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Learning Languages in a Digital World

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Learning Languages in a Digital World

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2007 Report of the
Central States Conference on the Teaching of Foreign Languages

Learning Languages in a Digital World

Selected Papers from the 2007 Central States Conference

Aleidine J. Moeller, Editor
University of Nebraska – Lincoln

Janine Theiler, Assistant Editor
University of Nebraska – Lincoln

2007 Report of the
Central States Conference on the Teaching of Foreign Languages

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Review and Acceptance Procedures
Central States Conference *Report*

The CSC *Report* is a refereed volume of selected papers based on the theme and program of the Central States Conference on the Teaching of Foreign Languages. Abstracts for sessions are first submitted to the Program Chair, who then selects the sessions that will be presented at the annual conference. Once the sessions have been selected, presenters are contacted by the editor of the CSC *Report* and invited to submit a manuscript for possible publication in that volume. The invitation outlines the key themes for the *Report* to which each submission must connect. Copies of the publication guidelines are sent to conference presenters and others who express interest in submitting a manuscript. All submissions are read and evaluated by at least five members of the Editorial Board, individuals who are experts in the field of second language acquisition and foreign language methodology. Reviewers are asked to recommend that the article (1) be published in its current form, (2) be published after specific revisions have been made, or (3) not be published. When all the reviewers' ratings are received, the editors make all final publishing decisions. A critical criterion is how well the article addresses the volume's thematic focus. The names of the members of the 2007 Editorial Board are listed below.

The editors would like to point out that all Web site addresses (URLs) mentioned in the articles were fully functional at the time this volume went to press. This does not mean that those sites still exist or that the addresses given are still functional.

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Introduction

Learning Languages in a Digital World

Aleidine J. Moeller
University of Nebraska – Lincoln

About this Volume

This year the Central States Conference on the Teaching of Foreign Languages took a somewhat different approach to producing the *Central States Conference Report*. In order to expand and promote participation by teacher practitioners and researchers, an Editorial Board was established to support the authors who submitted manuscripts for the *Report* in the writing, editing, and research phases of the process. The Editorial Board consisted of professors and graduate students involved in a doctoral seminar whose aim was to produce the 2007 *Central States Conference Report*.

The Editorial Board met every Saturday morning from August through December 2006. This model allowed graduate students, with the assistance of the editor/professor, to develop skills as regards how to review and evaluate a manuscript while simultaneously providing authors a personal mentor to assist with the revision, research and editing process. Reviewers had the opportunity to analyze and design rubrics for evaluating quality manuscripts and they developed a deeper knowledge of language learning and teaching through the collaborative endeavor with the authors. This process also afforded authors access to someone who could assist with questions, structures, research and content. It is our hope that the text resulting from this synergistic collaboration will prove a valuable addition to your professional library.

Learning Languages in the Digital Age

The title of this volume, *Learning Languages in the Digital Age*, focuses on the integration of technology to promote authentic and interactive communication within and outside the walls of the language classroom. Major innovations have shifted Internet use from a consumer to a participatory model; that is, previously, Internet users were placed in the role of consumers who had access to materials and information (this phase of Internet integration is commonly referred to as Web 1.0). Now Internet users can become producers of resources themselves (Web 2.0 is a term used to describe this shift in Internet use from a consumer model to a participatory model). While traditional consumer and communication

applications continue, widespread participation as producers of resources has jumped dramatically. Blogging, podcasting, Wikis, and other forms of democratized media are all examples of applications that promise to challenge traditional systems and roles and to enhance the nature of language teaching and learning. This shift from consumer to producer allows language learners to take a more active role in the learning process, participate in authentic communication and create products that can serve as authentic assessment of language production. This volume provides the theoretical foundation for effective language teaching and learning while providing practical applications for the language classroom. Each of the three sections represents an important aspect of language education designed to promote best practices and to increase student achievement.

Embracing Technology: Tools Teachers Can Use to Improve Language Learning

Within this section of the *Central States Conference Report*, readers are introduced to the theoretical underpinnings of integrating technology in the language learning classroom, presented with specific tools by which the world of technology might be explored, and offered concrete instruction in the application of these technological tools. The articles in this section demonstrate that electronic media, whether familiar or cutting edge, can be used to help learners become active participants in the language learning classroom, to create original work using new language and to experience language through multimedia teaching and networking that is a natural medium for language skill development.

Teacher Education and Professional Development: Agents of Change

In this section of the *Central States Conference Report*, the focus is on transformation within the teacher education program as well as for the practicing foreign language teacher. The current emphasis on assessment and accountability both for teachers and learners has led to the establishment of standards and benchmarks as well as major reforms within the language profession. The articles included here are designed to assist K-16 institutions as they define and assess language competencies as well as professional teacher competencies that address the following questions: What should students know and be able to do at the end of various years of language study? What should teacher candidates know and be able to do as they enter the language teaching profession? What constitutes master teachers and how do we promote professional development among practicing teachers? How can we actively involve the learners in the language learning process?

Teaching Culture through Divergent Paths

In this section of the *Central States Conference Report*, readers are provided with two very divergent paths to learning language and culture through first hand interaction with native speakers and culture. These two articles describe cross-cultural encounters in which teachers challenged their students to plunge into culture as a way to learn language. The first suggests a way in which learners

in the classroom can encounter culture by using technology, while the second details an educational pilgrimage in the target culture. Both experiences promote authentic interactions outside the language classroom and place the learners in the role of communicating about their daily lives and conveying their values, traditions, and worldviews. This allows them to see similarities and differences in lifestyles and explore them first hand.

I

Embracing Technology: Tools Teachers Can Use to Improve Language Learning

Frauke Hachtmann, Katie Hayes, Leyla Masmaliyeva, Malia Perkins
University of Nebraska – Lincoln

Technology is inescapable for 21st century teachers and professors. The mini earbuds of MP3 players are as common as pencils and textbooks in today's high school classrooms. Teachers are as likely to receive emails as phone calls from students and parents. It is usually easier to find a computer on which to play a listening activity on CD than a boom box. Students are equally apt to create a PowerPoint presentation as a poster, and when they make their presentation, it probably has been saved on a flashdrive, or burned to a CD, rather than stored on a floppy disk. The quantity and ever-changing quality of electronic sources of information, activities and means of communication available to instructors is overwhelming and can make language teaching seem bigger and more complicated than ever.

While the world of technology may seem daunting, teachers do not have to remain in the digital dark ages. Electronic resources have a variety of student learning applications that make them a reasonable and relatively unintimidating choice for all instructors. Within this section of the *Central States Conference Report*, readers will be introduced to the theoretical underpinnings of integrating technology in the language learning classroom, they will be presented with specific tools by which the world of technology might be explored, and they will be offered concrete instruction in the application of these technological tools. The articles in this section demonstrate that electronic media—whether familiar or cutting edge—increasingly are used to help learners become active participants in the language learning classroom, creating original work using new language rather than simply drilling the skills learned in the classroom.

Dennie Hoopingarner and Vineet Bansal begin this journey into the world of technology as they introduce us to the concept of "rich internet applications." They guide us through an exploration of the move from a traditional conceptualization of technology in the language learning classroom toward a more constructivist, student-centered approach to the integration and application of technology. They offer design principles for rich media applications, principles which focus upon making students responsible for their own learning.

Hoopingarner and Bansal set the stage for the second article in this section that moves us from the theoretical realm of technology toward a concrete application of such an internet application for language learners. Dan Schmit defines and explains podcasting and its potential benefits, provides a detailed guide for both producing and consuming podcasts, and shares potential applications of podcasting for the teacher of second/other languages. Through the production and consumption of a vast range of information, those utilizing podcasts are able to tailor their technological experiences to their personal preferences and needs. In an effort to introduce readers to this technology and enable them to engage in a podcasting activity, Schmit addresses all facets of podcasting in this article.

In the final article of this section, Sanford Dugan revisits a familiar application of technology commonly available on any computer. Dugan provides the means and the method by which teachers might shift from pencil and paper activities to electronic activities through the integration of PowerPoint. PowerPoint, a presentational program with multiple classroom applications, ranging from vocabulary practice with pictures to interactive, whole class games and student presentations are illustrated by Dugan and applied to the language classroom.

Whether one chooses to use basic technology, or the latest software, technology can be easily integrated in and outside the language classroom to increase language practice and ultimately improve language communication. Through carefully planned and integrated applications of technology, second language instructors can encourage students to become more actively engaged in the classroom, communicate with others in an interactive environment, and advance in both their knowledge of and skills with the target language.

1

Rich Internet Applications for Language Learning

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Introduction

With the deep proliferation of the Internet in our culture and our usage of the Web as a platform for most of our routine computer-based activities, recent advances in Web development technologies assume significance. With the advent of the next generation of Internet-based services that offer desktop-like functionality and rich interactive user experience, this represents an exciting time in educational material development for online consumption. Language learning in particular, is a germane area that can leverage these recent advances.

In this article, we focus on a new kind of Web application, the "Rich Internet Application" (RIA), that offers an engaging, responsive, and interactive user experience, and make a case for Computer Assisted Language Learning (CALL) developers to be early adopters of the rich Internet paradigm. We discuss, in some detail, the recent advances in Web technologies and the guiding principles behind employing these technologies effectively in the Language classroom. RIAs are the next generation of web applications, and the potential for language-learning implementations is the focus of this paper.

We start by describing some characteristics of RIAs that make them exciting and beneficial to user productivity. We believe the capabilities that these innovative technologies offer for developing CALL materials are especially important given the recent trends in our understanding of language acquisition. We then discuss the constructivist view of language acquisition and its implications on developing

courseware and instructional design, as well as design principles of RIAs as they relate to our current understanding and appreciation of the constructivist approach to language learning. In addition, we explore some applications that are currently under development for language teachers to use in their classrooms. Finally, we introduce the state-of-the-art in RIA development and provide a technical overview of some of the technologies involved in developing the new generation of web-based materials.

Rich Internet Applications

The last few years have seen an exponential growth in a new kind of Web application, the *Rich Internet Application*, with a new level of user experience at par with traditional desktop applications. The devices that are employed to enhance the user experience interacting with the application include, but are not limited to rich media, real time collaboration with other users, aggregation of content from several Web sites, and desktop-like intelligence and versatility.

Rich Media

The first wave of Web pages combined only text and graphics. Later innovations added audio, then online video. However, media could only be displayed in a Web browser. There was no provision for recording audio or video or to upload a media clip to include in a Web page. The ability to record, edit, save, and retrieve media elements was traditionally restricted to desktop programs. The inclusion of this kind of media management is an aspect of RIAs. From within a Web page, users create media, then edit and manage their media with user-interface actions traditionally used in desktop applications. One example is Flickr (www.flickr.com), a popular photo-sharing Web site, which allows users to upload, share, and manage photographs. Odeo (www.odeo.com) allows users to record, edit, save, share, and embed their audio in web pages. Flixn (www.flixn.com) provides similar functionality for capturing video.

Real Time Collaboration With Other Users

Many new Web applications provide for real-time communication options with other users who are online, much like instant-messaging programs used on the desktop. One example is Meebo (www.meebo.com), an instant-messaging website that consolidates the capabilities of most of the popular instant-messaging clients in one single interface.

Aggregation of Content From Several Web Sites

Real-time content aggregators are common on the Web, pulling dynamic data from several Web sites and presenting all information in a seamless way. An example is NetVibes (www.netvibes.com), a personalized Web page creation site that allows users to include personalized dynamic content like weather, email, news and other information that is automatically fed to the page. Protopage (www.protopage.com) offers similar functionality.

Desktop-Like Intelligence and Versatility

Complex applications that were traditionally run on the desktop are now available on the Web, with low response time for user activities and rich functionality. These include document creation and sharing programs, spreadsheet programs, such as Google Docs & Spreadsheets (docs.google.com), and interactive maps like Google Maps (maps.google.com).

Language Acquisition: Constructivism

The past decade has seen the rise in popularity of a learning theory called "constructivism" after Piaget's (1954) account of child development and learning. Piaget posited that learning occurs as a result of interaction between the learner's previous knowledge, sensory motor system, and external environment. Different disciplines have adopted the term to refer to learning in specific domains, which has caused some confusion about the definition of constructivism. Fox's (2001) summary of the claims of constructivism can be reduced to a central claim about learning. According to Fox, constructivism sees learning as an active process, whereby knowledge is constructed by the learner rather than passively absorbed or memorized by rote. In other words, learners create their own understanding through actively integrating new information with their existing body of knowledge. The result of constructivist learning is what Jonassen, Mayes, and McAleese (1993) refer to as "internally coherent and more richly interconnected knowledge systems" (p. 231).

Recent experiences with using constructivist approaches to develop courseware have yielded very encouraging results. In a study on mathematics instruction in which one group of students was taught through traditional instruction and another group learned the domain through programming software to teach the domain, Harel (1991) found that students who simultaneously learned the content and designed software to teach that content showed significantly more learning than students who learned the same content through traditional instruction. In a reflective study of the design and development of an expert system for instruction, Jonassen and Wang (1993) noted that those who benefited intellectually from the system were the developers, not the end users of the system. Kafei, Ching, and Marshall (1997), in a study of software design for teaching astronomy, noted that children who designed the software learned more than the end users of the software.

These studies have an interesting implication. It seems that creating courseware potentially has a greater learning effect than merely using courseware. Even when students do not have domain knowledge as in the study by Harel (1991), they can learn content while designing courseware to teach that content. This conclusion, that designing courseware can affect learning, may initially be counterintuitive. This is tantamount to claiming that students can teach while learning, and learn through teaching, and in fact that they learn better by teaching than they can by learning. From a constructivist perspective, however, this idea fits the theory of learning very well. In fact, it is not hard to imagine how

designing and developing courseware can contribute to learning. The process of designing courseware requires a thorough understanding of the subject matter. The content must be presented in a systematic, organized, and coherent manner. The courseware must anticipate and be able to handle the likely misunderstandings and mistakes that learners may develop, and be able to provide meaningful and helpful feedback to the learners. Designing courseware, in other words, requires a deep and active understanding of the subject matter. The process of organizing the content in preparation for inclusion in courseware requires designers to develop a mental representation of the content that is internally coherent in the mind of the developer. It is just this internalization of the content matter that is the goal of learning, according to Jonassen et al. (1993) and Perkins (1986).

This implication is especially germane to language learning. As noted above, a reasonable definition of language acquisition is the construction of a mental grammar in the second language. A grammar is a systematic knowledge of language that can be used productively, not a memorized collection of rules and facts. This system develops within the mind of the learner, or as Pinker (1995) claims, the mind creates a grammar. Exactly how a second language is acquired is still very much a live question, but there is broad agreement that it involves active, not passive, mental activity, such as interaction, hypothesis testing (Gass, 1997) and productive output (Swain, 1985). Engaging in the task of courseware development for language learning can provide learners the opportunity to internalize the structures and content of the second language.

The process of planning, designing, and developing courseware is referred to as Instructional Design. The enterprise of instructional design is to encapsulate knowledge into objective parts for transmittal. Although instructional design is used to develop courseware for students to use and learn from, the process proved to be a very effective learning tool for the developers, as noted by Jonassen and Wang (1993). Indeed, the studies noted above indicate that while using courseware may be effective for learning certain subject matter, greater learning can be attained through the design of courseware. Proposed here is a new function of instructional design. There is no need to discard the approach, especially when it has demonstrable benefits. It can, however, be re-purposed. Instead of serving as a process for encapsulating knowledge for transmittal, learners can use instructional design as a tool to help them organize subject matter as part of the learning process. We can thus see the utility of instructional design not as a way to create products for learning (finished courseware), but as a process to facilitate learning. Instead of instructional designers packaging content, in other words, learners become their own instructional designers, organizing content in ways that make sense to them.

We can illustrate how this would work in the real world. Language textbooks are typically bundled with a workbook, which is increasingly a CD-ROM or a Web site rather than a printed book. It is assumed that reading the textbook and completing the assignments in the workbook will facilitate learning because the textbook encapsulates the content in a systematic way and workbook assignments are designed to help the learner practice the forms and content of the language. It is assumed that once the learner practices the forms and content of the language,

it will lead to understanding of the content and acquisition of the language. The potential shortcoming of this approach is that the textbook is organized in ways that make sense to the writer of the text, and workbook assignments are designed in a way that is comprehensible to the creator of the exercises. The textbook is a valuable (probably indispensable) resource for the learner, because it contains the content to be learned. The task for the learners is to assimilate the objectivized content into their knowledge systems. This is presumably accomplished by reading the text, but learning a language requires more than memorizing a list of facts about the language or a set of dialogs in the target language.

