of information. Likewise, LibGuides provide ample support for digital researchers who see value in its capacity for metadata collection (Bottomley, 2012). To this end, England, Fu, and Miller (2011) found that the LibGuide, in addition to its traditional use as a course and research aid, is an excellent tool for setting up checklists to manage electronic resources that must transition from one fiscal year to another, which involves a high volume of resources and figures centrally in the organization and efficiency of accomplishing institutional goals.

To promote collaboration between librarians and faculty is another important feature of LibGuides. For instance, the College of Architecture and Design at the New Jersey Institute of Technology worked in association with the Littman Architecture Library to advance the quality of students' education by maximizing limited resources (Cays & Gervits 2012). In particular, developing cross-disciplinary curricular components strengthens collaboration efforts between librarians and content-specific faculty seeking to improve existing curricula and responds to the ever-evolving nature of the teaching and learning processes (Corso, Weiss, & McGregor 2010). Having these types of resources online broadens their availability as tools for marketing an online library community (for further information, see De Voe's (2009) discussion about LibGuides and other web applications that can be employed as means to market libraries and their online communities).

Dynamic Nature, Accessibility, and User-Friendliness

The dynamic nature, accessibility, and user-friendliness of LibGuides have been consistently noted across the literature reviewed (Buczynski, 2009; Bushhousen, 2009; Cofield and Solon, 2012; England

et al.; Glassman & Sorensen, 2011; Griffin & Lewis, 2011). In the case of England et.al., they discovered that LibGuides allowed them to facilitate the complexity of creating extensive checklists and transferring resources through fiscal years with a significant reduction in issues to be solved. Also, accessibility and ease of use allowed for a design that was visually clear and goal-oriented. To this end, Glassman and Sorensen (2010) and Buczynski (2009) called attention to the fact that even non-programmers who lack knowledge of coding can create, maintain, and update web content. Likewise, these traits were also noted by Cofield and Solon (2012) in their article on maximizing resources for law libraries. Griffin and Lewis (2011) found that the combination of simplicity, functionality, and easy-to-update characteristics were advantageous to their Special and Digital Collections at the University of South Florida's library. This is a great advantage, given the increasing number of distance education students and the demands libraries now face with regards to changing demographics and dynamics (Gonzalez & Westbrook, 2010).

Faculty, Librarians, and Students' Perspectives and Preferences

In the articles reviewed, a general consensus over the usefulness of LibGuides in an academic environment emerges among faculty, librarians, and students. For instance, Abedonojo (2010) reported that librarians from East Tennessee State University have identified LibGuides as an excellent strategy to acquaint students with university library resources such as databases, particularly in the case of students in their first and second year. In the same vein, Han and Hall (2012) asserted that LibGuides have added value as a retention strategy for international students, insofar as getting acquainted with a different system can be an arduous process, particularly when interpreting and unraveling new codes and procedures.

Similarly, Bowen (2010), when describing current approaches to and assessing the value of adopting course-appropriate research guides using LibGuides in BlackBoard, found that students valued access to university library resources from a persistent link conveniently located within their courses' shells. In addition, these students showed a clear preference and inclination to use embedded library resources before using other external (re)sources on the Internet. Yelinek, Neyer, Bressler, Coffta, and Magolis (2010), in their article entitled "Using LibGuides for an Information Literacy Tutorial," addressed how librarians at Bloomsburg University used the LibGuides tool as a replacement for an information literacy library tutorial that had been shared via Blackboard. Librarians noted that making the tutorial more visible and available via LibGuides expanded the opportunities for collaboration with faculty, which in turn resulted in having more robust and valuable resources. This capacity to share tutorial resources is becoming the golden rule in libraries. Brooks-Tatum (2012),

examining how Delaware State University's library implemented LibGuides for subject-specific resources, reported that, according to librarians, the use of LibGuides supports more efficient research as well as enhances online and satellite campus programs. To this end, Breitbach (2012) found that use of the synchronous virtual reference LibChat feature facilitates the creation of multiple virtual reference queues that can be monitored and used for planning and library staffing purposes.

In sum, the articles presented above indicate that LibGuides (a) provide a user-friendly, simple, and intuitive platform that requires no programming background, (b) expand faculty and students' research horizons while simplifying librarians tasks when updating information, and (c) have the potential to cater to myriad academic units as well as administrative ones.

LibGuides in Context

This section provides some insights about LibGuides in the context of professional standards. Specifically, documents from the American Council on the Teaching of Foreign Languages (ACTFL), the Council of Europe (COE), and the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), are noted in connection with the use of LibGuides.

The ACTFL Standards for Foreign Language Learning in the 21st Century (2006), subsequently referred to as the ACTFL Standards, are organized around five pillars: Communication, Communities, Cultures, Connections, and Comparisons. These five pillars are most commonly known as the "5Cs." The Communication standard points to the use of language "in vivo," meaning real-life situations, with focus on what students can do with language instead of what they know about language. The Cultures standards address issues of cross-cultural awareness and the importance of understanding others' perspectives and ways of life. The Connections pillar signals the importance of linking world languages to other subject areas, whereas the Comparisons standard brings forward the importance of comparing and contrasting languages and their cultures, making predictions, and analyzing different patterns to better understand native and foreign languages. The Communities pillar encompasses learning experiences that transcend the classroom walls and emphasizes development of global citizenship. If we consider all the advantages and benefits of LibGuides described in the review of literature, it is easy to assert that within this context, LibGuides have the potential to advance the "5Cs" when integrated in a principled manner.

In addition, ACTFL has issued Proficiency Guidelines that provide guidance to help identify students' proficiency levels. The ACTFL Proficiency levels, as described in the ACTFL Performance Guidelines (2012), are organized in the following categories: Distinguished, Superior, Advanced,

Intermediate, and Novice. Likewise, the Council of Europe has put together the Common European Framework of Reference for Languages (CEF), published in 2001. The CEF provides the basis for developing and creating curriculum guidelines. The proficiency levels used are A1 and A2 (basic user), B1 and B2 (independent user), C1 and C2 (proficient user).

In 2000, the Association of College and Research Libraries' (ACRL) Board of Directors approved the Information Literacy Competency Standards for Higher Education. These standards, as they currently appear in the ALA webpage

(<http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/standards.pdf>), are as follows:

1. The information literate student defines and articulates the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

(ACRL Standards 2013)

Within the context of the CEF, ACTFL's "5Cs," the Proficiency Guidelines, and the ACRL Standards, LibGuides seem particularly complimentary in that they can be used to advance and augment students' proficiency in their foreign language. Here are some examples of how LibGuides can be used in world language classrooms.