Application of Instructional Design for Language Learning

It makes sense to use computers in ways that reflect our assumptions about language learning and teaching. Communicative language teaching and use are emphasized in the ACTFL standards for language learning (National Standards in Foreign Language Education Project, 1999). The standards are summarized as "Knowing how, when, and why to say what to whom" (p. 3). The communicative language teaching approach evolved as a reaction to audio-lingual methods that were founded on principles of behaviorist psychology (Diller, 1978).

Computers emerged on the language teaching stage at a time when audio-lingual teaching and behaviorist psychology were the dominant paradigms. Not surprisingly, the courseware and curricular implementations that first emerged reflected those paradigms. The current paradigm for language courseware bears clear signs of its roots in behaviorist approaches to learning. Fundamentally, it follows the approach of programmed instruction (Howatt, 1969). The computer prompts learners and evaluates their responses. Learning activities are preset, so learners have very little control over the process. Responsibility for learning is delegated to the computer program, which takes the initiative in all interactions between computer and human. This approach to computer-assisted instruction has a long history. It dates back to the "teaching machines" first proposed in the 1920s, and was brought to prominence by Skinner (1954, 1968). For Skinner, the enterprise of programmed instruction was an extension of his work on operant conditioning, which focused on behavior modification.

Although behaviorist approaches to language and language acquisition were largely discredited by the work of Chomsky (1959, 1965), and new language teaching methodologies evolved out of the new understanding of language that emerged from generative linguistics, computer-based materials did not significantly change (Chapelle, 2001). Bax (2003) claims that the many computer-based activities that are currently in use and labeled "communicative" are, in fact, not communicative at all. The interaction between human and computer, in Warschauer's (1996) terms, still puts the computer as "knower of the right answer," and learners are relegated to doing the computer's bidding in attempts to perform behavior that the computer judges correct. For example, most language courseware that uses a programmed instruction approach has certain common characteristics. It presents students with a chunk of language, and prompts students to perform some action on it. For example, the student may be asked to conjugate a verb, such as in (1), or supply the appropriate lexical item, as in (2).

(1) Bill is in the habit of (to drink) _____ a cup of tea in the afternoon.
(2) Mary enjoys viewing the artwork (at, in, of, on) ____ the museum.

This type of item is easy for the computer to evaluate. Items are carefully crafted so that there is only one possible answer. This feature is intentional. The purpose of this design is to allow students to use the materials without a teacher to monitor and direct learners as they use them. Programmed instruction is also demonstrably effective. Even critics of this approach did not deny that programmed instructional materials achieve their pedagogical goals in certain domains for certain kinds of subject matter (Howatt, 1969).

This is the form that the earliest computer-based learning materials took, and is still widely in use today. Bax (2003) concludes that the paradigm of the computer as taskmaster and director of activities, a paradigm that is counter to what we think of as communicative language teaching, lingers to this day. However, this pedagogical approach, which is driven by behaviorist psychology, has many conceptual and theoretical problems. Classroom language teaching has moved away from behaviorist approaches, but computer applications for language teaching have not evolved at the same pace.

Language software is only now beginning to emerge from the shadow of behaviorism to find a more meaningful role in the language curriculum. In order to find an appropriate role for technology in language teaching, it is necessary for teachers to define their beliefs about language learning. The literature on language acquisition makes a case for integrating technology into existing models of language learning and teaching, and not for seeing technology as a new model, approach, or methodology (Warschauer, 1996; Blake, 1999; Chapelle, 1998, 2001; Bax, 2003; Doughty & Long, 2003). It is important to remember that technology is agnostic towards teaching in general, including language teaching. Technology is a tool, not a methodology. To say "I teach with technology" is as meaningless as saying "I teach with chalk." *Technology can only support pedagogical activities, it does not shape them.*

Technology can find a role in language teaching that complements the goals of the language curriculum and assumptions about language learning. Chapelle (1998) writes that the success of CALL can be measured based on research on instructed second language acquisition. The literature is rich in examples of effective language teaching techniques, and the computer should be used to implement those techniques. As one example of research into practice, Doughty and Long (2003) point to research on task-based learning as models for designing computer-based language environments. Their many examples replace the classroom with the computer as an environment to engage in task-based learning activities.

Design Principles for Rich Internet Applications

We can begin to define the parameters of the next generation of computer-based language learning materials. Assuming that the trends and state of the art outlined above will be defining influences on the form and function of future CALL

materials, we can outline guiding principles for developing CALL materials that are pedagogically sound, and leverage technology in effective ways.

Constructivist, not Behaviorist

One approach to constructivist language software would require that learners be more than passive users of the software. The software would more resemble a tool than a teacher. Learners would have to take an active role in using the software to construct learning materials. An example of this approach to using instructional technology is "Web mashups." This new approach to developing Web pages combines resources from other Web sites to create a new application. For language learning, students can record audio files using online services, upload a video clip to a hosting service, create a language practice exercise with an online tool and combine all of them together in one Web page. A goal of constructivism is giving students responsibility for their own learning, and they can demonstrate their understanding by creating pedagogical material.

The Center for Language Education And Research (CLEAR) at Michigan State University provides Web mashups (mashups.clear.msu.edu) that let students create dynamic Web pages, including video clips using the HTML embedded code that is provided by popular video hosting services such as YouTube and Google Video. Another component of the mashup is a rich text editor. Students can use it to include exposition, instructions, summaries, and transcripts. The web program SMILE (smile.clear.msu.edu) allows the creation of interactive practice exercises, which can be added to the mashup by entering the ID code of the exercise. The result is an interactive multimedia Web page that combines data and media from several different sources created by learners themselves with no programming required.

Interactive, not Presentational

Computer-based media should be more than a digital re-creation of publishing. Rich media is more than digital posters. The finished product of a rich media application isn't a static product to be somehow "consumed." Creating a finished product should be the beginning, not the end. The material is to be used as a learning tool. For this to be possible, learners should be able to do more than listen, read, or watch in a passive mode. There must be more to the material than meets the eye. In order for the utility of the material to be realized, the user must manipulate the media elements, exerting some mode of control over the material.

To use the example of a multimedia Web page with audio and text described above, a presentational material would play an audio file automatically. An interactive material would allow users to click on parts of the text transcript to hear sections of the audio. Users would have control over what sections to play and in what order.

Dynamic, not Static

A serious shortcoming of traditional courseware is its static nature. Once the courseware is finished, it is fixed in form. It is inflexible, and cannot be adapted

for different purposes. Much of existing web-based material is of the same nature. Although it is easier to modify web-based materials, the final goal is still to present a finished product to the user. This paradigm of learning programs that required that authors lock content into the delivery system was established early in the history of computers and learning. Software is often used as a method of presenting instruction.

There are alternate roles for technology. Zucchermaglio (1993) distinguishes between what she calls "empty" and "full" technology. Full technology is based on the premise that teaching and learning is essentially a process of transferring information from the teacher to the learner. The computer courseware that emerged from this assumption, what Zucchermaglio terms the "pouring model," was essentially an information-delivery system, with all the learning paths predetermined.

Empty technology, on the other hand, is designed to be flexible and open to adaptation by users. It is not truly empty. The sense of the term "empty" refers to the role of the learner as an active participant in making the technology useful. It can also refer to the dynamic nature of the content and flow of the programs. Software that pulls content in from an external source, such as a database, or a more sophisticated source, such as a Web service, will be more flexible and applicable in a broader range of learning situations.

In the case of RIAs, the external content does not have to be text. Audio and video can be streamed from an external server. It is also possible to capture audio and video in a Web application, something that was impossible until recently. There are many applications of this capability for language learning.

Rich Media, not Multimedia

We can define "multimedia" as the combination of more than one medium. By that standard, a Web page with text and a graphic is a multimedia program. Integrating media elements on the screen is no longer the cutting edge in computing, however. Designing rich media applications assumes the capabilities of multimedia and looks to use the hardware's capacity to expand the functionality of the software. Rich media raises the bar for multimedia. Rather than simply being presented together on the screen, the media should be parts of an integrated whole. A multimedia Web program could be an audio file accompanied by the text transcription. A rich media application would include cue points in the audio file, with a program that highlighted parts of the text as the audio file progressed.

Rich Internet Applications in the Language Classroom

CALL materials that are truly forward thinking and innovative will differ from their counterparts from previous generations. The next generation of CALL materials will be marked by innovation, not evolution of past ideas. Students will be active participants with the computer, using technology as a "cognitive tool" (Lajoie & Derry, 1993). What follows is a description of some of the RIAs under

development at the Center for Language Education And Research (CLEAR) at Michigan State University.

Overdub: Students watch a video clip, then record their own narration or dialog to fit the clip. Each student's recording can be shared with the instructor and/or with other students. The teacher can give students feedback on their recording.

Storyteller: Students upload pictures to their space on the server, arrange them in order, and record themselves narrating a story or description based on the pictures. Instructors can give feedback on the stories.

These two projects underscore the constructivist principle that learners actively develop their own knowledge and understanding, and the principle of dynamic applications that are flexible and can be modified with ease. In order to complete their tasks, learners must organize, plan, practice, and self-evaluate their language production. The video clips and pictures provide a context for their planning. Students are producers, not consumers, of the end product. Since the students have full control over their product, and the program is dynamic, they can make adjustments to their production based on feedback from instructors.

Annotated Videos: Teachers create cultural or linguistic annotations to video clips. Videos can be recorded live to the server with a Web camera, or uploaded to the server for storage. The annotations appear at determined time codes in the video. Students access the video clips at their own pace. The video playback can stop at the time codes, when the annotations appear. Alternatively, the program can be used in a constructivist mode, with students creating their own annotations for themselves and for each other.

This project highlights the principle of interactivity in RIAs. In order to achieve the benefits of this program, learners will have to actively interact with the video and annotations. Learners can also add their own annotations to the video, which will be available to all other learners.

Prompted Oral Response and Feedback System: The teacher records a prompt, students record their response, then the teacher records feedback to the students. Listening to student recordings and giving feedback are as easy as pointing and clicking with the mouse.

The Last Word: Extends the prompted oral response and feedback tool by means of asynchronous communication. Students record responses to the audio prompt, then instructors record feedback or further prompts. Since the recordings happen asynchronously, the tool can be used for homework, distance learning, distributed access, self-paced environments, or project-based work with no fixed end time.

This project demonstrates the rich media capabilities that are possible in RIAs. A Web program of this type was not possible until recently developed technology provided the capability to record audio from within a Web page. The combination of audio record and playback with the communication that Internet technology provides, offers new possibilities for feedback and interaction that enhance language learning.

In summary, the enterprise of creating RIAs for language learning is in its infancy, but the building blocks are already in place and new applications are emerging from many directions. CLEAR's RIAs for Language Learning initiative is a four-year project during which time new programs will be released continuously. The project is guided by research in second language acquisition and applied linguistics research, educational theory, and with feedback and input from teachers in the field. The initiative seeks to set new standards for quality and effectiveness in computer-assisted language learning.

The Vision of Rich Internet Applications: The State of the Art in Web Technology

The vision of RIAs involves overcoming the shortcomings of Web technology. Implicit in the discussion is the assumption that current Web applications offer inferior functionality to desktop applications. One distinct characteristic of Web applications is how data is displayed to the user.

The nature of Web technology operates on a page refresh model. Each transaction requires creating a new Web page. Changes in state of the program can only be displayed by re-drawing the whole page. An example of this is the typical shopping cart application. When customers shop online, they are faced with many different Web pages. Searching for items begins with a page containing a text-input field. Users then click a button and after the search is performed on the server, a new page is created, displaying the search results. In order to view a specific item, another page is created. Adding and removing items in the shopping cart involves another set of Web pages. Checking out, paying with credit cards, giving shipping information all involve another set of separate pages. In short, every step in the process of shopping online has its own Web page. It is not uncommon for such basic functions to require dozens of web pages.

Page refreshes are time-consuming and distracting to the user. There is a lag in response time from the time the browser receives updated information from the server. Then, a new Web page must be rendered, incorporating the new data. Even on the fastest computers, page refreshes are noticeable. Similar steps in desktop applications do not require re-drawing the entire screen. Desktop applications programs run directly under the operating system, letting them benefit from the operating system's ability to change parts of the screen. Web applications, however, run within another program, the Web browser, and so are bound to the confines of the browser's ability to display data. The limited display capabilities of the Web browser limit the scope of Web application functionality.

Although it has been possible to create more sophisticated Web applications by embedding advanced scripting into Web pages for many years, on a practical level, it was difficult to create Web applications that would be guaranteed to work on every browser running on every operating system. Web application development was stymied by such issues as the lack of standards for positioning items on the page, for moving items, changing sections of pages, and communicating with the server within the Web page. Recently released browsers that support standards, such as Mozilla Firefox, function consistently on all platforms. More sophisticated

layout techniques are also possible because of this standardization, and scripting techniques can make selected parts of the web pages dynamic, changing the content as users interact with the Web site.

Modern browsers also support the Unicode standard for displaying foreign language characters. Even languages that display right-to-left, such as Arabic and Hebrew, and languages that do not use the roman character set, such as Russian and Chinese, are supported well. This allows us to create web-based language materials with confidence that learners will be able to view them without having to reconfigure their browsers or download language support for their operating systems.

Adopting standards removed several serious shortcoming of Web browsers mentioned above. An additional feature of browsers opened the door to improved communication. The layout and content of Web pages can be changed dynamically, but in order to update content, such as input created by other users on the same system at the same time, as is the case in text chat, the Web browser must retrieve data from the server. Traditionally, updating information from the server required a new Web page to be served and displayed. A newly available technique allows server requests to happen in the background after the Web page has been served and displayed, and the new data from the server can be included in the page. The implication of this technique is that for a given Web application, only one Web page has to be loaded. All functions can be completed in that one page. Content can be added and removed in the background by the script that is embedded in the Web page. Using this technique, called AJAX (Asynchronous Javascript And XML), parts of Web pages can change without affecting the other parts. Since only the necessary content is sent from the server to the client, and not the entire page, this technique promises fewer page refreshes, more responsive Web applications, and less network traffic.

More sophisticated Web applications that leverage these advanced techniques are entering the mainstream. Web browsers are now used for far more than just reading text. Sophisticated web-based programs that are in use today include programs that used to be possible only in desktop applications, such as fully-featured email applications, word processing, and spreadsheet programs, as well as file storage, data management, and social networking and communications. Language-learning applications of the new technology are not far behind.

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2

Leveraging Podcasting for Language Learning

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Introduction

Podcasting has been a big buzzword for the past couple of years. In fact, Webster's dictionary designated "podcast" as the word of the year for 2005. Buzzwords, however, are not always good indicators of effective instruction. Quality instruction is found in the synergy between quality materials, authentic experiences, and best practice teaching strategies. So what is podcasting all about and what can it contribute to building this synergy while moving foreign language classrooms forward into the 21st century?

During the first phase of Internet integration, what we might call Web 1.0, users focused on the Internet as a great library or warehouse of data and resources. Educators have applied Internet resources to improve pedagogy and communicate with other educators. The approach many language professionals took within that model was to research or harvest resource material in native target languages. Teachers and students searched for web pages with activities, lesson plans, and primary resources. This opened up new opportunities for exposing students to authentic experiences in languages, mostly in the form of written text. Because of a number of limitations, these resources, while valuable, lacked an important facet of language acquisition - sound. Technical improvements in audio compression, bandwidth, distribution models, and the usability of recording software have led to a groundswell of audio-based content onto the Internet's landscape.

Web 2.0 is a term used to describe recent shifts in Internet use from a consumer model to a participatory model. In the Web 2.0 world, traditional consumer and communication applications continue, but widespread participation as producers of resources has jumped dramatically. Web 2.0 users are creative contributors in global media networks and members of interactive communities. The grip held by traditional media outlets and publishing systems is being challenged by a

distributed system of producers. Mass media as mass production is being replaced by grass roots personal publishing. Blogging, podcasting, Wikis, and other forms of democratized media are all examples of Web 2.0 applications and carry with them momentum to challenge traditional systems and roles.

Podcasting is a term used to describe the distribution of syndicated media through the Internet. In other words, audio, video or documents are produced and placed on a web server along with a special descriptive document called an RSS (Really Simple Syndication) document. This document contains detailed information about the channel (the person or organization producing the media) and the episodes within the channel.

Unlike traditional media, podcasts offer audiences the ability to access the media when they want it. Media files are downloaded and stored on users' computers or portable media players until they are ready to listen to or view them. In contrast to traditional mass media, which exists within the ivory towers of corporate, governmental, or large private organizations, podcasting is an open media system that offers anyone with network and server access to participate as a media producer. Podcasting also offers audiences an incredible range of choices in programming with tens of thousands of podcasts being offered from around the world for free.