- A LibGuide created by faculty and librarians as a way to disseminate ACTFL Proficiency Standards can act as a model for defining the nature and extent of information needed for a particular subject or research project.
- Create embedded links to actual online resources to supply countless multimedia samples (YouTube) aligned with specific proficiency levels.
- Create a LibGuide that supports inclusion of written samples in both English and the target language
- Enable LibGuide tools that allow for comments, surveys, and any other data that can aid authors to improve the LibGuide as well as to assess students' progress.

- Develop a LibGuide that models ethical use of information by a) reminding LibGuide creators to gain permission to use other LibGuides templates created by the Springshare Community Members, and b) providing its input fields that consistently request the complete publication information of print resources or the complete URL for electronic. LibGuide creators have the ability to show citation information in Word or PDF documents they attach to the LibGuides, as well.

In sum, faculty and librarians can collaborate to join efforts and combine resources to substantially improve their university learning environment. LibGuides, within the context of professional association standards, have the potential to advance students' language competence while furthering students' information literacy awareness.

Creating and Implementing LibGuides

The integration of technology in any curricular content area needs to be grounded on principled approaches in order to be meaningful and to fulfill learning goals and objectives (Rodriguez-van Olphen, 2002; van Olphen, 2003). Therefore, when integrating technology into curriculum areas, in this specific case LibGuides, it is necessary to consider learning goals, pedagogical decisions, sequencing activities that are curriculum-keyed, and the selection of tools that are best fit for the specific learning goals (Harris & Hofer 2009).

Technological Pedagogical Content Knowledge (TPACK) and Learning Activities Types (LATs): A Principled Approach

When creating and implementing LibGuides, it is important that librarians and faculty ground their work in principled approaches to technology integration. One way to do so is considering technology, pedagogy, and content knowledge, a form of knowledge known as “Technological Pedagogical Content Knowledge” or TPACK (Koehler & Mishra 2008). TPACK is an extension of Shulman’s (1986) construct “Pedagogical Content Knowledge,” the specialized type of knowledge that educators across disciplines need to possess and that transformed teacher educators’ understanding of the nature of teachers’ knowledge. According to van Olphen (2008), TPACK, as it applies to world languages, refers to highly specialized knowledge that world language educators need to have about how to teach languages (Pedagogical Content Knowledge), how to select and use different types of technology to communicate language-specific content knowledge (Technological Content Knowledge), and how to use particular technologies when teaching (Technological Pedagogical Knowledge). This knowledge is complex, highly situated, and not easy to achieve.

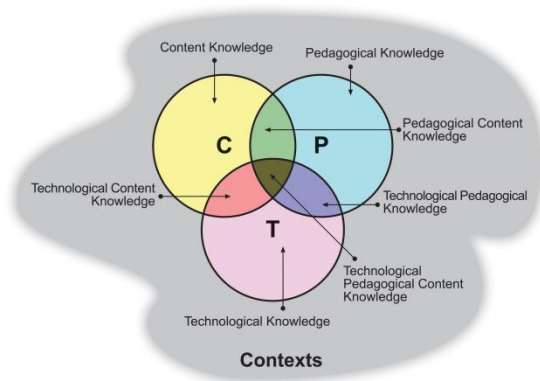


Figure 1: Technological Pedagogical Content Knowledge (Koehler & Mishra 2008)

To operationalize TPACK, Harris & Hofer (2009) proposed Learning Activities Types (LATs). LATs are conceptual planning tools meant to help teachers learn to integrate technology from a curriculum-based/standard-based planning springboard. LATs are sets of standard-based activities that guide teachers into selecting different types of technologies that can be used to carry out different types of activities linked to specific learning objectives and their assessments. For more information about LATs, visit the College of William & Mary School of Education website for Activity Types (<http://activitytypes.wm.edu/>) and see van Olphen, Hofer, & Harris (2011, February); van Olphen, Hofer, & Harris (2012, August); van Olphen, Hofer, & Harris (2011-2012); and van Olphen, Hofer, & Harris (2009-2010).

Practical Considerations

When developing and creating LibGuides as well as when making any type of decisions in our lives, it is important that practical considerations remain aligned and consistent with the theoretical underpinnings we advocate and believe to be our guiding principles. To this end, Somerville and Vuotto (2005) and Ladner, Beagle, Steele, and Steele (2004) suggested that when creating guides, build them around course-related assignments and content. In the case of the LibGuides created at Saint Leo University for Spanish and German, we followed this principle. Each class has its own LibGuide that is organized consistently with the corresponding course syllabus and aligned with the ACTFL Standards.

In addition, Little (2010) emphasized the importance of applying principles from cognitive load theory to heighten the effectiveness of LibGuides. Little (2010) claimed that reducing students' cognitive load by focusing on the processes students will use to find resources will support self-

regulated learners able to construct their own knowledge. Thus, drawing from Little's suggestions and authors' experiences, here are some other practical considerations:

- Anchoring LibGuides in course-level subject-area
- Using clear and concise language to describe the purposes, instructions, goals, and expected outcomes of assignments
- Provide links to sets of core subject-area materials
- Include visual and audio materials
- Increase students' interactivity and feedback by using polls, feedback forms, etc.
- Assist students in developing metacognitive strategies and self-regulated learning strategies
- Break-down complex assignments into smaller pieces with the students' own sets of learning objectives and outcomes

In all, practical considerations must respond to students' and discipline-based needs. Again, it is critical that actions are grounded on sound principles that focus on student-learning and professional preparation of students to meet the demands of the 21st century, hence the importance of standard-based approaches.

Conclusions and Implications

Students of librarians as well as of world languages faculty are benefitting from LibGuides, a flexible online template that can become an online learning destination for library research and for world languages resources. LibGuides offer an interactive online classroom for instructors to upload Word documents, post hyperlinks, embed video and audio file contents, and for students to choose to use this supplemental information and to comment upon the information's usefulness (Gambrell & Morrow 1996). In addition, students, when granted collaborator status, can add content to a LibGuide. Faculty can encourage students to add their own recommended punctuation, pronunciation, vocabulary, and world languages dialog websites, as well as create an audio file speaking German or a video file acting out a Spanish short play to be shared with the instructor or the entire class. Challenging students outside of class with a personalized online space like instructor-customized LibGuides breathes new opportunities for world languages practice, library instruction, and student success – crucial to increased competence and heightened motivation to continue delving into the subject matter.

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Marcela van Olphen, Ph.D. (Purdue University) is an Associate Professor of Spanish and Portuguese and Lead Faculty for Bridge Program at Saint Leo University, Florida, United States. Her research focuses on language teacher education and principled approaches to integration of technology.

Carol Ann Moon is Associate Professor at the Daniel A. Cannon Memorial Library at Saint Leo University, Florida. Moon holds an M.A. in German from the University of Florida and an M.A. in LIS from the University of South Florida. Her librarian areas are reference, instruction, and outreach. Moon has taught German since 1990. Her research focuses on Faculty Development and Training.

Ángel Luis Jiménez, M.A., Instructor of Writing and Research, has been a faculty member of Saint Leo University since 2011. His current research interests are anchored in the scholarship of critical animal studies, gender theories, and postcolonial studies.

Harold Schefski

Challenges of Teaching the Russian Language Prefix ZA with its Multiple Meanings and Situations

The Russian language uses approximately fifteen prefixes to alter meaning and create nuances. One of the more interesting prefixes is ZA which as this paper demonstrates has three major functions: 1) excessiveness, 2) inceptive action and 3) in conjunction with the prefix RAZ, the execution and reversal of an action. Unfortunately, only inceptive action is addressed adequately in American introductory and intermediate Russian language textbooks. The full spectrum of prefixes needs to be treated one by one both in terms of literal and figurative language usage. The sooner this happens, the faster students will progress in their mastery of the Russian language. In addition, even native speakers of Russian with the help of the prefix system should eschew cognates from Western languages and try to find native equivalents. In this way, the Russian language will not only maintain its purity but will also keep some separation from European influence.

“Krokodil xochet zavesti sebe druzei”

Cheburashkia 1

While it may be dangerously close to a cultural stereotype, Russian society from medieval times has been known for its lethal combination of excessive drinking and domestic violence (usually in the form of physical beatings) 2. In fact, once drinking has occurred, spouse beating --either the drunken husband strikes the innocent wife or the wife, fed up with her inebriated husband, in turn gives him a beating-- often becomes the predictable outcome. 3

Thus, perhaps it is no coincidence that the two verbs in Russian *pit'* (to drink) and *bit'* (to beat) differ by only one letter (actually they could be considered the voiced and voiceless counterparts of the same labial sound), and together they belong to the rather limited monosyllabic category of Russian verbs. Moreover, when drinking and beating get out of control, these verbs both attach a –ZA prefix (*zapit'*{to get drunk} and *zabit'* (to give someone a thrashing)) to reflect excess. 4

Such parallelism calls attention to one of the major usages of the “ZA” prefix in Russian—to take the word to which it is affixed to a more extreme level (*chrezmernost'* *deistviya*—*action carried to excess*), not that much different from creating the superlative (largest) from the positive (large) form of an adjective. This is quite logical since the preposition ZA in addition to its primary physical meaning of “behind,” (*On zabezhal za derevo*/he ran behind the tree) also conveys the idea of “beyond.” (e.g., *Nasha beseda zashla za polnoch'* (Our conversation extended beyond midnight).⁵

A further extension of this excessive quality is captured in the reference to the nearly two-decade administration of Soviet General Secretary Leonid Brezhnev (1964-1982), which became known in Russian as “zastoi” (stagnation) from *zastoyat'sya* (to stand too long)--an excessive version of *stoyat'* (to stand). This pattern also occurs in verbs such as *zarezat'* (to murder by slitting the victim's throat), which far exceeds the base verb *rezat'* (to cut) just as *zaderzhat'sya* (to get detained) is much more protracted than *derzhat'sya* (to hold still or to stay in one place).

While the excessive enhancement of the prefix often carries a powerful negative connotation such as *zamerznut'* (to freeze to death) as opposed to *merznut'* (to freeze—intransitive), or *zadushit'* (to smother someone to death) as beyond simply *dushit'* {to choke), *zastrelit'sya* (to shoot oneself to death) in contrast to *strelyat'* (to shoot), *zarasti* (to be overgrown in the sense of a neglected garden) as an extension of *rasti* (to grow--intransitive) and *zamolchat'* (to shut up) a step beyond *molchat'* (to be silent) in its degree of rudeness, there are occasions where the meaning provides a positive result such as *zavoyevat'* (to conquer) developed from *voyevat'* (to wage war) *zachitat'sya* (to get carried away reading) going far beyond *chitat'* (to read), and *zaslushat'sya* (to listen with delight) a happy extension of *slushat'* (to listen). Even the going verb “zaiti,” which usually has the meaning of “to drop by or stop in” (a tangent action from the main direction) can create this excessive quality in the usage *On zashol daleko v les*—“he went far or deep into the forest” which extends beyond just going into the forest (*on poshol v les*). Moreover, in a figurative sense when one takes an argument or discussion too far and threatens to offend someone or get on their nerves, this usage can also be applied: *pora prekratit' etot bespoleznyj spor*—*Vy zavli slishkom daleko!* (It is time to end this useless argument—you have gone too far!)

It should be noted that this particular usage of the ZA prefix as what could be called a “verbal superlative” (a strange combination, since superlatives are usually derived from adjectives and not verbs) is virtually untreated, even in advanced Russian grammar books in English, let alone elementary or intermediate textbooks.⁶

Western Russian language textbooks tend to limit themselves to discussing ZA in the going verb situations just mentioned (i.e., *zaezhat/zaexat'*, *zaxodit'/zaiti*, *zabegat'/zabezhat'*), and on those occasions when the prefix is “empty,” where it simply creates a perfective verb from an imperfective counterpart (e.g., *platit'/zaplatit'* to pay) or may form a new verbal pair with a change in lexical meaning to an existing base verb, such as *zadavat'/zadat'* meaning “to assign” after *davat'/dat'* means “to give”. In a similar vein, *zakazyvat'/zakazat'* means “to order food in a restaurant” while other prefixes also alter the lexical meaning (e.g., *dokazyvat'/dokazat'*-to prove, *ukzayvat'/ukazat'* to indicate/point to, etc.) even though in this particular instance, the non-prefixed form (*kazat'*) has no independent existence of its own.

The one prominent exception to this neglected treatment of the ZA prefix for excessive action is the excellent native Russian book, co-authored by the two scholars A.N. Barykina and V.V. Dobrovol'skaya in 2009 (*Izuchaem glagol'nye pristavki—Let's Study Verbal Prefixes*) which devotes an entire section to ZA in this limited but important usage.⁷

A couple of examples from their work conveying the usage of extreme behavior are the following: *Posle doklada slushateli zasypali dokladchika voprosami* (After his talk the speaker was overwhelmed with questions) and *Kak zhal', chto Masha sovsem zabrosila muzyku, u nyeyo bol'shie sposobnosti* (How sad that Masha entirely gave up music; she really was quite talented in this field).⁸ Both examples offer rash responses, the first on the part of the audience toward the speaker, and the second with respect to Masha's unwise decision to become neglectful of her own talent.