Podcasting provides many new multimedia teaching, networking and professional development opportunities. Podcasting, through its use of the spoken word, is a natural medium for language skill development allowing students to work with language as an aural experience. The flexibility of digital recording frees educators and learners from the temporal limitations of spoken language by allowing students to record, play, isolate, edit, rewind, and replay words and phrases to reinforce learning. Our discussion will begin by learning to access podcasts as a listener and then move forward into considering podcasting as a creative and constructive vehicle for teaching and learning.

Listening to Podcasts

Despite what the name implies, a portable digital audio player is not necessary to listen to podcasts. Many listeners use web browsers or music software on their computer to listen to podcasts. Others choose to transfer the programs to their iPod or other MP3 player to listen to shows as they walk, run or ride the bus to work.

To listen to a podcast, the computer must have the ability to playback audio files (typically in the MP3 format). Some podcasts are available for playback from within a web browser. Others are available by using "podcatcher" software that queries descriptions of the podcast and its episodes to see if they have new episodes available. These descriptions are called RSS feeds. If the software detects a new episode in the RSS feed, it downloads a copy of the show onto the user's computer. The most popular podcatcher right now is Apple's iTunes (available as a free download for Mac or Windows), but other podcatching applications are available. To listen to podcasts in iTunes, make sure that it has been updated to the most recent version of the software.

Once iTunes is installed, go to the "Music Store" area of the software. Even though it is labeled as a "store," podcasts are free to download.

In the iTunes music store, look for the Podcasts menu item on the left side of the store. This link is connected to a page that highlights some popular podcasts and provides tools to search for podcasts. The interface (shown below) provides tools for finding and browsing through podcasts by categories or keyword. There are thousands of free podcasts available within this directory.

Each show listed in the iTunes podcast directory has its own screen with detailed information about the show and all available episodes. The information shown within the podcast's show listing includes a brief description of the show (channel), a link to the show's web site, detailed text descriptions of each episode, and buttons to get individual episodes and/or subscribe to the podcast.

Subscribing to a podcast

Once an interesting looking podcast has been located, select it in the list of results and double click it. iTunes will begin playing a sample of the show.

To subscribe to the podcast, click on the subscribe button. iTunes will confirm the subscription and begin downloading episodes. The software will store the podcasts within the Podcast area of the iTunes music library.

Managing Podcast Subscriptions

By default, iTunes will start downloading the most recent episode for the podcast. To download the other episodes, hit the small triangle on the left side of the podcast's title to reveal the available episodes. Hitting the "Get" button will download the episode to the computer's hard drive.

Podcasts are fairly large files, but don't worry about them eating up all of available hard drive space. After listening to a show, it may not be necessary to keep it around any more. To delete an old episode, select it from the list of episodes and hit the delete key on the keyboard. iTunes will confirm the choice and then move the file to the trash. iTunes' preferences can be set to automate in these file management issues.

Warning!

The range of podcasts within the iTunes directory and other podcast directories is as diverse as the Internet itself. This means that some shows might be offensive to or inappropriate for younger audiences. Most of these are labeled with an explicit label, but not all have such a label. Individual show producers self-identify their feeds as "clean", "explicit" or simply don't label them. Unlike radio or television stations, podcasts are not governed by FCC rules, so there are no criteria when it comes to language or content. Apple provides a link on every podcast's page to report a concern to them about offensive material, and it removes podcasts deemed to be offensive. iTunes also provides parental controls within the preferences panel which allows filtering out podcasts that contain the "explicit" label in their RSS feed. When searching for educational terms, the search results will likely be free of inappropriate material, however, there are no guarantees. It is important to always preview content carefully before sharing it with students.

Framing Podcasting in Context

Consider the opportunities this new medium will enable within classrooms and organizations. The following discussion will focus on three uses of podcasting within educational spaces: curriculum supplements, authentic assessment, and professional development.

Podcasting as Curriculum Supplement

There are a number of very promising approaches for extending existing curriculum resources through freely available podcasts. Classroom teachers can identify podcasts which offer supplementary vocabulary and grammar lessons for remediation or differentiation. These podcasts can be used as part of class time or as a strategy to extend learning beyond it. Currently, there are dozens of independently produced language learning podcasts in a variety of languages. It is recommended that teachers preview the quality and content of any podcast they plan to suggest to students.

In addition, educators can take advantage of primary source podcasts in target languages. Primary source podcasts are authentic resources that come directly from native speakers and cultures. News broadcasts, political and cultural dialogues, and travel audio blogs are all examples of podcasts which may provide

students with improved perspectives and experiences in listening to language. For example, the "Notes in Spanish Podcast" (www.notesinspanish.com) provides listeners with authentic conversational language experience as well as cultural and travel information about Spain. The authenticity of this podcast makes it a powerful resource for moving students beyond textbooks.

Podcasts can also provide introductory exposure to language instruction not available in every school. This can offer students the opportunity to explore additional language learning opportunities. At this time, most podcasts are not stand alone language learning solutions, but rather offer educators and learners new supplemental resource material to pull into their lesson plans.

Consider these examples of alignments between podcasting and the national standards for Foreign Language learning which illustrate the potential of podcasting as a curricular supplement.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics	Experience podcasts from countries where their target language is spoken to gain experience in listening and interpretation skills
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Build upon their vocabulary and grammar skills through audio tutorials which can be played and replayed
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied	Develop an broader geographic and cultural understanding through listening to current events, discussions, and sound seeing tours
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	Make unique connections to content in social studies and language arts by tuning into nuances only available from native speakers
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	Identify and listen to podcasts about subjects that address personal interests

(NSFLEP, 1999, p. 9)

Podcasting as Authentic Assessment

Perhaps the most interesting of the applications of podcasting in foreign language education is its use as a constructive expression of student learning. Spoken language passes so quickly that our assessment of its accuracy and effectiveness is particularly challenging. Because the end product of a podcast is a recording, the activity of podcasting doubles as an authentic assessment and audio portfolio of student achievements in language learning.

When students create their own podcasts, they can integrate every aspect of language acquisition including grammar, vocabulary, oral reading, writing, and culture. They co-construct knowledge and engage in a high level of negotiation of meaning (Vygotsky, 1978), produce language output for an authentic purpose (Swain, 1995), and function on an advanced cognitive level in which the synthesis of information and creation of a new document is required. Students who create podcasts have no choice but to be active learners of the language.

The flexibility of podcasting makes it well suited for the integration of national standards for Foreign Language learning. When creating a Podcast, students engage in interpersonal, interpretive, and productive communication (Standard 1, Communication). Students also must focus upon any cultural information to be projected through their podcast (Standard 2, Culture). They are connecting their language learning with technology applications (Standard 4, Connections). Finally, students are reaching out to the digital world through the production of their podcast (Standard 5, Communities). Consider these examples of alignments between student podcasting and the national standards for Foreign Language learning (NSFLEP, 1999, p. 9):

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	Listen and analyze their own pronunciation, vocabulary, grammar and fluency as they record and play back their shows
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	Converse and communicate expressively with their classmates and others through interviews and discussions
Standard 1.3: Students present information, concepts, and ideas to an audience	Organize ideas and communicate them effectively to listeners in target languages
Standard 5.1: Students use the language both within and beyond the school setting	Produce bilingual versions of school podcast episodes to widen the potential listener base
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Participate in podcast exchanges with students from classrooms in other countries where the target language is spoken

Here are just a few integration ideas to illustrate the range and flexibility of this medium.

- Audio travelogues to demonstrate a working knowledge of geography, culture and language
- Podcast dramas that allow students to creatively write and expressively speak within the context of a story
- Sound-seeing tours that focus on observation and descriptive language
- Audio phrasebooks to immerse themselves in target languages while building something useful for outside audiences
- News or editorial podcast in target languages that bring an interdisciplinary approach to language and social studies

Simulations such as staged dialogues or mock interviews are an attractive activity, because they offer students a chance to try out an authentic perspective within the safe and supported environment of a classroom. A simulation, whether electronic or in person, gives a context for concepts to be applied. Even when these simulations are effective, the facade of authenticity is apparent to students at some level, diminishing its impact. It is possible to raise the effectiveness of the learning by moving it from simulation to actual real world work that serves the needs of actual people. Podcasting offers an environment where students can do exactly this using the power of audience and mission.

The promise of global networks becomes much more real when actual voices and perspectives from around the world can be tapped into at the click of a button. Language educators can take advantage of the global insights of web resources as windows into culture and experience. Podcasting makes these resources more accessible and more authentic because they create real connections between speakers and listeners from all around the world. As educators begin developing applications for podcasting in their teaching, learning and professional development, they must always keep their audience's needs as an important concern. Feedback loops such as comment forms, listener phone messaging, forums, and email create a mechanism for the audience to share their perspectives, challenge ideas, offer solutions, or express their appreciation for the work. Listener feedback also can be used as a metric for determining how well a podcast's mission has been articulated.

Podcasting as Professional Development

Consider the predominant models of professional development in education. Educators attend workshops, in-services, or conferences that feature a few speakers sharing their ideas. These are limited in scope by time, attention and logistics. Imagine if it were somehow possible for every member of an organization to step forward with a moment to share their best practices and approaches to teaching. The result would be an exponential increase in the discourse surrounding professional issues in teaching and learning. In traditional, face to face conferences, this would not be feasible. However, using the power of podcasting's syndication methods, it is possible to begin thinking of organizations as collective media

channels. Organizational and editorial frameworks for publishing podcasts can be designed from these channels. We can begin organizing our profession into a new, distributed model of professional exchange.

Imagine a radio or television channel dedicated to the pedagogy of language learning. In the world of traditional mass media, this idea would be considered too niche to appeal to large general audiences. However, the distribution model in podcasting enables niche topics like professional development to flourish because the limitations of air time and available frequencies are removed. Also, the appeal of the content at the global level is likely to be large enough to build significant audiences.

Professional development podcasts focused on language acquisition could take a number of forms. Through the leadership of professional organizations, such as ACTFL, the combined experience and ideas of thousands of members can be pooled together to create a channel of content available to the entire membership. Best practice – democratized.

For listeners it can mean an increased flow of ideas, more consistent access to professional development materials, and the flexibility to experience them whenever they like. Imagine attending a conference from a treadmill or from a seat on the bus on the way to work. Podcasting gives professional developers greater reach and new avenues for creating ongoing discourse on important topics in education.

A Podcast Primer

In the beginning, the technical aspects of podcasting may seem to overshadow the curricular focus. As students build fluency in using recording, editing and posting tools, the technology will begin to fade to the background allowing a proper focus on the curricular concepts at hand. The process of creating a podcast involves five basic steps.

1. Developing Content

As students and educators step up to the microphone it is important to consider what they hope to accomplish. By establishing a clear objective, the research, organization and articulation of content will move forward with purpose. From a curricular point of view, student projects are authentic assessments which should clearly demonstrate developing proficiency in one or several of the foreign language standards. However, from a student point of view, developing content should be focused on solving a problem or meeting the needs of a real world listener. Both of these approaches can come together within an ongoing podcast production.

When students have a publishing or teaching mission, it can change the way they see their work. This can inspire them to dig deeper into the content and create higher quality products because they know that "real" people are listening and counting on the content the students are creating. This adds authenticity and purpose to their work.

2. Creating/Recording Media

Audio recording technologies have undergone a major transformation during the past 10 years. Advances in computing power, interface design, and audio compression have spawned a new generation of applications which make recording and editing sound akin to word processing. There are a variety of recording tools which vary according to platform and purpose.

There are several approaches to capturing audio material: portable digital audio recorders, recording applications, browser-based recording, and telephone-based recording. There are dozens of portable digital audio recorders on the market. When considering purchasing one for podcasting, investigate the sound quality of the recording and the process for getting the recordings off of the device and into a computer. Focus on tools and approaches which are inexpensive and easy to move through. This will help stretch resources and keep the focus on the curricular content instead of the technology.

3. Developing the RSS Document

Perhaps the most complicated element of developing a podcast is the RSS document. The RSS document is a detailed description of a channel and the items available within the channel. It is written in a structured text schema known as XML. Think of RSS like a "TV Guide" for the audio, video or documents podcasters produce for their channels. Most people who produce podcasts do not write RSS documents from scratch in a text editor. Some use software applications to scaffold the process through a series of onscreen forms. There are dozens of applications which are designed to help with this task and many are low cost or free. Use a search engine to locate the RSS authoring options that are available on various computer platforms.

Once the RSS document has been generated by the software, it is uploaded to the server where it can be downloaded by the listener's podcatcher software. Another approach to creating RSS feeds is to use an integrated server tool whereby the RSS feed's information is created through an online form at the same time the audio file is uploaded to the web server. Onscreen forms prompt the user to provide detailed information about the podcast episode. This information is stored within a database on the server and is used to create RSS feeds when queries are made.

4. Posting to a web server

A web server is the distribution point for the media. It has a unique address to which Internet users link in order to download documents or media. Web servers are computers with an open door for Internet users to download files to be viewed in their Internet browsers or other applications. Access is generally open for downloading but limited to registered account holders for uploading documents to be stored and accessed from the server.

Many school districts and educational support agencies maintain web servers for their teachers and students to use for academic publishing. Generally, posting to a web server requires an account on the server and special software to transfer

files to the server called FTP (File Transfer Protocol) software. Some school districts have implemented special podcasting software on their web servers that eases the process of posting files and creating RSS feeds. Educators interested in podcasting should contact their technology coordinators to see what options in exist within their district.

5. Promoting podcasts

To ensure that all the work that goes into a podcast actually makes its way to an intended audience, it is important to promote the work. Be sure to communicate with parents, administrators and other teachers about the show, its objectives, and the impact it is having on student learning and engagement. Stakeholders within the school community are an important secondary audience who can use podcasts as a unique glimpse into the learning process. Email listserves and blogs from educational organizations and individuals provide another way to get the word out about shows. Consider writing a press release and send it to organizations, blogs, or academic magazines and journals that may be interested in the content of the podcast. After the podcast is up and running, record a short promotional message about the show and share it with other podcasters. Many podcasts regularly play promos for other shows. Finally, be sure to submit the podcast to iTunes and other podcasting directories so that potential listeners will find it when they do searches looking for podcasts.

Questions Worth Asking about Podcasting in Modern Language Classrooms

This medium is young, but it appears to hold great potential in terms of authenticity, learning mission, and quality of assessment. Currently, there is a lack of empirical evidence needed to make the case for inclusion of podcasting in more classrooms. Educational researchers and classroom teachers need to collaborate on creating a clear picture of the true benefits and limitations of this medium.

A few questions that could serve as useful explorations of the impact and value of podcasting as a factor in language learning include:

- What effect does recording language acquisition activities have on a student's development as a speaker?
- In what ways do student generated podcasts improve our ability to authentically assess progress?
- How does our access to vast networks of content change the way we structure our curriculum?
- What effect might native audiences have on student podcasters?
- How does listening to primary source podcasts motivate or engage students?
- How might ACTFL or other organizations leverage the experience, ideas and expertise of their members through collaborative podcasting?

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For additional information, integration ideas, and helpful tips about podcasting in education, please consider subscribing to KidCast: Teaching and Learning with Podcasting at http://www.intelligenic.com.

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3

Using PowerPoint Templates to Enhance Student Presentations

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Introduction

Young learners live in a world where visual and auditory resources proliferate. Sophisticated graphics, video, and sound compete for attention in diverse situations throughout the waking day. It is natural that teachers who seek to focus activities on language learning look for ways to incorporate the style and cachet of multi-sensory presentations. Communication that employs images, movement, and sound can make concepts come alive by providing varied stimuli. The growing availability and versatility of presentational resources, including computers, projectors, and the Internet, make it possible for learners to have their ideas transformed into a presentation that has multimedia resources and a professional graphic appearance.

For some, the world of technology is considered either daunting or irrelevant. Indeed, knowledgeable experts say that, as yet, no sustainable claim has been made for the advantage of using technology in language teaching (LeLoup & Ponterio, 2003). And, yet, there are few who have not found word processing to be the preferred tool for writing, whether memos, handouts, or doctoral dissertations. Typewriters have become almost museum items, and Microsoft Word is used to create documents on the computer that can be printed for classroom use or sent anywhere as an e-mail attachment. A tool that is almost as ubiquitous as Microsoft Word is Microsoft PowerPoint. It is a presentation tool that allows the user to integrate graphics, video, and sound with text in a seamless series of slides that can be displayed sequentially or in branching patterns. Learning to use PowerPoint requires about as much time as learning Word, and, since the two are part of the

same suite of Office tools, content composed in either one of these applications is easily transferred to the other. More and more, language teachers are learning to employ PowerPoint, to teach its rudiments to students, and to encourage the skills of those who come to class already familiar with its use. Training in the use of PowerPoint is becoming a professional development priority. Conferences offer workshops; school districts encourage participation; individual teachers are helping each other and seeking instruction. Whether one learns best in a group, with a tutor, or independently, opportunities are available. The increasing treasure of Web resources includes free online tutorials (ACT 360 Media Limited, 2006; University of Rhode Island Computer Science Department).

An effective strategy for introducing presentational software is for the foreign language instructor to provide a template of PowerPoint slides to which learners add content that they have gathered and prepared. This minimizes the learner's effort to learn the technology and increases the opportunities for including multimedia material that the learner may want to share with peers. Providing trainees with a model slide show that is relevant to their interests gets them quickly into the environment of PowerPoint and helps them to become familiar with the capabilities available and the resources they can use. Nevertheless, introducing any new technology requires a substantial commitment of energy and resources. Besides the necessary equipment, such as a computer and software, a projector, and a camera, support for a project in the form of training, technical advice, and back-up plans is an important factor.

Rationale for using PowerPoint

Ever since their early days, computers have had some role in language learning. In the 1960s and 1970s, they served mainly to provide repetitive practice of language patterns. This coincided with the dominance of behaviorist learning theory that emphasized the importance of reinforcing desirable behaviors on the part of the learner. Theories of language learning evolved, and, at the same time, the capabilities of computers available for education increased dramatically. In the 1990s, the model for computer use came to view software as a stimulus for ". . . students' motivation, critical thinking, creativity, and analytical skills rather than merely the achievement of a correct answer or the passive comprehension of meaning" (Fotos & Browne, 2004, pp. 4-6).

An important hypothesis in language learning was stated by Krashen in 1977. It posits that language acquisition depends upon the learner receiving comprehensible input; without taking in meaningful language, the learner cannot progress. In 1996, Long added that interaction and learner output are also necessary elements of language acquisition. The similar idea of comprehensible output idea was also developed by Swain in 1985 and 1995. In 1991, Pica had propounded the "negotiation of meaning" as a critical process in language acquisition; the learning process involves the learner interacting with others to come to a mutual understanding of a message. A related stream of thinking on language learning comes originally from the Soviet era and was put forth by Lev Vygotsky; it became available in the West in 1978 and emphasizes that thinking

is done through language and that language is acquired only through interaction with others (Levy & Stockwell, 2006, pp. 114-116).

Others have written about the interactionist model. Chappelle (2005) emphasizes conditions that encourage learners to focus on linguistic form, such as drawing their attention to their errors. Warschauer (2005) also sketches the contributions of Vygotsky and others and highlights the value of expressing language in a social context. Perhaps the most in-depth presentation of a theory of technology for language learning is found in Egbert and Hanson-Smith (1999), where eight "conditions for optimal language learning environments" are specified. Several of those principles are worth including in the present discussion; they indicate the circumstances in which learners succeed in communicating: a) learners interact in the target language with an authentic audience; b) learners are involved in an authentic task; c) learners are guided to attend mindfully to the learning process; and d) learners work in an atmosphere with an ideal stress/anxiety level (Egbert & Hanson-Smith, 1999, p. 4).

Having students make a prepared presentation to peers in the class meets these principles and conditions. When learners address their peers in class in the target language, they are sharing ideas with an audience that has considerable value for them. The task of presenting autobiographical information or information gathered from the target culture has inherent authenticity grounded in the group's shared interest in acquiring the language and the culture. Guiding the learners' attention to the learning process can come from the instructor at different points before, during, or after the presentation. Finally, sharing ideas in a presentational mode can give the presenter motivation to succeed without causing debilitating anxiety.

Adding the capabilities of a PowerPoint slide show can enhance the experience by giving the ideas an attractive display format, sound and image resources, and some flexibility of presentation. While the task of the presenter is complicated by having to manage a balance between drawing audience attention to what is spoken and directing attention to what is mediated by computer (text, images, sound), having the multimedia resources at hand can make the subject matter come alive. By organizing these resources, PowerPoint gives the presenter greater control than if they were being presented by separate technologies.

Making and using a template

The following comes from the author's experience in developing templates for use by foreign language learners in a second-year college French class.

The traditional type of slide show has a linear structure, in which the information is presented in the order determined by the sequence of slides. Beginning with PowerPoint 1997, a linking capability was introduced that allows the user to go from one slide to any other slide, as determined by the creator of the slide show. The feature is called "Action Buttons" and is found under the "Slide Show" menu. In other words, instead of working through the presentation from beginning to end, the presenter can adapt a complex presentation to the audience and elaborate one aspect of the presentation, while leaving other parts

for later treatment. This branching capability enhances the versatility of the application. While Web resources can do similar things, PowerPoint provides a more controlled environment.

Taking advantage of this branching aspect, the author developed a template to be used by second-year college students of French in classroom presentations of themselves, their interests and concerns. For each student, the template included a picture of the student and a brief voice sample. The pictures were made with a digital camera and downloaded to the computer; and the voice samples were recorded directly on the computer. These steps took only moments during class time, while the class worked on a communicative activity; adding these resources to individual student templates was done during preparation time. The picture makes the presenter aware of appearance, and the voice sample, as well, gives a sense of hearing oneself as others may hear them. These resources demonstrate what PowerPoint can do if the student later wants to explore its capabilities. As digital cameras and sound recorders become increasingly available, learners are acquiring technical skills and can add their own resources.

The content to be presented was developed in written essays that the students drafted, submitted for correction, re-drafted and resubmitted. Once the text was edited, students received a copy of the template, added their content, and used the slide show for oral presentations in class. Figure 1 (next page) illustrates, on the left, the orientation slide of the template and, on the right, one of the topic slides. On the orientation slide, the center image is surrounded by topic titles. By clicking on a topic title, the presenter goes to the topic slide or to a sequence of slides that develop that topic. From the topic slide, the presenter can click on the button at the bottom, return to the orientation slide, and go off in a different direction, depending on the interest of the audience.

This kind of template can be adapted for a slide show on any aspect of the target culture. Starting with an orientation slide that has the principal topics and perhaps a picture, the presenter can go to individual slides that develop each idea. Those slides, in turn, can have links to sub-topics or to other topics within the presentation. For example, in a presentation on food in the target country, the main topics might be table manners, meals of the day, diet and health, food groups, regional food and drink, favorite recipes, and comparisons with home customs. If the regional food and drink topic explores several sub-topics, one or more of those might be connected by links to related sub-topics under other topics. This branching capability adds to the interest of the slide show by making it flexible. A student using PowerPoint for the first time may go sequentially through the slides, but those who are more at ease can interact with the audience and use links to follow the interest of the audience. Branching capability is a benefit as well if the slide show is made available for use by individuals by giving them the ability to explore on their own; the individual user can follow interest where it may lead from one slide to another.

Acquiring skill in managing a slide show during a live presentation is more than pressing the advance button. Once learners are familiar with the capabilities of PowerPoint, they can adjust the extent to which it is useful in a presentation; in

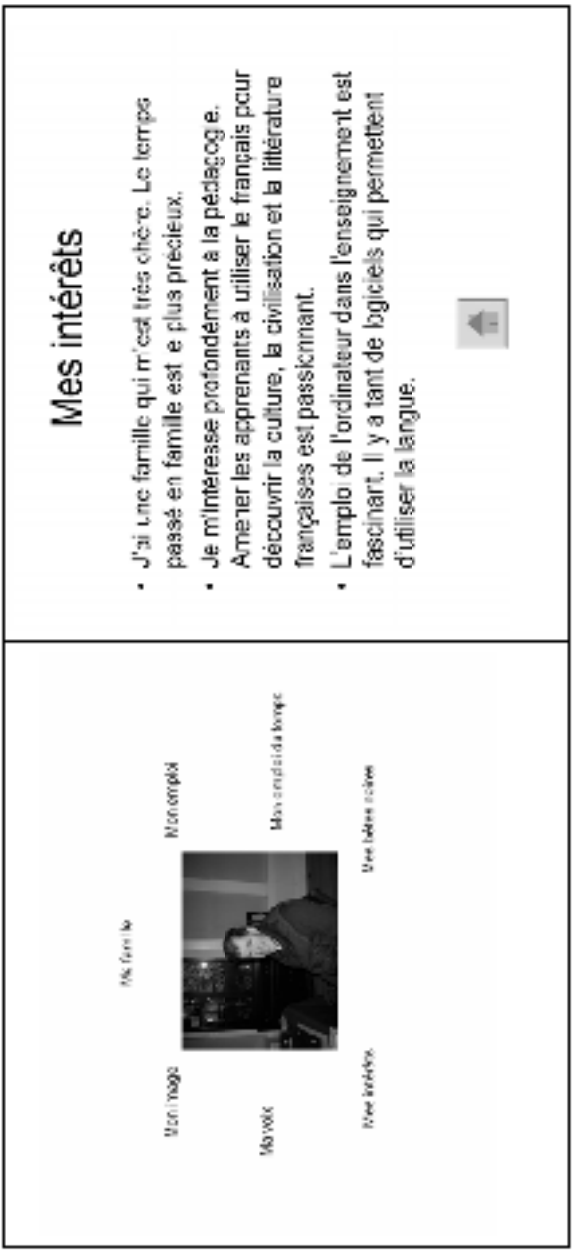

Figure 1. Orientation slide on the left; topic slide on theright, with return button

many cases, the principle "less is more" applies, as the speaker does not want the message to be overshadowed by the technology.

In the case of the second-year French class, students used the templates to create presentations about themselves. This had the advantage of giving those with little technical inclination an opportunity to learn the PowerPoint environment, without having to spend a lot of time on researching the content of their presentation. All students were successful in making their slide show and in using it to present to their peers. They informally reported this to be a positive experience, not only for using the language but also for gaining familiarity with a useful computer application. Satisfied with the outcome, the author repeated the project in later classes.

Discussion – Why use presentation software?

The *Standards for Foreign Language Learning* (ACTFL, 1998, p. 3) state that "**Communication** is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature." Of the five standards put forth, Communication is generally considered to be at the center, serving to mediate what is learned in the other four, "Cultures, Connections, Comparisons, and Communities." Under Communication, Standard 1.3 states, "Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics" (ACTFL, 1998, p. 4). In this presentational mode, the development of computer technology affords many possibilities. For instance, the Web offers the ability to post a Web page or a Web site; and, quite recently, YouTube is a repository for online video creations. While those technologies can reach a potentially worldwide audience, they require some advanced skills. The Web also mediates online journals called blogs (from Web logs), which can support graphics and sound and are easier to use. However, all three of these are likely to cause concern in a K-12 setting, as whatever is posted may be traceable to the source and hence create liability and/or security problems.

In this regard, presentational software has the advantage of controlling digitized resources, being portable from one computer to another, and supporting the presenter's ideas. Of the various applications available, a complex one like Macromedia Director takes very long to learn. An easier tool, like HyperStudio, can produce useful output with a few hours training and is fun for students to use. However, PowerPoint is more widely available than the other two.

Whatever application one chooses, there is a learning curve for the instructor as well as for the learner. Why bother to make the effort? Isn't giving a speech all about standing in front of a group and expressing the outcome of study and research? These are, of course, important questions. In deciding whether to introduce computerized resources like graphics, sound, and video, one must determine to what extent they will engage the interest of the presenter and the audience. In general, it is the author's experience that those kinds of supporting documentation enhance what the learner is presenting. To the extent that the learner may be reinforcing "information, concepts, and ideas" and helping the audience to better comprehend input, then it seems likely to be beneficial. If young learners

are presenting biographical information, the fact of having a portrait and a voice recording can make them aware of themselves as an individual. If the learners are exploring the target culture, being able to present graphics, sound, and video greatly enlarges the field of topics available. Along with a verbal description of an art work or a musical piece, the actual resource can be available.

Language instructors instinctively aim to engage learners in the life of the target culture, to observe how people behave and what they produce. They want students to see the links between what they learn in class and what occurs in the rest of their life, particularly in other academic pursuits. Traditionally, students are encouraged to enliven their presentations with examples of what they discover. When they can bring those into a slide show, they gain a measure of control. Being able to juxtapose resources in combinations from different media (e.g., sound and image, text and video, etc.), adds to the richness of their work. Furthermore, when faced with choosing among a variety of possible examples, the learner has the chance to exercise critical judgment and a certain amount of creativity. Putting all that together in a slide show is an exercise that goes beyond writing a speech and helps learners to heighten their presentational skills.

Conclusion

Whether technology can serve to improve learning rests with how instructors and learners go about using it. The look and feel of a PowerPoint presentation can add some polish to any presentation, but the best use of this program depends upon the quality of the content, how it is structured, and how the presenter delivers the slide show. Learning to use PowerPoint is relatively easy, and many young people have the basics in hand. Learners can benefit from its use by shaping their formal presentations to employ branching structure, and to integrate text with media such as graphics, sound, and even video. This is a tool that has advantages and limitations; while not a cure-all, it can be an enhancement to communication.

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II

Teacher Education and Professional Development: Agents of Change

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In this section of the *CSC Report*, we turn our attention toward considering change from a professional perspective. This exploration will focus on transformation within the teacher education program as well as for the practicing foreign language teacher. All articles are intended to promote reflection and engage language educators in informed dialogue aimed at affecting professional change.

Certainly, world language educators have experienced a fair share of change in the past few years. The current emphasis on communicative language approaches to teaching has led to an increased focus on the language proficiency of both pre-service and practicing teachers. The trickle down effect of this focus has found many post-secondary institutions reassessing the structure of their modern language and teacher education programs. Pre-service teachers are presented with language teaching approaches that may challenge their beliefs about language learning, and many are faced with requirements of advanced levels of language proficiency. The practicing teacher faces similar issues but finds the situation intensified by the current focus on "teacher quality," which has led to increased restrictions and roadblocks in securing and maintaining certification and endorsements. At all levels of foreign language teaching and teacher education, questions concerning the development, assessment, and articulation of knowledge and skills have surfaced. A reassessment of our practices, our beliefs, our institutions, and our paradigms has been and continues to be essential.

The first two articles in this section address systemic changes at the post-secondary level. Susan Coleville-Hall, Bonnie Fonseca-Greber, and Isabel Cavour introduce recent NCATE/ACTFL standards for accreditation of post-secondary

teacher education programs, sharing the resulting struggles and successes of three higher education institutions. Marat Sanatullov and Elvira Sanatullova-Allison focus on the related requirement that teacher candidates develop a working knowledge of technology. The authors posit that an optimal level of technology integration in the teacher education program will allow teacher candidates to emerge prepared for and confident in their use of technology, in order to motivate students to become more active participants of their education. Both articles present post-secondary issues that are relevant and important to all those involved in foreign language education.

The following two articles investigate approaches designed to stimulate practicing and pre-service teachers to reflect on language learning beliefs. Jean Hindson proposes the use of DVD segments as a means by which teacher-educators might guide teacher candidates toward challenging their beliefs about language learning. She specifically focuses her attention on the elementary foreign language program, where active immersion-based programs are not always easily accessible to the pre-service teacher. An action research study conducted by Marcia Rosenbusch and Hsueh-Hua Chuang, explores a similar use of media to challenge beliefs and foster change. This article presents developmental experiences for the educator as well as participating students, who all come to question their beliefs about student learning. For the students, the change takes place through the presented media-based techniques, while the instructor is affected by the action research cycle focused on her instructional methodology.

The final two articles in this section address the continued professional development of practicing foreign language teachers. Meg Graham shares a personal journey in professional development and renewal via National Board Certification. She provides an informative overview of the process as well as personal insights and the impact on her teaching. Finally, Javier Coronado-Aliegro presents a detailed analysis of the link between self-efficacy and student learning in the foreign language classroom. In this analysis, he presents a case for the increased use of self-assessment in the language classroom as a means by which to help students become successful language learners both within and beyond the walls of our classrooms.

According to Goethe, in order to thrive and grow as individuals, "We must always change, renew, rejuvenate ourselves; otherwise we harden." Such change may not always be a pleasant process, but the alternative, the "hardening" in knowledge, skills, understandings, and beliefs, is a path that language educators cannot afford to take. As individuals invested in the field of foreign language education, a profession that is ever changing, evolving, and advancing, language educators must continually grow in skills and knowledge . Such constant renewal and reflection will ensure active, vibrant, engaged learners and teachers of language.

4

Preparing for the ACTFL/NCATE Program Report: Three Case Studies

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Introduction

As foreign language educators, we recognize the importance of the new ACTFL/NCATE framework for program review. It promises to bring both consistency and promote quality to foreign language teachers nationwide. While this is an exciting opportunity for improving foreign language teacher education, it is also an overwhelming, high stakes, and complex process required by an institution's accrediting body to obtain and maintain accreditation.