Besides the use of ZA in the meaning of excessiveness, the prefix may also direct the reader or speaker toward the idea of beginning (inceptive) action, which is a productive usage that is often encountered in intermediate and advanced textbooks. In the idea of conveying emotions, this usage is especially widespread. Here is just a short list of such verbs: *zaplakat'* (to start to cry), *zasmeyat'sya* (to begin to laugh), *zakrichat'* (to begin to shout), *zarydat'* (to begin to sob), *zagovorit'* (to begin to speak). All these are perfective verbs indicating instantaneous responses.

While emotional states are very prevalent in this usage (take, for example, this long, descriptive sentence from Leed and Nakhimovsky's textbook, *Advanced Russian*): *Kogda muzykanty konchili igrat', publika, zaaplodirovala, zakrichala, zasvistela, zaorala, I zatoptala nogami* (“When the

musicians finished playing, the audience began applauding, began shouting, started whistling, started yelling, and began stomping their feet”) , this is not obligatory as other examples demonstrate: *zainterestovat'sya* (to start to take an interest), *zazhigat'/zazhech'* (to light or ignite) with *zazhigalka* being a cigarette lighter, *zakurit'* (to begin to smoke) and *zagoret'sya* (to catch fire).⁹

Perhaps the most common example of this inceptive usage is *zabolet'* (to take ill), which is introduced as early as second semester Russian, or wherever a chapter devoted to health issues occurs. More advanced usage concerns olfactory phenomena (*zapakhnut'*-to begin to smell, *zavonyat'* –to begin to stink) and visual phenomena *zablestet'*-to begin to shine) and (*zazelenet'*-to start to turn green), even though most color verbs use the prefix PO instead (e.g., *pokrasnet'*—to turn red).

The concept of beginning action can in many cases be replaced by the compound verbal form, consisting of the imperfective infinitive preceded by the verb (*nachat'*-- to begin). Thus, *on nachal smeyat'sya* becomes equivalent to *on zasmeyalsya* and compares favorably with the English equivalents, *He began to laugh* and *he started laughing*.

The use of ZA as a beginning action in the simple non-compound form is often a warning that if the action continues, the result will have negative consequences. For example, when Count Leo Tolstoy during his hunting days was attacked by a bear in the woods, the peasants around him expressed their alarm by screaming *medved' zayel barina!* (a bear has started to eat the master).--a concise way of alerting everyone that extreme measures were immediately necessary in order to prevent a totally unacceptable and unthinkable outcome.¹⁰

Finally, in this inceptive category there are a couple of very useful figurative usages. The first is the verb *zazhit'* (to heal) which implies that when a wound or injury no longer hurts, it has started a new life (*rana zazhila I bol'she ne bolit!* the wound has healed and no longer hurts). The second figurative usage is linked to the concept of laying the foundation but not of an actual building or structure but instead of art, science or some kind of major intellectual endeavor. For example, Barykina and Dobrovol'skaya introduce the achievements of the Russian Ben Franklin (i.e., Lomonosov) as follows: “M.V. Lomonosov zalozhil osnovy mnogikh otraslei sovremennoi nauki” (“M.V. Lomonosov laid the foundation of many branches of modern science”).¹¹

Before turning to a third category of usage, it is important to mention here the verb *zarabotat'*, which has the unique distinction of illustrating both of the first two categories in that it means “to start to work” in reference to an inanimate object (*komp'yuter zarabotal utrom*--inceptive) and when referring to a person “to earn” (*rabochie zarabotali sto rublei*—excessive) since not all work receives or merits monetary compensation. In connection with this, it is interesting that the other verb to work

in Russian *sluzhit'* (to serve) has only the one dimension of excessiveness *zasluzhit'* (to deserve).¹² Thus, in order to say “to begin to serve” the compound of *nachat'* *sluzhit'* is required.

The third important usage of the ZA prefix is more complicated than the previous two in that it pairs up with the RAZ prefix to show “the fastening and unfastening” (or the doing or undoing) of a specific kind of behavior. *Raz* (*ras*) is already known for its linkage with the prefix C in demonstrating the coming together and going apart (convergence and divergence) of a behavior pattern (e.g. *molodyozh bystro skhoditsya I raskhoditsya*/ Young people quickly come together and then just as fast go their own separate ways). Another example is *sobirat'sya* (to gather) versus *razbirat'sya* (to sort out).

The first pair of “doing and undoing” that comes to mind is *zavernut'/razvernut'*—to wrap and unwrap a package. This can be extended to sealing up and unsealing an envelope *zapechatat'/razpechatat'*. With human clothing this dynamic is especially useful: *zashnurovat'/rasshnurovat'* (to lace up and unlace shoes) *zastegnut'/rasstegnut'* (to button up and unbutton shirts or coats), *zavyazat'/razvyazat'* (to tie up and untie items, such as a necktie).

This latter usage has a particularly interesting application in Russian Formalist literary criticism of the 1920's, where the first turning point of a story is designated as *zavyazka* (*tying up*) and the final one (known in French as the *denouement*) becomes the *razvyazka* (the untying of the action), as it moves toward a resolution. In German these moments in a story are often known as *auslosende* and *auflosende Wendepunkte*—i.e., the first and last turning points in a story's narrative development.

Also belonging to this category of “doing and undoing” of an action are *zaryadit'/razryadit'* (the loading up and unloading of a weapon), *zaputat'/rasputat'* (the tangling and untangling of some idea or concept), *zashivrovat'/raschivrovat'* (the encoding and deciphering of messages or forms of intelligence), and in noun form *zagadka/razgadka* (a mystery or riddle versus solution to a riddle).

One of the most interesting figurative pairs is *zacharovat'/razocharovat'* “to enchant and disenchant someone”—antonyms in the truest sense of how the behavior of people can be perceived either positively or negatively by others. In connection with this, it is interesting that *zavlekat'* “to entice” and *razvlekat'* “to entertain” are closer to synonyms than antonyms, since they do not carry that polarized juxtaposition of all the above-cited examples.¹³

Like excessiveness of action, this opposition of “doing and undoing” of an activity is seldom addressed in anything but the most advanced textbooks and usually remains the exclusive domain of the linguistic specialist, even though these activities are not uncommon in everyday situations and

really need to be understood and assimilated by students as they move from the passive skill of comprehension to the active skill of speaking Russian.