The purpose of this article is to share the processes foreign language educators at three institutions experienced in aligning curriculum and outcomes with the *ACTFL/NCATE Program Standards for Foreign Language Teacher Preparation* (ACTFL, 2002). In this paper, we briefly review the literature on the ACTFL/NCATE Standards and their impact on program development. We explain the standards with regard to program review citing the ACTFL/NCATE Standards and the necessity of documenting how the program meets the standards. Then, we present three case studies of how one private and two public institutions in Ohio are addressing the task of structuring their foreign language teacher candidate (FLTC) program in order to write a program review that responds to the ACTFL/NCATE Standards. Finally, we suggest some ways to report on the program. What we present are simply attempts to structure and improve teacher education

programs in accordance with the ACTFL/NCATE Standards. These attempts to address the requirements for success in program review fit the institutional programs described. As the process and challenges of working through program review are shared, it is hoped that educators from other institutions will benefit from learning about the struggles, resolutions, and successes of others.

ACTFL/NCATE Program Development.

As an outgrowth of the success of *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 1999), the late ACTFL Executive Director, Ed Scebold, encouraged the organization to address national program standards in order to follow the practice other disciplines had completed. Math, science, language arts, and social studies, through their professional organization or Specialized Professional Associations (SPAs), had adopted program standards at the national level. Foreign language program standards were a joint two-year project of the National Foreign Language Standards Collaborative and ACTFL (Glisan, 2002b). With their adoption in 2002, the ACTFL/NCATE Standards became a requirement for teacher preparation institutions whose accreditation comes from NCATE. According to Glisan (2002b), the profession anticipated these standards would have a significant impact on foreign language teacher preparation due to the fact that NCATE requires a report that provides *documentation of performance-based assessments* rather than the formerly accepted program report supported by syllabi and faculty vitas. Institutions now need to document candidates' knowledge, skills, and dispositions not just in their "languaculture" (Lantoff, 2006) content area but also with respect to their teaching, including planning, implementation, and impact on K-12 student learning. In addition, the implementation of the new standards calls for dialogue between Colleges of Education and Departments of Foreign Languages.

Glisan (2006) describes in detail five unique features of the ACTFL/NCATE program review that makes this process an effective way to enhance Foreign Language Teacher Education programs around the country. These features include: (1) the expectations of and assessment of Advanced proficiency for candidates in all but Foreign Service Institute (FSI) Group 4 languages so that candidates can provide connected-discourse length input in the target language; (2) the integration of content and pedagogical knowledge and skills; (3) the effects on student learning through effective planning, instruction, and assessment; (4) the "dispositions" component; and (5) professional involvement. In order to insure that teacher candidates have the capacity to "speak in paragraphs, narrate and describe in major time frames, handle a variety of communicative tasks with sufficient precision to convey their intended message without misrepresentation or confusion," including dealing with an unanticipated complication and making oneself understood to native speakers not accustomed to dealing with non-native speakers (ACTFL, 1999), the *exit level of Advanced-low on the OPI became a requirement for languages* in FSI Groups 1-3, e.g., Spanish, French, German, and Russian (Glisan 2002 b, p. 377; Glisan 2006a, pp.14-15).

Because most Foreign Language Education Programs are housed in two separate units (education and foreign languages) and their approaches to learning and instruction may vary considerably, the implementation of the new ACTFL/NCATE Standards is forcing them to dialogue and collaborate more effectively (Glisan, 2002b). Foreign Language Teacher Education programs must demonstrate that teacher candidates possess the requisite pedagogical "languaculture" content knowledge, skills, and dispositions to embed the *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 1999) in their lesson planning, teaching, and assessment. This demonstration frequently requires input from both units. Programs also need to include in the report that both the program and candidates are using the assessment results to improve instruction (Glisan, 2006).

Although there are a number of articles that present actual ACTFL/NCATE Standards and some aspect of their implementation (Glisan 2002a, 2002b, 2002c, 2004, 2006; Dhonau and McAlpine 2005; Pearson, Fonseca-Greber, and Foell, 2006; Colville-Hall and O'Connor 2006), there still is a paucity in the documentation that deal with ACTFL/NCATE-aligned program (re)development and preparation of the report for the review process. In this article, we briefly discuss the process, share the experiences that three institutions underwent and are undergoing, and suggest some considerations that institutions may find useful before embarking in this process.

The ACTFL/NCATE Standards.

The *ACTFL/NCATE Program Standards for Foreign Language Teacher Education* (2002) build on and articulate with the K-12 student *Standards for Foreign Language Learning in the 21st Century* (1999), and form the basis for what the profession considers indispensable knowledge, skills, and dispositions that Foreign Language Teacher Candidates (FLTCs) need to enter the language teaching profession. An institution seeking NCATE accreditation must now align its foreign language education program with the ACTFL/NCATE Standards. The six overarching standards are as follows:

- Standard 1: Language, Linguistics, Comparisons
- Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
- Standard 3: Language Acquisition Theories and Instructional Practices
- Standard 4: Integration of Standards into Curriculum and Instruction
- Standard 5: Assessment of Languages and Cultures
- Standard 6: Professionalism

Standards 1 and 2 deal with FLTCs' content knowledge and focus on language proficiency and cultural understanding, paralleling the 'Communication' and 'Culture' goal areas of the K-12 *Standards for Foreign Languages*. Standards 3, 4, and 5 describe expectations of candidates' pedagogical knowledge and skills particularly as they relate to planning and implementing instruction, and assessing and reflecting on student learning in order to improve student learning. Finally,

Standard 6 addresses both professional development and an issue unique to language education, the ability of language teachers to successfully advocate for language study and defend the language program's place in the curriculum.

Documenting How the Program Meets the Standards

It is important that sufficient and appropriate documentation support the program report. A program report that does not successfully meet at the least five of the program standards and submit adequate support demonstrating how it meets these standards will be designated, 'Not Nationally Recognized.' A successful program will earn the designation, "Nationally Recognized," while one that meets program standards with exceptions (usually one standard not met) will be "Nationally Recognized with Conditions" and have 18 months to submit additional documentation. With respect to the quality of the data, the *ACTFL/NCATE Program Standards for Foreign Language Teacher Education* (ACTFL, 2002: 19) require that all programs preparing FLTCs include the following eight program components:

1. Development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language. Various researchers offer discussion on how programs can structure (Byrnes & Maxim, 2004; Cooper, et al., 2004; Pearson, Fonseca-Greber & Foell, 2006) and assess (Norris, 2006; Shohamy, 2006) language curricula to help bring FLTCs to the required Advanced level of proficiency.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages and is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues. See Colville-Hall and O'Connor (2006) for addressing the integration of some of the standards into the program.
5. Field experiences prior to student teaching in foreign language classrooms.
6. Field experiences, including student teaching, supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

In addition to these program components, the *ACTFL Program Standards* require that the assessments be performance-based. In other words, grades, syllabi, and faculty vitas all constitute unacceptable evidence because they do not measure what FLTCs can *do*, and whether they do so at a level that is "Unacceptable," "Meets Standard," or "Target," according to the ACTFL/NCATE Standards. Assessments must be accompanied by the corresponding scoring guide, and results must be tallied in a data table. Programs must be able to reflect on the assessments and explain how there are used to improve instruction.

Finally, for a program to demonstrate that it presents sufficient data to be assessed, it must establish a set of seven, or optionally eight, key assessments determined in part by the profession and in part by the institution. Each assessment must include a description making it obvious to the program reviewer how the assessment constitutes evidence for meeting the ACTFL/NCATE Standards.

- *Key Assessment 1* must be the state licensure or certification exam(s). In some states, this is the Praxis II score. In states where the state licensure exam has been changed to the OPI, such as New Jersey, Connecticut, and Pennsylvania, this will be the OPI rating. There are states that have developed their own assessment for this purpose, such as Illinois.
- *Key Assessment 2* must be another assessment of content knowledge as determined by the institution. Possible examples might include the ACTFL Writing Proficiency Test or a culture assessment. All program completers must take the same assessment.
- *Key Assessment 3* measures the FLTCs' ability to plan instruction, and might be assessed through lesson or unit plans.
- *Key Assessment 4* measures FLTCs' ability to implement instruction, and might be assessed via a final evaluation of student teaching, providing that such an evaluation were clearly aligned with the ACTFL/NCATE Standards.
- *Key Assessment 5* measures candidate effect on student learning, e.g., pre-/post-test & reflection. Here, the ability of the candidate to reflect on assessment results and use them to improve further planning and instruction is crucial. There should be an emphasis on K-12 student learning.
- *Key Assessment 6* is the ACTFL OPI or TOPT in Texas. These are the **only** acceptable assessments. Programs must show that an assessment system using the OPI is in place. Those who do not employ the ACTFL OPI (or for Texas, the TOPT) *automatically fail program review*.
- *Key Assessment 7* is required and should address a component of the ACTFL/NCATE Standards, such as professionalism, that may not have been thoroughly assessed in the previous six assessments.
- *Key Assessment 8* is optional, but encouraged if the reporting program has a unique program strength that has not been showcased in the preceding assessments.

In a recent NCATE/ACTFL meeting NCATE representatives said that depending on the year the report is submitted there is a specific amount of program data requested. Program reports submitted between Fall 2004-Spring 2007 must

have at least one semester of data on five assessments. Programs submitting reports as of Fall of 2007 or Spring of 2008 must provide one year of data on all 7-8 assessments; those submitting in Fall 2008 or Spring 2009 need two years of data collection. Furthermore, at least 80% of the program's FLTCs within the reporting period must pass the state licensure exam for the program to be nationally recognized. This 80% is only true if there are more than 10 candidates in the program.

Preparation for Program Review: 3 Case Studies

Teacher education is at the very foundation of the study of foreign languages, of a good language program and of successful language learning. Language faculty and teacher education faculty should be partners in the preparation of future teachers. Some departments of languages (DLs) may ignore this fact and choose not to collaborate with their colleagues in education. Some teacher education faculty state, they lack the clout to convince the DLs to make the program changes necessary to produce successful teacher candidates. DLs depend on education candidates for robust enrollments. Some education faculty members are too late in their communication with DLs to make the necessary changes in preparation for program review (a process which often requires program development or reform). Whatever the case, education faculty cannot work without DL faculty and DL faculty cannot work without education faculty in preparing the program report for ACTFL/NCATE review.

Case Study #1: Building a program between two departments

At one Ohio institution, the Teacher Education Department (TED) in the School of Education and the Department of Languages (DL) in the College of Arts and Sciences contribute to the formation of foreign language professionals by providing instruction in their area of expertise; i.e., the TED provides instruction in pedagogy, philosophy and history of education, psychology, and assessment. The DL offers instruction of the content area; i.e., knowledge and skills in the target language, culture and civilization, linguistics, literature, as well as two Foreign Language Teaching Methods courses.

Actions Initiated. Three years ago, a faculty member, from the DL, who had already been teaching the linguistic courses, was assigned to take over the foreign language education the program. Her new responsibilities were to teach the methods courses, supervise, and advise foreign language education students and write the ACTFL/NCATE program report. For one year she followed what was already in place while searching for ways to improve the curriculum and make certain that ACTFL/NCATE standards were the guiding principle for structuring the program.

During this first year, the following areas were identified as needing adjustments: communication and collaboration between the DL and the TED, program articulation among the courses taught in each department, shared objectives for the preparation of student teachers, and curriculum review to respond to ACTFL/NCATE standards.

Changes Implemented. Good communication had not been established because a real attempt had not been initiated. Important decisions were made in the TED faculty meetings and the DL faculty member did not participate in these meetings; thus, she was not aware of such decisions. To become more informed, she began to attend TED faculty meetings in addition to meetings at the DL. In those meetings, preparing the NCATE/ACTFL program review documents were a constant item of discussion. As the DL instructor was in charge of preparing the program review for the foreign language program, she became the active link for the two departments, expressing the need to collaborate to meet the unit standards as well as the program standards. Communication has improved substantially, but there is still work ahead.

Members of each side of the partnership are very well versed in their respective fields. Yet, they are not as knowledgeable in the other's field. Improved communication helped the DL faculty member to discuss with TED faculty some of the essential guiding principles in foreign language education in the 21st century. Similarly, the DL faculty member has briefed the department on current issues the field of education and their implications for the DL department. For example, the DL is now aware that graduates need to reach an Advanced-low proficiency level to be recognized by ACTFL/ NCATE and it is the responsibility of the DL to give students opportunities in and out the class to reach this level. Both the DL and the TED departments adhere to similar values, objectives and traditions, yet their everyday cultures and modus operandi vary significantly. A person working in two units needs to be familiar with both protocols and act accordingly. Doing things in one department following protocol from the other has caused unwanted misunderstandings.

Another change in this program has been the initiation and partial implementation of a new structure for the program at course level, especially in teaching foreign language courses, and at the field experience level. Following ACTFL/NCATE grouping of the standards to demonstrate proficiency, the changes are organized according to: (1) content knowledge, (2) pedagogical and professional knowledge, skills and dispositions, and (3) focus on student learning:

(1) *Content knowledge*. For the last fifteen years the DL has implemented a proficiency-based approach to all language classes. Every faculty member in the department has participated in the Oral Proficiency Interview (OPI) training, both through the ACTFL certification or through in-house training given that two faculty members in the DL are OPI trainers. Three have become official testers, two are OPI trainers, and one is an ACTFL Writing Proficiency test rater and trainer. The proficiency level of candidates has generally reached or exceeded the Advanced-low level. The passing rate in the Praxis II Content area is over 90% with scores above 180. Some students have performed at the superior level, especially those who participated in study abroad programs.

It is strongly suggested that students participate in a study abroad program and scholarships are available to help with cost. However, it is not yet required. As more funding becomes available a requirement may be put into place. In the

interim, newly designed offerings to help candidates become more proficient in the language have been taking place. For example, in fall 2005 a new course entitled Advanced Study of Spanish was co-taught by two Spanish professors. Also, in the works is an in-house semester immersion project. Students will take only courses in the target language and live with native speakers for a semester in a house on campus.

(2) *Pedagogical and professional knowledge, skills, and dispositions*. Both departments have been working to restructure courses to respond to the demands of preparing foreign language candidates. The restructuring includes advances in technology, the complexities of the ways children think and process information, and the diversity they bring to the classroom. The aim of the program is to equip candidates with problem solving strategies to design lessons to respond to unexpected circumstances in a highly diverse population in a changing world.

Several curricular changes are taking place. For example, the addition of 1-2 courses specific for the teaching of foreign language including Second Language Acquisition, Teaching Culture, Curriculum Design and Lesson planning, Assessment, Testing, and Grading Language Proficiency, and Technology and Language Teaching. The purpose of this new curriculum is to provide candidates the necessary knowledge and skills to develop in their students the competence needed to function in a global community. Candidates are encouraged to develop new theoretical frameworks based on organizing principles different from grammatical paradigms, frameworks where context, content, tasks, and functions dictate the linguistic components needed to accomplish a communicative intent. Student teachers need to translate theory into daily practice for extended periods of time. Changing views and beliefs about how to teach/learn languages is a very slow process that only happens in community.

Candidates participate in field experiences completing an assigned task starting their freshman year. In their junior year, they teach languages in private schools under the Methods professor's supervision and that of several cooperating teachers. They are in total charge of one or two classes. Candidates and the Methods professor start by writing syllabi at the beginning of the semester and then every week meet to develop materials, activities, and lesson plans that candidates follow in their classrooms. In this way students learn how to create lesson plans to achieve their objectives in the five goal areas of the *Standards for Foreign Language Learning*, and to connect activities with transitions that make teaching time more efficient. A great deal of mentoring is provided until candidates are ready to do all these tasks independently with excellent results.

In addition, we have formed a learning community where school foreign language teachers, student teachers, and university professors interact constantly to develop knowledge, skills, and dispositions necessary for the successful teaching of foreign languages. Monthly, we meet to discuss issues related to the acquisition and teaching of foreign languages.

(3) *Focus on student learning*. The field experience approach provides candidates opportunities to observe whether their teaching is or is not effective and offers opportunities to make modifications to improve their approaches. This can only be achieved if what happens in candidates' classes is their responsibility. K-12 students learn when provided appropriate and optimal learning experiences that allow them to acquire the target language.

Challenges. The number of changes that still need to be made and implemented is significant. More work is needed in the content knowledge area because the goal is not only that candidates reach the advanced low level, but a solid advanced level closer to the superior. Also, the implementation of the new courses in foreign language pedagogy needs to take place. The program as it stands now has just begun to show results. Further evaluation and modifications are to be made.