To conclude, a simple two letter prefix such as ZA has three distinct major functions: 1) excessiveness, 2) inceptive action and 3) in conjunction with “raz” the execution and reversal of an action. Undoubtedly, a similar detailed semantic analysis could be performed on all the other prefixes (*do, pere, pro, ob, raz, c, po, na, u, pri, v, vy pod, ot, iz*), showing how complex and dynamic the use of prefixes can be in the contemporary Russian language.

By the way, in returning to the juxtaposition of *bit'* (to hit) and *zabit'* (to thrash excessively), one should mention that in this particular case the version *ubit'* takes the prospective attack to the highest threat level possible with its meaning of “to kill” (i.e., to beat to death), even though death could be caused by a weapon other than a whip or belt.

To paraphrase Ivan Turgenev’s famous quote, how rich and powerful is the Russian language! (*Kak moguch I bogat russkii yazyk!*)¹⁴ This paper demonstrates that one of the ways this richness is conveyed is through the sensitive nuances of the Russian prefix system, in this case the prefix ZA. Authors of textbooks need to strive for more comprehensiveness at the introductory and intermediate levels and address all the possible applications of the verbal prefix. Only then will students of the target language advance more rapidly to higher levels of comprehension. In addition, this tendency to use prefixes to show lexical and semantic differences will work against the disturbing inclination in contemporary Russian to insist on using Western cognates, when a native equivalent is available.

NOTES

1. From *The Adventures of Cheburashka & Friends* set into animation by **Yuri Norstein et al (2005)**. Lonely and bored, the Crocodile Gena posts this sign around his neighborhood after returning to his apartment following a full day’s work at the zoo. Cheburashka, an animal of unspecified origin, responds to the invitation, initiating the friendship that comprises the core of this favorite Soviet children’s work by **Edward Uspensky (1966)**. *Zavesti* in this context means “to acquire,” thus, the English variant is “A Crocodile wants to acquire (i.e. lead behind himself) friends.” In a mechanical sense, *zavesti* has a further figurative meaning of “to wind” or “start up”: (e.g., *My zaveli chasy I oni poshli*—we wound the clock and it started running or *Shofyor zavol mashiny I my otpravilis; v put'* -- The driver started the car’s motor and we set off on our journey).

2. **Anton Chekhov's short story Gusev (1890)** serves as one of the many examples in Russian literature where talk about drinking and beatings is merged into the same sentence. Gusev laments: Brat u menya doma, znaesh', ne stepennyi: p'yanitsa, babu zrya b'yot . . . (**A. P. Chekov, *Izbrannyye proizvedeniya v tryokh tomakh (tom vtoroi) povesti I rasskazy 1888-96* (Moskva: Izdatel'stvo Khudozhestvennaya literatura, 1967) p. 116.** "My brother at home, you know, isn't steady; he drinks, he beats his wife for no reason . . . ***The Portable Chekhov*, ed. Avrahm Yarmolinsky, (New York: Penguin Books, 1977), p. 266.**
3. It is interesting that the sixteenth-century manual on Russian domestic life *The Domostroi* (Rules for Russian Households in the time of Ivan the Terrible) authorized wife beating with only the following mitigating circumstances: "Husbands were admonished not to use wooden or iron rods on their wives, or to beat them around the face, ears or abdomen, lest they cause blindness, deafness, paralysis, toothache, or miscarriage."
4. Thus, the description of the drunken celebration of *Maslenitsa* (Shrovetide) in **Nikita Mikhalkov's** celebrated film "Barber of Siberia" (*Sibirski Tsiryul'nik*, 1998) is called "zapoi," derived from the Russian verb zapit' (to get drunk, drink to excess).
5. It is important to note that the concept of "behind" can also be extended to figurative usage and is not limited to a literal location. Take, for example, the adjective "zastenchivyi," which in Russian means "shy" though literally it simply means "behind the wall." Another adjective "zagadochny", which in a literal translation means "behind the guess" (*gadat'*) now means "inscrutable." Similarly, the noun "zagovor" denotes "conspiracy" in a figurative sense but literally signifies what happens "behind the speech." Finally, the noun "zapad" literally means "falling behind," while figuratively it translates into the direction on the compass WEST, because the sun sets (i.e., falls behind) in the West.
6. One exception in this regard is **Terence Wade's *A Comprehensive Russian Grammar*** (Cambridge, MA: Blackwell, 1992) p. 276, where the author briefly mentions a ZA prefix category which he calls "To spoil by excess," providing the example *zakormit' shchenka* (to overfeed a puppy).
7. Here it should be mentioned that this book is an updated version of the earlier publication titled *Sbornik uprazhnenii po glagol'nyim pristavkam dlya inostrantsev* (**A Collection of Exercises on Verbal Prefixes for Foreigners**), which the very same two Russian scholars issued forty years earlier in 1969. As expected, the Soviet version contains some propaganda charged examples of the ZA

prefix (omitted in the later publication) such as the following one: *Nel'z'ya zabyt' togo, chto vo vremya vtoroi mirovoi voiny fashisty ZALILI vsyu zemlyu krov'yu* ("One should not forget that during the Second World War the Fascists flooded or covered (i.e. poured to excess) the entire land with blood"). It is interesting to note that Wade prefers to see this kind of example as not a type of excess, but more as a separate category, which he calls "process covering an area" and gives as a further example *zasadit'sad derev'yami* (to plant a garden with trees, p. 276).

8. **A.N. Barykina & V.V. Dobrovol'skaya**, *Izuchaem glagol'nye pristavki* (Sankt-Peterburg: Zlatoust, 2009) p. 35.

9. **Alexander Nakhimovsky and Richard Leed**, *Advanced Russian*, (Columbus Ohio: Slavic Publishers, 1980), p. 124.

10. **N.A. Nikitina**, *Povsednevnyaya zhizn' L'va Tolstogo v Yasnoi Polyane*, (Moskva: Molodaya Gvardiya, 2007) p.190.

11. *Izuchaem glagol'nye pristavki*, p. 35.

12. A similar relationship is contained in the pair *bit' myach* (to strike the ball) versus the positive result *zabit' gol* (to score a goal). In this case as in *sluzhit'/zasluzhit'*, the imperfective denotes an activity and the perfective a positive accomplishment or result.