Case study #2. A Study in Collaboration

At another institution in Ohio, the two academic units essential for a successful teacher education program, the Department of Curriculum and Instructional Studies (C & I Studies) and the Department of Languages (DL) selected collaboration as the best approach to program development. Because the foreign language teacher education program consists of content and pedagogy, approval by the state has always rested on the cooperation of the two units. The DL prepares the candidates in the content area and a COE faculty member trained in foreign language teacher education is responsible for instruction for the methods course. The following two goals have guided their collaboration: To create a program that produces teacher candidates that are competent in the language and in the classroom and to obtain national and state approval for the Spanish & French Teacher Education Program.

Actions Initiated. The history of the two units is linked to the Ohio Department of Education (ODE). The first collaboration came in the 1990's when ODE determined cut-off scores for the National Teacher Exam as the newly adapted state's licensure exam. Passing rates indicated that the program needed some changes. Together both the COE and DL faculties responded by increasing elements of the program dealing with content knowledge in culture and literature so that candidates developed competence required by the exam. In 1999, Ohio adopted the Praxis II and set the cut-off scores as a means to assess candidates' language competence through the Content Knowledge (CK) and the Language Production Skills (LPS) tests. Because of less than stellar results in language production skills in this institution as well as all over the state, faculty members from both the DL and the COE started working together to provide candidates greater language skills and knowledge, and practice in test taking they needed to succeed. This collaboration resulted in setting two goals, to raise the institution's passing rate for teacher candidates, and to strengthen both programs based on common objectives and expectations for teacher candidates' competence in linguistic, literary and cultural skills as well as foreign language majors.

Critical to successful collaboration are unit leaders who believe that proficiency based instruction and opportunities are essential to the success of all language students and worth the effort needed to obtain the means to provide it. The arrival of a new department chair with an extensive relationship to an education unit at another university also helped the two departments move forward collaboratively. Faculty members from the two units helped candidates by becoming more familiar with the Praxis test, by coaching students, by conducting Praxis preparation workshops, by serving on review boards for Praxis test revisions and by involving other local faculty from institutions of higher learning in the Praxis preparation process. Faculty engaged in letter writing and petitioned the State Board of Education to consider the unfair testing practices such as malfunctioning tape recorders and testing personnel not knowledgeable about handling the equipment for this high stakes testing. A call statewide for the substitution of the ACTFL OPI that was predicted to become the nationally preferred measurement of student production skills eventually caused the Praxis PLS to be dropped as a state requirement.

The mutual goal of structuring for candidate success allowed the two faculties to create a program that prepares students well linguistically. The language course content has become more proficiency-based with the additional training of faculty, now totaling four currently certified OPI testers. There has been an additional focus on linguistic knowledge and skills through specific course development and study abroad programs. Candidates can choose from DL study abroad programs in France and Spain led by DL faculty or from several cooperating universities for a semester abroad program, or become English teaching assistants in France or in Spain. The newest development is the opportunity to complete eight weeks of student teaching abroad in a bilingual school for the Spanish teacher candidates. They also complete eight weeks in local area schools.

Changes Implemented. Changes in the DL curriculum have been ongoing since the initial collaboration with the education unit. Since all language majors now have to demonstrate proficiency at the Advanced-low level, the DL's curriculum provides opportunities for students to use language both in and outside the classroom. Language tables are a very popular activity. Students entering the program are assessed using OPI, SOPI or COPI to determine appropriate placement as a major. If graduate level initial licensure students are not proficient enough, they must add undergraduate work until they can demonstrate sufficient language proficiency to begin graduate language courses.

Collaborative advisement has also been effective in helping candidates achieve success. The faculty advocates the following steps: A candidate (1) meets with COE admissions advisor and chooses to apply, (2) is admitted to Teacher Education Program as soon as requirements are met, (3) meets with COE FL education advisor to enroll in program, (4) meets with DL Chair for pre-program language assessment, (5) is assigned a DL advisor, and (6) undergoes periodic progress checks or advisement for scheduling and meeting graduation requirements. As part of program requirements, all students must demonstrate proficiency in all areas of communication as they exit the program.

The results of the collaboration between the COE and the DL have been very positive. In addition, the faculty has found other ways to collaborate such as grant proposal writing, staffing overseas programs, promoting study abroad opportunities, building a linguistic community within our university and building a greater community for citizen diplomacy.

Challenges. Challenges to collaboration consist of the obvious. First, there is never enough time. Secondly, there is little incentive. The only reward is student achievement. In an ideal situation, the two units would like to create a joint appointment, but it has been difficult to work across colleges with regard to tenure, promotion, and distribution of teaching. Although collaboration has been carried out by a few dedicated professionals who are able to engage their colleagues as crises arise, it would be beneficial to have a greater number committed faculty in each unit.

Case Study #3: A Study in Solo/Dual Collaboration

In contrast with the two cases just described, the Program Coordinator (PC) of another language teacher preparation program, housed at a mid-sized Ohio university known for its teacher education programs, holds a joint appointment. She is officially a member both of the Department of Romance Languages in the College of Arts and Sciences and of the School of Teaching and Learning in the College of Education and Human Development. In addition, she holds affiliate status with the Department of German, Russian, and East Asian Languages, also in the College of Arts and Sciences. This institution saw the wisdom of creating a cross-college joint appointment in the hopes of fostering the dual collaboration necessary to effectively address the challenges posed by successfully preparing candidates for the reality of mastering both the content area and its pedagogical delivery.

With respect to facilitating communication, the joint appointment afforded the PC the opportunity to participate directly in the dialogue on topics of concern in both education and languages. In her early education "immersion experience" at her institution, she acquired a new language—NCATE. She subsequently determined what was ultimately needed was an additional variety of the language—ACTFL/NCATE. To improve success in preparing the ACTFL/NCATE program report, she decided to undergo training after which she became an ACTFL/NCATE program reviewer.

As a result, she began implementing necessary changes in both units, Languages (L) and Education (E). Issues such as the debate to implement the OPI, course scheduling, and the linguistics course required consultation with both units. She requested input/advice at strategic junctures, and, given the relative autonomy of her joint appointment, she has not faced opposition from the L faculty members who have allowed her to deal with Language-Education relations. Keenly aware of the high stakes involved in NCATE accreditation, E continues to be supportive of NCATE-driven changes, and has helped bring the Foreign Language Education program to the same table as the four other core subject areas.

Actions Initiated. Among the actions taken that were found to be most beneficial was developing more widespread buy-in from the language departments so that the program review process does not become an exercise in solo collaboration. The Program Coordinator also received permission from the professor of the Spanish applied linguistics elective to make it a required course for the Spanish FLTCs and sought ways to implement ongoing assessment of oral proficiency. Another essential action was placing FLTCs with university supervisors and cooperating teachers who are knowledgeable of and sympathetic toward the ACTFL/NCATE Program Standards, and who are willing to evaluate candidates according to a language teaching-specific student teaching evaluation rubric aligned with the ACTFL/NCATE program standards, in addition to the generic Pathwise form required by the College of Education.

Changes Implemented. The Program Coordinator convinced the field placement office to place the FLTCs, as is done for other students rather than making them look for their own placement. To facilitate the administrative process and be consistent across language programs, she also created one unified program, Foreign Language Education—with a specialization in French, German, Latin, Russian, or Spanish and succeeded in raising the required GPA from 2.5 to 2.8, in tandem with the Adolescent and Young Adult Program.

To address program standards and strengthen the program, a change in the sequence of courses was instituted so that students were required to do the foreign language methods class before student teaching, rather than concurrently with student teaching. Changes were also made in the program to improve the field experiences and to provide FLTCs with field experiences in both K-8 (during EDTL 373) and 7-12 (during EDTL 429) settings. This includes an early field experience in a K-8 language classroom during the sophomore year as part of an introduction to the field of language teaching, in tandem with the Adolescent and Young Adult Program. The assessment system was strengthened in a variety of ways. First was the implementation of the ACTFL OPI and WPT for FLTCs. Candidates are also required a passing score on Praxis II-Content in order to enter Methods, in tandem with other students in the Adolescent and Young Adult Program. To insure improved language proficiency, students are now required a minimum of one-semester of organized study abroad. A passing (Advanced-Low) score on the OPI is part of the application process in order to student teach. A linguistics course was added for all French FLTCs, after the French Section gave permission to do so.

Other collaborative efforts brought about a Professional Year (Fall Methods Block & Spring Student Teaching) and an electronic portfolio that FLTCs prepare during methods, which provides them with a professional portfolio that they can present to hiring committees to showcase their knowledge, skills, and dispositions with respect to their content and pedagogical preparedness and their professionalism, and which simultaneously provides the program with its performance-based data on the eight key assessments. A senior seminar was also initiated to accompany student teaching, primarily so that the institution can

collect NCATE data on FLTCs' ability to assess and reflect on student learning. Again this was done in tandem with the Adolescent and Young Adult Program.

Perhaps the single most important effort was the support given for training for the PC to become an ACTFL/NCATE program reviewer in order to learn the program review process from the inside. Knowing the standards appears to be one of the best ways to deal with the new professional requirements.

Challenges Remaining. The remaining challenges consist of creating interest in and financial support of a proficiency-orientation throughout the language programs, including OPI tester training for all language faculty members to implement a proficiency-orientation throughout all levels of the program thereby facilitating systematic, in-house ongoing diagnostic testing for FLTCs. A major stumbling block is the ability to treat all languages equally in course offerings. It is more difficult to create German, Russian, and Latin linguistics courses, aligned to Standards 1.b and 1.c and to hire faculty qualified to teach them because the programs are smaller. The improvement of the Russian program could be achieved by expanding the study abroad from 6 weeks to at least a full semester and implement additional equivalent content exams in Russian and Latin.

Imposing changes that are required by the ACTFL/NCATE Standards by a pre-tenure junior faculty member presents some risk. Negotiation skills and good faith are essential. The changes initiated, especially if more rigorous, or if not given sufficient time for implementation, may also prove unpopular among FLTCs as well and show up on teaching evaluations.

While major program reform is not always a smooth process, having both the L and E faculty as direct colleagues, rather than as strangers across campus, has certainly improved communication and made implementing the necessary changes more feasible. It is definitely a model to recommend.

To conclude the study of all three cases presented, collaboration is an excellent way to build a program that can meet the standards set by ACTFL/NCATE. It takes time and effort, but the reward goes beyond the possibility of just becoming a "Nationally Recognized Program." Collaboration provides students the opportunity to succeed and produces candidates who become teachers (and hopefully leaders) who will make a difference in the learning of languages and cultures of American's children. The reward is being able to invest in our nation's future.

Reporting on the program

Throughout this article the word collaboration and/or synonyms have been used repeatedly. Preparing the program report is not a task that can be done by an individual alone. A program aiming to meet the ACTFL/NCATE Standards requires the participation of every faculty and staff member involved in the preparation of language teacher candidates. Structuring and delivering a teacher education program to meet ACTFL/NCATE Standards has been a real challenge for Teacher Education units and Language units. The challenge lies in the fact that programs have to show evidence that the teacher education program has produced

professionals to function at high levels of performance, not only in the content area and sound pedagogy, but also in terms of delivering Pre-K-12 instruction that implements the *Standards for Foreign Language Learning*.

Preparing a successful program report is not by any means a simple task. It involves (1) an initial self-program study, (2) a deep understanding of the ACTFL/NCATE Standards, (3) familiarity with the *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 1999) and the ACFTL proficiency guidelines, (4) development of performance-based assessments, and (5) the collection and analysis of data that demonstrate candidates' performance. In other words, the program report must include what candidates know, are able to do in their teaching, and are disposed to do in their roles as teachers, so that K-12 students are able to learn. Faculty members involved in the teacher preparation program have to verify that the candidates' performance meets the ACTFL/NCATE Standards and how well they are meeting them.

Once the program is aligned with the ACTFL/NCATE standards and there is enough evidence to demonstrate that their candidates meet the standards, the primary compiler has to become familiar with the program report template that can be found at http://www.ncate.org/ProgramStandards/actfl/actflWebReport-July1.doc.

The program report has five major sections; namely, the context statement, list of assessments, relationship of assessments to standards, evidence for meeting standards, use of assessment results to improve candidate. There is an additional section "program performance" for revised reports only.

Section I: Context statement. In no more than six pages, the compiler has to describe the program including any state or institutional policies that may influence the application of SPA standards, field and clinical experiences required for the program with the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Included also are a description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program, a description of the relationship of the program to the unit's conceptual framework, and an indication of whether the program has a unique set of program assessments as well as the relationship of the program's assessments to the unit's assessment system. The compiler also has to describe the program of study that outlines the courses and experiences required for candidates to complete the program.

Three attachments should be added to this section; (1) Chart with the number of candidates and completers, (2) Chart on program faculty expertise and experience, and (3)ACTFL/NCATE Program Self-Assessment Table.

Section II: List of Assessments. Completing the chart with the name, type, and administration point for each of the 7-8 assessments documented in the report is the easy part of the task. The complexity lies on the selection of the assessment instruments that will be used for the program review. The assessments must be those that **all** candidates in the program are required to complete and should

be used by the program to determine candidate proficiencies as expected in the program standards. In a maximum of eight assessments, the institution has to demonstrate that their candidates are performing at an optimal proficiency level in the following three areas: (1) Content knowledge; (2) pedagogical and professional knowledge, skills and dispositions; and, focus on K-12 student learning.

Section III: Relationship of Assessments to Standards. In this section the compiler has to indicate in a specified chart which of the assessments listed in Section II provides evidence of meeting specific program standards.

Section IV: Evidence for Meeting Standards. For each assessment, evidence for meeting standards should include the following information in a limited number of pages:

1. A brief description of the assessment and its use in the program
2. A description of how this assessment specifically aligns with the standards
3. A brief analysis of the data findings
4. An interpretation of how that data provides evidence for meeting standards
5. Attachment of assessment documentation, including; the assessment tool or description of the assignment, the scoring guide for the assessment; and candidate data derived from the assessment.

Section V. Use of Assessment Results to Improve Candidate and Program Performance. In writing the report, no more than three pages should be used to describe how faculty are using the data from assessments to improve candidate performance and the program, as it relates to (1) content knowledge,(2) pedagogical and professional knowledge, skills, and dispositions, and (3) student learning. Another important aspect to keep in mind during the preparation of the program review is **"***alignment***"** of state standards or INTASC standards, required state exams, assessment instruments with the ACTFL/NCATE Standards. In simple terms, there must be clear and consistent cohesiveness among all the sections of the program review, and assessments results should show that it has achieved the ACTFL/NCATE standard-based objectives.

In conclusion, meeting the standards through the process of program development, program alignment and collaboration is imperative for a successful review. Although the process may seem enormous, the only way to succeed is by becoming familiar with the program standards; collaborating with others involved in preparing teacher candidates either in the content area, pedagogy and/or field; and sharing the process with others in the profession undergoing the same review. Perhaps the best way to prepare the report is to be immersed in reading reports as a reviewer. Training to be a reviewer provides an excellent means to become familiar with the requirements, the expectations, and the terminology. Standards-based programs are a new approach and present new challenges for many teacher educators as they require us to improve teacher preparation. In the end standards-based programs will produce teachers who can make a difference in their students' learning of languages and cultures.

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Appendices

Assignment Sheet
E-Portfolio

Your e-portfolio represents your passport to the professional world of language teaching. It documents for the class and potential hiring committees the knowledge, skills, and dispositions you have acquired with respect to language learning and language teaching, showcasing your professional successes thus far. Your e-portfolio will include your CV, professional certificates, and language teaching philosophy, which will center around your reflections on the various teaching artifacts you will have created and presented/micro-taught to our class and/or your field experience/student teaching class, as well as how these address the ACTFL/NCATE teacher candidate standards. Some class time will be devoted to helping you refresh/acquire the technological skills necessary to compile your electronic portfolio.
Your e-portfolio will contain the following items, artifacts and accompanying reflections:

- Curriculum Vitae
- Language Teaching Philosophy (Stds. 3,4,6)
- A1: Praxis II-Content: Listening & Reading (Stds. 1,2): Reflection
- A2: ACTFL Writing Proficiency Test (WPT) (Std. 1a): Reflection
- A3: 5-Day Unit Plan (2a,b, c; 3a, 4a, 4b, 4c) : Reflection
- A4: Student Teaching Final Evaluation & Video—If student teaching! (3a,b; 4b):
- Reflection
- A5: Unit Assessment of Student Learning (5a,b): Reflection
- A6: ACTFL Oral Proficiency Interview (OPI) (Std. 1a): Reflection
- A7: Professional Development (6a): Reflection
- A8: Language Advocacy (6b): Reflection
- References

Please note, the portfolio is assessed using the rubrics of the ACTFL/NCATE *Program Standards*.

Only three examples of the artifacts follow:

Assignment Sheet Artifact 5: Unit Assessment of Student Learning

To help you better understand the recursive relationship between teaching, learning, and assessment, you will create and administer to your field experience students a pre-test and a post-test for your Unit/Lesson Plan, and then reflect on the impact your teaching had on their learning.

- For your e-portfolio assessment artifact, include (1) your pre-test, (2) your post-test, and (3) your reflections on your assessment of student learning.
- For your e-portfolio assessment reflection, state briefly what you have learned about the recursive relationship between teaching, learning, and assessment as a result of this assessment of your students' learning.

1. **Pre-test:** Create and administer a pre-test on the first day of your unit to determine what students know/don't know about the upcoming topic, e.g.,
   In Spanish:
   - I **know / don't know** how to talk about foods I like/don't like
   - I **know / don't know** how to order a meal in a restaurant
   - I **know / don't know** how to answer simple questions
   - I **know / don't know** how to ask simple questions
   - I **know / don't know** when Spaniards eat
   - I **know / don't know** what a *tortilla* is

2. **Post-test:** Create and administer a post-test on the last day of your unit, or at the end of the lesson(s) that you teach from your unit, to determine what your students have learned as a result of your teaching. You may administer an informal or formal assessment, as you consider appropriate.

3. **Reflection:** Complete the following form to guide your reflections on your students' learning and your teaching effectiveness.

Reflections on Assessment of Student Learning (adapted from Shrum & Glisan, 2005: 86-87)

Did I achieve my lesson objectives? (i.e., Did the students learn what I wanted them to learn?)	
How do I know? (i.e., What does a comparison of the pre-test and post-test results tell me?)	
What worked especially well and why? (i.e., On which points have they performed especially well?)	
What would I change if I were to teach this lesson again? (I.e., On which points didn't they perform as well as I would have expected and what can I do to improve their performance next time?)	

Assignment Sheet

Artifact 7: Professional Development Plan (PDP)

As you reflect back on your professional growth this year, complete the following professional development plan for yourself to guide you in your next steps as a language teacher candidate and beginning foreign language teacher.

- For your PDP e-portfolio artifact, include your completed PDP.
- For your PDP e-portfolio reflection, state in a sentence or two how your PDP will help you become a more effective beginning foreign language teacher.

Professional Development Plan

Professional Competencies	**My strengths are…**	**Areas I want to improve & what I will do to improve them. Give specifics.**
1a: Demonstrating Language Proficiency		
1b: Understanding Linguistics		
1c: Identifying Language Comparisons		
2a: Demonstrating Cultural Understandings		
2b: Demonstrating Understanding of Literary and Cultural Texts and Traditions		
2c: Integrating Other Disciplines into Instruction		
3a: Understanding Language Acquisition and Creating a Supportive Classroom		
3b: Developing Instructional Practices That Reflect Language Outcomes		

4a: Understanding and Integrating Standards in Planning		
4b: Integrating Standards in Instruction		
4c: Selecting and Designing Instructional Materials		
5a: Knowing Assessment Models and Using Them Appropriately		
5b: Reflecting on Assessment		
5c: Reporting Assessment Results		
6a: Engaging in Professional Development		
6b: Knowing the Value of Foreign Language Learning		

Assignment Sheet
Artifact 8: Language Advocacy

In honor of the Year of Languages (2005) or National Foreign Language Week© (the first full week of March), have your students, individually or in pairs/groups:

- Access an appropriate data source to develop a mini-poster in support of foreign language learning for their target audience.
- Prepare a small but attractive mini-poster stating 3 key benefits of learning Spanish, French, German, Russian, or Latin, as the case may be.
- Display, with the endorsement of your cooperating teacher, building principle, or other appropriate authority, their Value of Foreign Language Learning posters in the school or elsewhere in town, as appropriate according to the alliances you have built.

- For your Language Advocacy e-portfolio artifact, include:
    - the assignment sheet and rubric you distributed to your students
    - sample(s) of student work, i.e., a mini-poster

- For your Language Advocacy e-portfolio reflection, state briefly:
    - which data source(s) you had your students access and why
    - where you had students display their work
    - how you arranged for students to display their work

5

Preparing Teacher Candidates to Integrate Technology in the Foreign Language Classroom: A Teacher Educator's Perspective

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Introduction

Technology plays an ever increasing role in our digital age and, through the advantages of multimedia and the Internet, "transcends the walls of isolation" (Office of Technology Assessment [OTA], 1995) and opens up classrooms to target language communities throughout the world. "Today's teachers are inextricably caught in the web of technological advances that affect teaching and learning a second language" (Wildner, 1999, p. 223). Access and use of computer-based technologies by teachers and students has increased significantly (Russell, Bebell, O'Dwyer, & O'Connor, 2003). Nearly all public school teachers (99%) reported having computers available somewhere in their schools in 1999 (Smerdon, Cronen, Lanahan, Anderson, Iannotti, & Angeles, 2000). Internet access in public schools increased by 60 percentage points between 1994 (3%) and 1999 (63%), and by 1999, 95% of public schools were connected to the Internet, with one instructional computer with an Internet connection for every nine students (Williams, 2000).

Although, at this time, the foreign language profession cannot point to adequate research data indicating students' higher performance level due to the use of technology (Wildner, 1999), and foreign language educators may question the

effectiveness of applying technology in acquiring a second language (Schwartz, 1995), a growing number of empirical research studies show that technology has an overall positive effect on language learning. The findings of the Hertel (2003) study, describing an intercultural e-mail exchange at the college level between U.S. students in a beginning Spanish class and Mexican students in an intermediate English as a Second Language class, reveal that this student-centered endeavor has the potential to foster language acquisition, increase knowledge and awareness of other cultures, and boost student interest and motivation in language and cultural studies. Al-Jarf (2004) found that the use of web-based instruction as a supplement to traditional in-class instruction was more effective than textbook-based teaching in enhancing the quality of writing of low-ability English as a Foreign Language (EFL) learners. The Bernhardt, Rivera, and Kamil (2004) study examined the practicality and efficiency of web-based placement testing for college-level language programs and indicate that students, instructors, and administrators benefited from the on-line format of the tests. Results from many other studies also point out how students benefited from the technology-enhanced collaborative learning methods and interactive learning process (Wang, 2005).

Moreover, Wildner notes that students who want to succeed in global market situations and in multicultural settings need to be trained in combining their technological skills with their linguistic and cross-cultural knowledge" (1999, p. 227). She continues that "this need for new "global communication skills" combined with the use of newer technologies not only strengthens the arguments for foreign language learning but also challenges traditional views of foreign language teaching and learning" (Wildner, p. 227). Wang (2005) specifically states that "technology integration in foreign language teaching demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach" (p. 39). Even though constructivism is not a theory associated with using technology (Wang), Nanjappa and Grant (2003) argue that "a complementary relationship exists between technology and constructivism, the implementation of each one benefiting the other" (p. 38) and Brown (1996) and Wolffe and McMullen (1996) believe that constructivist assumptions (such as learning as an active and collaborative process and focus on problem solving) can be used as guideposts for developing a vision for integrating technology into the language curriculum, where the study of social and cultural processes and artifacts become a central issue (Nanjappa & Grant).

In turn, technology may also influence teacher practice to incorporate constructivist principles (Nanjappa & Grant, 2003), and it would seem logical that technology requirements should be an integral part of foreign language teacher education in order to prepare teacher candidates for creating contextualized and communicative environments in their classrooms. Despite the growing number of computers and access to technology, however, computer-based technologies are not generally used as an instructional tool by teachers at all levels of education (Cuban, 2001) and, as Cuban suggests, at the root of this is teachers' lack of understanding of how technology can be incorporated into regular classroom instructional practices. The findings of *A National Survey on Information Technology in*

Teacher Education (Moursund & Bielefeld, 1999) reveal that "in general, teacher-training programs do not provide future teachers with the kinds of experiences necessary to prepare them to use technology effectively in the classroom" (p. i). In order to increase the technology proficiency of the future K-12 teachers in classrooms, the report contends that teacher education programs should increase the level of technology integration in their own academic programs, in particular focusing on the incorporation of technology instruction into other courses, rather than being limited to the stand-alone ones, and on providing pre-service teachers with more opportunities to apply technology during their field experiences, with faculty modeling use of technology. The national study on technology use in K-12 education, *Teachers and Technology: Making the Connection*, conducted by the Office of Technology Assessment (OTA, 1995) summarizes this problem:

> …telling [pre-service teachers] about what is possible is not enough; they must see technology used by their instructors, observe uses of technological tools in classrooms, and practice teaching with technologies themselves if they are to use these tools effectively in their own teaching. (p. 185)

According to OTA, despite technologies available in schools, a substantial number of teachers report little or no use of computers for instruction as well as not having had adequate training to prepare them to use technology effectively in teaching. OTA states that "despite the importance of technology in teacher education, it is not central to the teacher preparation experience in most colleges of education" (p. 165) and that "overall teacher education programs in the United States do not prepare graduates to use technology as a teaching tool" (p. 184), which consequently results in "most new teachers graduate from teacher preparation institutions with limited knowledge of the ways technology can be used in their professional practice" (p. 165).

This observation is reiterated by the findings of a 1999 National Center for Education Statistics (NCES) survey of public school teachers that included items on teachers' use of technology in their classrooms and schools (Smerdon et al., 2000). The report indicates that in 1999, among teachers with computer availability in their schools, only 53% of them used computers for instruction during class time. Teachers assigned students to use computers for word processing or creating spreadsheets most frequently. Teachers' use of technology was related, among other factors, to their preparation and training. Teachers cited independent learning most frequently as preparing them for technology use and only half of them reported that college/graduate work prepared them to use technology. Only 10% of teachers reported feeling "very well prepared" to use computers and the Internet for classroom instruction. Teachers who reported feeling better prepared were more likely to use these technologies for instruction than their less prepared colleagues. Moreover, teachers' feelings of preparedness were also related to their use of technology for classroom assignments. For each classroom instructional activity, teachers who reported feeling better prepared were more likely to assign students to use these technologies.

The above observations are supported by more recent empirical research. The findings of the *Use, Support, and Effect of Instructional Technology (USEIT) Study* (Russell et al., 2003) conducted in Massachusetts, show that teachers in the USEIT sample use technology less frequently for instructional purposes in the classroom (either by the teacher or by the student). In fact, teachers' beliefs about the importance of technology for teaching were the strongest predictor of the frequency with which technology is used for a given purpose, especially for delivery and teacher-directed student use. The findings further suggest that teachers' beliefs about the value of technology change as teachers gain exposure to and familiarity with particular technologies, particularly when technology is used directly by the students. In light of this, Russell et al. feel that "shifting teacher beliefs by exposing them to uses of technologies should be an important component of teacher training programs that aim to enhance instructional uses of technology" (p. 303) to "support various aspects of teaching and learning" (p. 307). "In turn, these stronger beliefs are more likely to translate into more frequent use of technology once a preservice teacher enters the profession" (p. 308).

As a part of a Preparing Tomorrow's Teachers to Use Technology (PT3) grant from the U.S. Department of Education, the Ed-U-Tech project (Dexter & Riedel, 2003) at the University of Minnesota explored the contextual factors to determine which of them predict whether the pre-service teachers use technology and have K-12 students do so in their classrooms. The findings show a clear pattern – pre-service teachers rated their skillfulness and comfort with using technology for instructional enhancement as *somewhat comfortable*. Pre-service teachers were also asked about expectations for using technology during student teaching, with only 28.5% responding that they were required to do so. The study also reveals that the level of technology use by pre-service teachers is generally indicative of the level of technology use by their students. Therefore, the findings empirically bear out the assertion that schools, colleges, and departments of educations (SCDEs) "should attend to the significant contextual factor over which they have direct control – setting expectations for student teachers' use of technology" (p. 343). Moreover, the study demonstrates that "because [pre-service teachers'] abilities to demonstrate technology use in a classroom are predicted on their ability to do so, SCDEs must first ensure [pre-service teachers] have an adequate opportunity to learn to integrate technology through coursework" (p. 343). Exploring how SCDEs develop pre-service teachers' skill and comfort with technology, such as by designing integrated instruction as a part of methodology courses, is suggested as one of the areas of future research.

The situation is mirrored in the area of foreign language education. A national survey of foreign language instruction in elementary and secondary schools conducted by the Center for Applied Linguistics (CAL) (Rhodes & Branaman, 1999) was designed to replicate the survey CAL's 1987 survey to allow accurate comparisons of today's teaching practices with those of a decade ago. The report is a summary of the results of questionnaires completed by principals and foreign language teachers selected randomly at approximately 6% of all public and private elementary schools in the United States. It shows that in 1997 computer-based instructional materials were used by 41% of elementary schools with

foreign language programs versus 14% in 1987 and by 57% of secondary schools with foreign language programs versus 20% in 1987. The report, however, does not provide any data on the effectiveness of technology in the foreign language classroom. According to Wildner (2000), while these numbers demonstrate a more than 50% growth rate within a decade, they also reveal that one half of the foreign language teacher population either does not have access to technology, does not have adequate training in integrating technology into the classroom, or does not see the potential of technology to enhance instruction. Nevertheless, Wildner is confident that "all of these questions about the effectiveness of [technology] in foreign language learning [and teaching] cannot be answered if we do not explore the potential of [technology] by actually using [it] in the classroom" (p. 228).

Thus, the need for the pre-service technology training of teachers is clear. It is evident as well that pre-service teachers' technology preparation during methodology courses affects the extent to which future foreign language teachers use technology in their own classrooms and have their students do so, starting with their field experiences such as student teaching. This article proposes and discusses five principles that describe how a foreign language teacher educator can prepare teacher candidates to purposefully, meaningfully, and relevantly integrate technology into their teaching in order to enhance the quality of their students' language and culture learning.

Five Principles of Integrating Technology in Foreign Language Teacher Education

Five principles can serve as a guide for teacher educators preparing teacher candidates to integrate technology in the foreign language classroom. The Venn diagram presented in Figure 1 (page 66) illustrates the interaction and interdependence between these principles. Technology, as well as the language teacher and language learner who use it in the teacher education and language classrooms, are at the very center of the diagram, for they are affected by all five principles and their interaction. Thus, the diagram emphasizes that foreign language teacher preparation in the domain of technology has a direct impact on the way the future teacher uses technology as well as engages the learner in the use of technology in the classroom.

Principle 1: Technology and Language Learning Theory and Research

Definition: Integration of technology is rooted in language learning theory and research. Language input and output are fundamental principles that transcend different visions of the language learning process (individual, collaborative) across different theoretical and research approaches (cognitive, social) of second language acquisition. Technology appears to be one of the ways that emphasize the interaction between and complementary nature of input and output in the process of language learning and teaching.