13. Also more in the nature of synonyms rather than antonyms are the pairs *zatronut'* (to touch affect)/*rastronut'* (to touch, move) and *zavodit'/zavesti shchenyat* (to breed puppies) / *razvodit'/razvesti ovets* (to raise sheep).

14. **Ivan Turgenev's** full quote on the extraordinary nature of the Russian language reads as follows: "In days of doubt, in days of dreary musings on my country's fate, you alone are my comfort and support, oh great, powerful, righteous, and free Russian language!"

Professor Harold Schefski Ph.D. Has been Russian Studies Program Director of California State University, Long Beach for twenty-eight years. He has published over thirty articles on Russian Literature, Culture and Language, including three essays in Russian Language Journal.

Daniel K. Jack

The Effects of Social Capital on English Language Learners

Equipping English language learners with the linguistic and social goods needed to compete in a global market is foundational toward pedagogical practices. Regardless of the performance-based assessments, learning and teaching strategies, and learning style inventories utilized by educators of English speakers of other languages, it is important to recognize how writing, speaking, and social skills influence social capital. If successful language acquisition is the goal, than solving linguistic problems through social capital is a means to that end. Language in all of its forms including verbal, non-verbal, written, and even spiritual are sources of social capital. As one dispenses social capital, the reciprocating result is sympathy, trust, and forgiveness is built into the personal and professional relationships of others. Correlating social capital to personal strengths in self-efficacy, autonomy, and intelligence is paramount to language acquisition growth.

Many professionals in the disciplines of economics, sociology, theology, and technology have solicited the concept of social capital as a form of problem solving. The discipline of second language acquisition education is no exception. English language learners intuitively know the difficulties in communicating new ideas across international, cultural, and linguistic lines. Seeking to clarify the concept and help assess its applications, teaching English to speakers of other languages educators should identify the sources, benefits, deficiencies, and pedagogical practices of social capital.

Defining Social Capital

Sources

Various concepts of social capital can be recognized in many disciplines, including economics. For example, simple interest is a mathematical formula for earning monetary capital. Interest dividends are earned as capital is invested. Consequently, higher investments equal higher returns.

A similar concept can also be found in the study of plants. Botany, the science of plant life, reveals four requirements under which a healthy plant must grow including temperature, light, water, oxygen,

and mineral nutrients (The United States National Arboretum, 2014). When this environmental formula is met, an apple seed will grow into an apple tree producing apples.

Moreover, biblical theology refers to this concept as the principle of sowing and reaping. The apostle Paul utilizes an agricultural metaphor to convey supernatural concepts in the book of Galatians 6:7-10,

“Do not be deceived, God is not mocked; for whatever a man sows, that he will also reap. For he who sows to his flesh will of the flesh reap corruption, but he who sows to the Spirit will of the Spirit reap everlasting life. And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart. Therefore, as we have opportunity, let us do good to all, especially to those who are of the household of faith (Bible Gateway, 2014).”

Subsequently, the guiding principle behind social capital is ‘investments yield returns’. “The core intuition guiding social capital research is that the goodwill that others have toward us is a valuable resource” (Adler & Kwon, 2009). As one dispenses social capital, the result is sympathy, trust, and forgiveness which are built into our personal and professional relationships. In other words, the goodwill we bestow upon others is reciprocated back to us.

Moreover, Adler and Kwon (2009) declare,

We can distinguish conceptually among three dimensions of social structure, each rooted in different types of relations: (1) market relations, in which products and services are exchanged for money or bartered, (2) hierarchical relations, in which obedience to authority is exchanged for material and spiritual security, and (3) social relations, in which favors and gifts are exchanged (2009).

In reference to teaching English to speakers of other languages (TESOL), educators must discuss these social dimensions with their prospective English language learners (ELLs) as a function of second language acquisition. Understanding and recognizing the particular constructs in which language is set affects the perception and value others place on a particular verbal exchange.

Benefits

According to the French sociologist Pierre Bourdieu, “language functions as ‘social capital’, a major form of cultural capital – that is, as a part of the social “goods” that people accumulate and use to assert power and social class advantage” (Díaz-Rico, 2013, p. 27). For any given actor, a given effect has different value, depending on the stage of the performance. Social capital's sources lie, as do other resources' such as bilingualism, in the social structure within which the actor is located.

Furthermore, “language is an asset, just as physical resources are” (Díaz-Rico, 2013, p.27). A major example of this concept was highly evident during the Holocaust. The 1993 American epic historical drama film called *Schindler's List*, directed and co-produced by Steven Spielberg, clearly depicted how language is power. The film is based on the life of Oskar Schindler, a German businessman who saved the lives of more than a thousand mostly Polish-Jewish refugees during the Holocaust by employing them in his factories.

In one particular scene, Spielberg (1993) films Oskar Schindler, played by Liam Neeson, business dealing with his Jewish accountant Itzhak Stern, played by Ben Kingsley; the dialogue proceeds,

Mr. Stern: “So, they put up all the money. I do all the work. What, if you don’t mind me asking, would you do?”

Mr. Schindler: “I’d make sure that it’s known the company is in business. I’d see that it had certain panache. That’s what I’m good at...not to work, not to work...the presentation!”

During an interview recorded on YouTube, Spielberg goes on to say, Schindler was less of a Nazi in his heart, and much more of well I can’t make money from the Nazi’s unless I wear the little swastika on my lapel as a lapel pin. So he did a lot of things to ingratiate himself and to profit from World War II.” (Spielberg, 2014).

A significant part of Schindler’s ‘ingratiation’ flowed from his tongue. Although, he did not have financial resources per se, he was rich in verbal language and social capital.

Accordingly, the ability to communicate succinctly through writing is yet another form of social capital. If an ELL has strong writing skills, they are perceived as being educated. However, just as quickly as people make intelligence judgments on ELLs through oral language learning curves, the same judgments are made through writing and speaking critiques.

Deficiencies

Social capital can be greatly reduced through dialect bias. TESOL educators must also inform ELLs about the negative attitudes regarding language dialect. According to Díaz-Rico (2013): Wolfram

(1991) describes how “in the United States, regional accents may be seen as quaint or charming, but listeners also use accent to judge on a range of personal qualities and capabilities, such as innate intelligence, morality, and employability” (p. 332). Thus, one’s accent can have a bearing on one’s economic status.

Language variation is also connected with a person’s economic activity. Harmonizing with Díaz-Rico (2013): Christensen (2002) signifies standard pronunciation has become associated with those in high-status occupations - doctors, lawyers, professionals, and executives or large companies - what he calls the “cash language” (p. 333). For ELLs, practicing language variation may be directly correlated with upward movement in social status. Unfortunately for ELLs, economic discrimination based on language is enforced by means of informal, often invisible, social networks that intersect with social stratification (Díaz-Rico, 2013, p. 333).

Asserting power through social stratification is accomplished by accumulating the social “goods” that Pierre Bourdieu spoke about previously. Accordingly, teachers need to bridle their classroom power by carefully guarding against biases relating to dialect. As Díaz-Rico (2013) illustrates,

Teachers may unwittingly communicate a negative social evaluation to a student who is not a native English speaker by speaking louder, using shorter sentences, slowing speech, restricting vocabulary and range of topics, or signaling a patronizing attitude. The nonnative speaker’s status is thus demeaned, though teachers may be unaware of the attitudes they communicate (p. 334).

Educators play a defining role in an ELLs academic and personal growth.

Pedagogical Strategies

Teaching pedagogies revealing social and cultural capital must take into account the attitudes ELLs have about themselves. The most profound cultural capital ELLs can possess is the prior knowledge *of* their first language and knowledge *in* their first language (Díaz-Rico, 2013, p. 137). Positively identifying with one’s self highly correlates with social capital development. Self-efficacy is students’ belief in themselves as agents of their own success (Díaz-Rico, 2013, p. 102). Accordingly, students’ belief about their native identification can foster positive or negative attitudes. Educators can assist ELLs to maintain and extend identification with and pride in their native culture and language through the use of strategy-based instruction.

When energized, ELLs can direct their own behavior, interests, and expectations. Internal motivation, such as curiosity, is more powerful than temporal external motivation. However, learner autonomy as a concept goes beyond internalized self-motivation to include the additional factor of self-managed instruction (Díaz-Rico, 2013, p. 101). Learner autonomy encourages language and social capital development to continue outside of the classroom. Consequently, teachers should help ELLs in their understanding and recognize of their own strengths.

Correlating social capital to personal strengths in self-efficacy, autonomy, and intelligence is paramount to language acquisition growth. Interestingly enough, Harvard psychologist named Howard Gardner supports this concept through his theory of Multiple Intelligence. This theory challenges the common psychological practice of measuring and quantifying intelligence with a single number or “IQ” score. He reiterates the complexity of the human brain and how modern culture defines intelligence too narrowly. Gardner states,

These differences challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well (Armstrong, 2009).

Students, who understand a broad definition of intelligence and know the type of intelligence they possess, develop confidence toward cultural and social capital. Furthermore, ELLs distinctive learning styles will in turn affect they angle at which they problem-solve while developing valuable social “goods”.

Postmodern professionals in the disciplines of sociology, political science, economics, and technology are now integrating knowledge to solve global problems while soliciting the concept of social capital. Accordingly, recognizing the similarities and differences among these disciplines is yet another form of capital. As Gardner proposes, “The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means” (Armstrong, 2009).

Educators must recognize intelligence involves more that the logical or mathematical aptitudes that are traditionally catered to in our current educational system. In fact, Gardner proposes that there are at least eight “intelligences” categories, including: linguistics, logical-mathematical, spatial, bodily-

kinesthetic, musical, interpersonal, intrapersonal, and naturalist (Armstrong, 2009). Furthermore, the common definitions of intelligence can decrease the social capital of ELLs in the community classroom environment.

Often times, through stereotyping, profiling, and ideologies the FES (Fluent English Speaker) teaching population ignorantly define the LEP (Limited English Proficient) students as being unintelligent. On the contrary, Díaz-Rico (2013) credits Rumbaut and Portes (2001) along with Roberge (2009) for defining the LEP students as “Generation 1.5 students” who are caught between generations, having acquired some proficiency in two or more languages but not truly native speakers of English (p. 2). LEP students may have some basic level of reading, writing, listening, and speaking abilities of two or more languages. In contrast, the FES population may be more academically proficient, but only in one language.

Accordingly, teachers who are field-independent can easily and carelessly view field-dependent students as less intelligent because they score lower on certain kinds of tests. As Bennett (2011) reveals,

Field-dependent learning style is defined by a relative inability to distinguish detail from other information around it. It can be compared to a field-independent learning style, which is defined by a tendency to separate details from the surrounding context (p. 213).

This can negatively impact the way teachers relate to social capital, and if handled improperly can even harm students’ self-esteem. On the other hand, teachers who employ methods applicable to all learning styles understand the positive attributes of field-dependent students.

Even though research shows that some ethnic groups tend to be more field-dependent than others, simply labeling entire ethnicities as always being of certain learning styles “is dangerous because it can foster stereotypes” (Bennett, 2011, p. 213). Also, because some people think field-dependent learners are less intelligent than field-independent learners, it would be easy to think people of ethnic groups with have more field-dependent learners are less intelligent than people of other ethnic groups that have more field-independent learners. Entire ethnic groups can easily be labeled as unintelligent.

Recognizing the challenges of these cultural conflicts is beneficial not only for ELLs, but for ELL teachers. Thinking and meditating about the differences among native and target cultures is highly

beneficial. Hence, developing social capital skills directly relate to acculturation issues. Corresponding to the thoughts of Herrera, Cabral, and Murry (2013),

Finding oneself immersed in a new culture can be disorienting because one's normal ways of thinking and interacting are suddenly out of sync with those of others. Such challenges are part of what we refer to as acculturation – the process of adjusting to a culture different from one's home culture (p. 69).

Seeing the target culture through educationally inquisitive lenses will substantially increase social capital. Learning strategies such as, making a list of “dos” and “don'ts”, will guide ELLs through differences between their native and target languages. Moreover, utilizing the strategy of laughter helps students and teachers to see the humor of cross-cultural experiences from ‘both sides of the coin’ while reducing anxiety. Culturally competent teachers produce culturally competent students and make a tremendous impact on their students' social capital.

To this end, it is important for teachers and administrators to conduct performance-based tests including essays, demonstrations, computer simulations, performance events, and open ended problem solving. Collectively, these measures are referred to as *authentic assessments*, because they are related to a student's ability to think knowledgeably about real-life issues (Díaz-Rico, 2013, p. 77). Along with comprehensive summative assessments, formative assessments should frequently be administered to collect relevant data relating to literacy and social capital.

However, as Díaz-Rico (2013) reminds us,

Even after administering placement tests and gathering information, appropriate academic placement may be difficult. Placement tests measure only language proficiency; they are not informative about a student's academic background, which may vary from strong to weak depending on the subject area (p. 85).

A student's social capital can directly or indirectly be marginalized without appropriately assessing an ELLs writing abilities.

Accordingly, educators should consider their pedagogical approach to proofreading and written error correction. The teacher's proofreading is useful only if the students can use it to improve their own writing (Díaz-Rico, 2013, p. 194). The goal for TESOL teachers is to produce learner autonomy in their students in order for them to develop self-editing skills. ELLs who can examine their own

writing and critically improve it unequivocally are investing in social capital which will draw a huge rate of return in the future.

Conclusion

Regardless of the performance-based assessments, learning and teaching strategies, and learning style inventories utilized by educators, it is important to recognize how writing, speaking, and social skills influence social capital. If successful language acquisition is the goal, then solving linguistic problems through social capital is a means to that end. Language in all of its forms including verbal, non-verbal, written, and even spiritual is a source of social capital. As educators, it is our profession and passion to equip our students with the linguistic and social goods needed to compete in a global market. If we were in their shoes, we would expect nothing less from our educational experience.

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Daniel K. Jack is a teacher for Volusia County Schools Department of Corrections. His certification include (K-12) Exceptional Student Education, Arts, and Reading Endorsement. He is a U.S.A.F Desert Storm Veteran pursuing his MEd in TESOL at Souotheastern University. His research Interests include acculturation, art integration, and cooperative learning.



Book Review

The Five Minute Linguist

Bite-Sized Essays on Language and Languages

2nd Edition

Edited by E.M. Rickerson and Barry Hilton

I enjoyed reading this 290 page book very much. With 65 different “snippets” on a variety of topics, it was a book that you did not have to read from the beginning to the end. I choose to first read essays that appealed to me and then read more as I wanted. The average piece is about five pages each in easy to read and to understand.

As written, the purpose of this collection of essays is to inform readers of the nature of languages. Interesting all of the titles are in question form in the book. The topics range from: Why Learn About Languages?, What Causes Foreign Accents?, Does Anyone Speak Klingon? What Language Did Adam and Eve Speak?, etc.

The book’s format ruled out in-depth coverage of the topics so the editors limited its focus to a few ideas: What do people who are not in the language field want to know about language? What are some of the major misconceptions? What specific language or language groups are of most interest to this audience? What do the readers want to know about learning or using language?

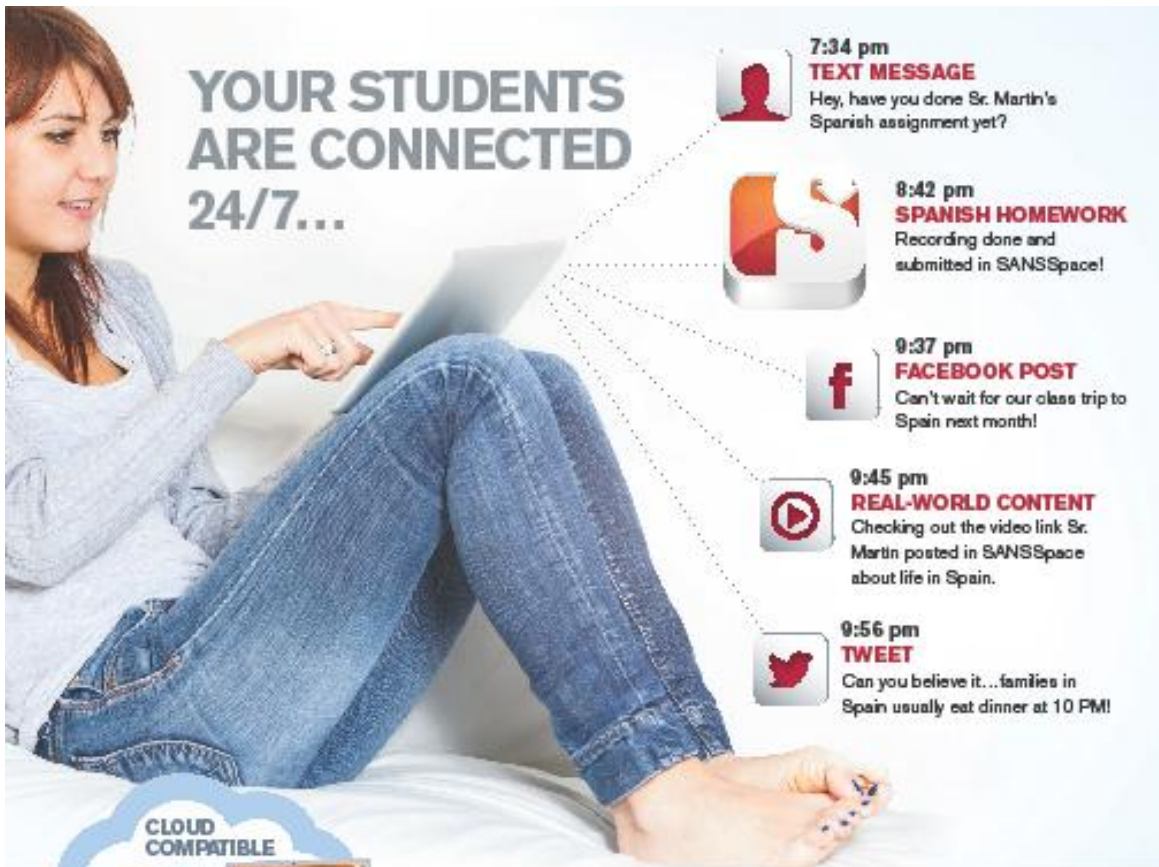
There is certainly something for everyone in this book and the reviewer found all of the subjects interesting and informative. The Five Minute Linguist is written by the various authors usually in a very interesting and amusing style. Of course, the understanding of language and culture increases the ability to know one another better as well as raising public awareness about Linguists and language and I would certainly recommend this book to anyone.

As a college professor, I was interested (disappointed) to read that in US high schools that we are the only industrialized nation whose children routinely graduate with knowing only one language (English) and only one in three student studying a world language in K-12. With the increase of non-English speakers in the US this is alarming especially every day 70% of Americans interact with someone whose native tongue is a language other than English.

I hope you take the time to pick up this book and enjoy reading it as much as I did.

Les Potter, Ed. D. is the Academic Chair and Associate Professor at the College of Education, Daytona State College, Daytona Beach, Florida.
potterl@daytonastate.edu

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8:42 pm
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Recording done and submitted in SANSSpace!



9:37 pm
FACEBOOK POST
Can't wait for our class trip to Spain next month!



9:45 pm
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