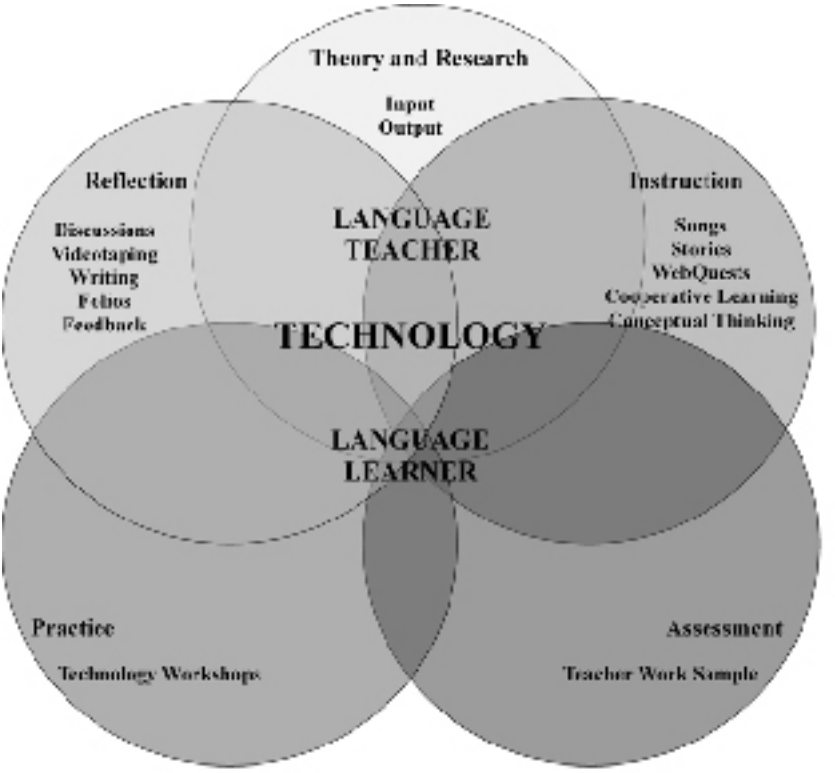

Figure 1. Technology in Teacher Education and Language Classrooms

Focus on input and output

Teacher candidates should demonstrate an understanding of the relationship between their use of technology in the classroom and language learning theory and research. Mayer (2001) states that "the design of multimedia environments should be compatible with how people learn" and "sensitive to what we know about how people process information (p. 42) or, in other words, "multimedia messages that are designed in light of how the human mind works are more likely to lead to meaningful learning than those that are not" (p. 41). To effectively develop technology-mediated classroom materials and activities, pre-service teachers should be able to clearly articulate how language acquisition and learning occur. The interaction between teacher and learner input and output should be viewed as the cornerstone of the practices in which the teacher and the learner engage in the classroom. Technology should be at the heart of the conditions conducive to the learner's second language acquisition and learning. The development of such knowledge, understanding, and skills in teacher candidates should be one of the focal points of foreign language teacher preparation. Research points out that an effective use of technology in the classroom should be a focus of

language professionals and become a tool that allows teachers to enhance communication at different stages of the lesson: getting students' attention at the beginning of the class, providing and illustrating the input, producing the output, or reviewing what has been learned. Enhanced input (Ellis & He, 1999; Krashen, 1982; Long, 1981; Paribakht & Wesche, 1997) and output (Swain, 1985, 1995), engaging all language skills (listening, speaking, reading, and writing) across the communicative modes (interpersonal, interpretive, and presentational) and made possible with various technologies, increase learners' attention, fluency and, consequently, language learning and knowledge of the target culture. In order for meaningful learning to occur in a multimedia environment, the learner must engage in five cognitive processes: (1) selecting relevant words for processing in verbal working memory, (2) selecting relevant images for processing in visual working memory, (3) organizing selected words into a verbal mental model, (4) organizing selected images into a visual mental model, and (5) integrating verbal and visual representations as well as prior knowledge (Mayer).

Technologies

To achieve such a goal, several types of technology applications can be introduced, modeled, and taught to teacher candidates, who should be able to use them in a meaningful and relevant way in a foreign language classroom across grade and proficiency levels. Web development software (Dreamweaver, Manila), text editing, hypermedia and multimedia programs (Microsoft Word, HyperStudio, PowerPoint, Inspiration, Ezedia, Podcasting), video editing programs (Microsoft, Sony, Apple), course management systems and its discussion boards (Blackboard, WebCT), e-mail, on-line chats and forums, and Internet-based collaborative writing and editing tools (blogs, wikis) are all examples of technologies that can be effectively demonstrated in the classroom.

Technological features

The features of these technology tools can enhance input and output in a foreign language classroom. Teacher candidates must have a comprehensive and clear vision of these features and of how they can optimize students' language learning through them. Text editing, visuals, links to other information, audios, and videos can be used as effective ways to focus students' attention on a particular grammar point such as verb endings, word order, and types of sentences, e.g. through the use of different colors, underlining, bold, text boxes, and geometrical shapes. Different parts of language discourse, vocabulary, grammar, or syntax can be emphasized. Inclusion of word banks and spaces for writing can engage learners in writing their answers and discussing their choices. Incorporation of images, with related text and space for writing, allows students to create descriptions of individuals such as story characters, or identify and compare different individuals. Communicating and creating written products in the target language within cooperative learning groups by using synchronous and asynchronous writing software programs promote the learners' output and negotiation of meaning. Teacher-produced audios and videos can serve as illustrations of the enhanced

input leading to interactive and communicative practices. Annotations and glosses allow teachers to guide students' comprehension by engaging them in selecting appropriate information. Annotations can contain information regarding cultural, historical, and grammatical comments, translations and definitions in the native and target languages, and questions to promote students' thinking.

Principle 2: Technology and Instruction

Definition: Technology tools are taught in connection with specific instructional formats. Teaching pre-service teachers to focus on communication and context that are stressed in the foreign language standards and proficiency guidelines is an important aspect of the integration of technology into teacher preparation.

Bringing communication and context into foreign language classrooms is an important objective for foreign language teachers when using technology in the classroom. "Language that is introduced and taught in meaningful contexts enables the learner to acquire competency in using language for real-world communicative purposes" (Shrum & Glisan, 2000, p. iv). In the methodology course, a variety of technological tools can be taught in connection to particular instructional formats, such as stories, songs, the PACE Model, or other communicative activities. This link should be specific and measurable. Text editing, multimedia, and the Internet can promote an integrated use of language skills and modes of communication, which enhance students' learning and provide a richer, more interesting, enjoyable, and exciting educational environment (Duffy & Cunningham, 1996; Jonassen & Reeves, 1996).

Story-based approach and multimedia

Multimedia allows the teacher to approach language learning within a meaningful context and structure of literary products, such as stories and songs. Pre-reading/listening, while-reading/listening, and post-reading/listening activities activate learners' background knowledge and engage them in anticipating the content of the story or song. Extent and content of each part depends on several factors, such as time constraints, teaching and learning objectives, learners' proficiency levels and cultural knowledge, and technology availability. Activities can be presented on students' individual computers or on a big classroom screen. As an example, learners can view a book illustration, a title, pictures of authors or singers, a related website, concept maps, and word lists from the literary product. While-reading/listening activities include videos and audios illustrating the input through the presentation of characters and dialogues. Slides and cards can display the lyrics of a song or the text of a story in an interactive manner by using images, internal links, text editing features, effects, and annotations. At the post-reading/listening stage, the teacher can engage learners in creating their own technology-mediated presentations and projects based on the initial story or song.

WebQuests and the Internet

A WebQuest is a research activity in which students collect information that primarily comes from the World Wide Web. The goal of the WebQuest is to use "the power of the Internet and a scaffolded learning process to turn research-based theories into dependable learning-centered practices" (March, 2004, p. 1). WebQuest is "an inquiry-oriented activity" and "scaffolded learning structure" in which learners use "essential resources on the Internet" in order to complete "an authentic task" that is based on "the investigation of a central, open-ended question, development of individual expertise and participation in a final group process," which "attempts to transform newly acquired information into a more sophisticated understanding" through "richer thematic relationships" and "metacognitive processes" (Dodge, 1997, p. 1; March, 2004, p. 1). WebQuests "use constructivist approaches to learning, cooperative learning activities, and scaffolding within a socio-cultural learning environment" (Shrum & Glisan, 2005, p. 426). Pre-service teachers and cooperating teachers find the use of WebQuests beneficial in the language classroom (Moeller & McNulty, 2006). A variety of technological tools can be used to implement WebQuests in the classroom, such as hypermedia and multimedia (HyperStudio, PowerPoint, Ezedia) or Web development software programs (Dreamweaver, Manila). The different sections of the WebQuest (e.g., introduction, task, resources, process, guidance, and conclusion) find place on separate Internet pages or as slides and cards within multimedia and hypermedia programs. Through WebQuests, learning the target language becomes inseparable from studying the target culture and the content of other subject areas such as geography, history, or arts, addressing the Cultures, Connections, Comparisons, and Communities goal areas of the Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project [NSFLEP], 1999). Top-down approach, higher order thinking processes, authentic resources and language, and structural organization of materials and their availability are benefits that WebQuests bring into the classroom.

Conceptual thinking

Technology tools such as the Inspiration software program (Inspiration Software Corporation) enable the teacher to develop instructional materials and activities that engage learners in conceptual thinking. Inspiration provides teachers with the tools to create idea and concept maps, diagrams, outlines, webs and storyboards as well as the tools to integrate text, visuals, and colors. Such materials and activities promote learners' visual and higher-order thinking, enhance the comprehensibility of the input, and foster memory retention (Marzano, 2001). These types of materials and activities can be incorporated across instructional formats (story, song, the PACE Model) and parts of the lesson (anticipatory set, review, guided practice), and to present various content areas in the language curriculum such as family, foods, sports, or life styles. For example, in a unit focused on family, a concept map can show a family tree with the names and

images of family members and a web connecting different topics addressed in the unit (parts of the body, daily activities, areas of the house).

Principle 3: Technology and Assessment

Definition: The teaching of technology reflects teacher education expectations developed by the profession and is tied to a specific teacher education format that assesses teacher candidates' planning, instruction, and assessment skills.

Standards for foreign language teachers and learners

Teacher candidates should be able to meaningfully and relevantly incorporate technology in their classrooms in order to prepare students to use technology in the process of learning a foreign language. Standards for foreign language teachers and learners underline the importance of integrating technology in the teaching and learning processes: "Language teachers incorporate technology into their instruction" (Interstate New Teacher Assessment and Support Consortium [INTASC], 2002, p. 23). The development and assessment of language proficiency, cultural understanding, and critical thinking skills, as well as the enhancement of the instruction and assessment and transmission of this knowledge to students are benefits of using the Internet and multimedia in the classroom (INTASC). Assessment of teacher candidates in light of the ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers, integrating course work with "the new professional expectations," and "teacher candidates' reflections in the development as teachers and the relationship between their reflections and progress made in teaching" are crucial elements of this process (Glisan, 2006, p. 25). The ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers (American Council on the Teaching of Foreign Languages [ACTFL], 2002), for instance, specify "opportunities for [teacher] candidates to experience technology-enhanced instruction and to use technology in their own teaching" (p. 2) among the requirements for programs of foreign language teacher preparation. Standard 5 Assessment of Languages and Cultures emphasizes the importance for teacher candidates to know assessment models and use them appropriately, to reflect on assessment, and to report assessment results (ACTFL). Completion of the Teacher Work Sample (TWS) is one of the ways to scaffold pre-service teachers' development and integration of technology within a meaningful framework for planning, instruction, and assessment.

Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) can be part of the requirements for foreign language teacher candidates, especially during their student teaching, in developing effective planning, instruction, and assessment skills as well as a meaningful and relevant integration of technologies (Renaissance Partnership for Improving Teacher Quality Project, 2004). As part of the TWS, teacher candidates develop and teach a comprehensive unit. The TWS contains seven teaching processes or sections "identified by research and best practice as fundamental to improving student learning" (p. 3). Teacher candidates use information about the learning-

teaching context and student individual differences to set appropriate learning goals, design instruction, and employ various assessments to analyze their student learning. Teacher candidates are also involved in self-evaluation by reflecting on their instruction and student learning in order to improve teaching practice. By completing a TWS teacher candidates develop the skills necessary for conducting action research.

When designing for instruction, teacher candidates are specifically asked to consider technology applications in their planning and/or instruction and provide a rationale (How might you use technology? Why might technology not be useful?). Their performance is assessed through a specific rubric that addresses every section of the TWS. Specifically, their performance on the use of technology ranges from: (1) unsatisfactory (not met): technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided; (2) basic (minimally met): teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology; (3) proficient (met satisfactorily): teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology; to (4) distinguished (exceeds expectations): technology use is particularly skillful and innovative.

Thus, purposeful and thoughtful use of technologies for building instructional activities and assessments should be modeled, studied, and discussed in foreign language methodology courses. Teacher candidates should be encouraged to integrate in their units the meaningful language, defined as contextualized language, in the forms of stories, songs, or quests with focus on communication and the target culture and implemented with appropriate technological tools and instructional formats.

Principle 4: Practicing Technology

Definition: Specific sessions/workshops provide hands-on opportunities to learn particular technologies and related instructional formats.

In a methodology course, teacher educators can integrate technology-mediated workshops related to particular instructional formats. To facilitate the development of such workshops, teacher educators seek professional expertise of educational technology specialists. Collaboration appears to be a key to connecting content and technology. During every technology session/workshop, teacher candidates are exposed to modeling and examples, review and reflection about the features of the selected target programs, related instructional formats, and complete practice activities and projects. When teacher educators and teacher candidates work collaboratively on various technology tasks, it builds a community of learners among them whose focus is to understand and practice a meaningful implementation of technology in the foreign language classroom.

Wildner (2000), for instance, by using national technology goals and standards, and institutional factors as a framework, discusses and describes the planning process and the initial phases of the implementation of Technology in Foreign Language Teaching (2-3 credit hours) course, housed in the Department of Modern

Languages at the University of Northern Iowa. The course represents an eclectic approach, with the elements of the single course model and the program infusion model, to technology integration into the K-12 foreign language teacher education program. [The single course model includes a single course on technology within a teacher preparation program, while the program infusion model places aspects of technology within each course in a teacher-preparation program (Gillingham & Topper, 1999).] Among the reasons to opt for this hybrid approach, Wildner cites: time, faculty training, and benefit of a separate technology course as an additional qualification for teacher candidates. Moreover, "traditional courses in foreign language methodology do not afford enough time to discuss in-depth the details of the use of technology in the foreign language classroom or to give prospective foreign language teachers hands-on experience with technologies that can enhance foreign language instruction" (p. 233). The structure and organization of the course content involves six phases: (1) demonstration of resources, (2) exploration and access, (3) critique and research, (4) integration and design, (5) application and implementation, and (6) reflection. The course, thus, can be used as a model that "provides graduates with essential technological and pedagogical skills in order to enhance their teaching practices, and consequently, to facilitate their students' learning experiences" (p. 240).

Principle 5: Technology and Reflection

Definition: Through interactive activities, teacher candidates reflect on how their technology-based activities support student learning.

Becoming a reflective practitioner who is able to assess and analyze the effectiveness of technology in the classroom is a major objective for the teacher candidate's growth and development as a teacher in order to reach the potential level of teaching competence. Bartlett (1990) notes that teachers "shall engage in systematic and social forms of inquiry that examine the origin and consequences of everyday teaching so that we come to see the factors that impede change and thus improvement" (p. 206). A thoughtful and coherent structure of teacher education courses is the foundation for the development of pre-service teachers' reflectivity on their teaching in general and, specifically, on the integration of technology. To give weight both to experience and to the scientific basis of the language profession, Wallace (1991) suggests a "reflective model" in which the trainee is engaged in the continuing process of reflection, called a "reflective cycle," that relates theory and practice in teacher education. Teacher candidates reflect on their "received knowledge" within the context of "experiential knowledge," their practical experience of professional action (Wallace, pp. 48-58). Reflection leads teacher candidates to the acquisition of "professional competence," and while teacher candidates have to meet minimum requirements for the exercise of the profession, they also have to be equipped with the tools to keep developing their professional competence independently. In other words, professional teacher certification is not a terminal point but rather a point of departure for teachers' professional development. "Reflection is the process of looking analytically at what you have done and what you are doing in order to make informed

instructional decisions. It is an important part of the teacher preparation process and an essential component in all aspects of the methods course" (Nebraska K-12 Foreign Language Frameworks, 1996, p. 347).

Swain and Pearson (2001) advocate the practice of reflective thinking by teachers to evaluate their technology use. They stress the importance of documentation of reflective thoughts to determine the extent and quality of personal versus instructional uses of technology, organization and implementation of environments and activities. Teacher educators can facilitate the development of teacher candidates' reflective thinking through different instructional approaches and tools in relation to the integration of technology. "Opportunities for classroom reaction to and discussion of course content on an ongoing basis" promote reflection (Bartlett, 1990, pp. 209-213). Teacher candidates can be asked questions about their integration of technologies in the classroom: What is your goal or objective for using a particular technology and related instructional format? How does it enhance language learning of the students? What language learning theories and research are addressed? Bartlett suggests that a teacher's reflection consists of a cycle of five elements that need to occur before, during, and after lessons: mapping (What do I do as a teacher?), informing (What is the meaning of my teaching?), contesting (How did I come to be this way?), appraisal (How might I teach differently?), and acting (What and how shall I now teach?) (pp. 209-213). While these five elements constitute the process of reflective teaching, they are not linear or sequential. Pre-service teachers may pass through the cycle several times without analyzing all elements in the proposed order or may omit some elements. The teacher educator has to draw teacher candidates' attention to the importance of all elements of the reflective teaching and help them concentrate on the most crucial ones for their professional formation in the domain of technology integration.

Furthermore, reflective writing enables pre-service teachers to process the integration of technology, make instructional decisions, and assess how their teaching relates to theory and research. Reflective writing regarding technology can be an integral part of diverse instructional and assessment strategies of foreign language teacher preparation: language learner autobiographies, journals, self- and peer-teaching evaluations, language teacher observation reports, professional growth and development plans, inquiry projects, Web folios as well as pre-student teaching and student teaching portfolios. These strategies enable pre-service teachers to develop higher critical thinking skills and "experience first-hand their growth as thinkers, learners and teachers" (Moeller, 1996, p. 71). Writing teaching philosophies, for instance, is an opportunity for teacher candidates to make sense of their knowledge of and experiences with technology and articulate in light of theory and research how their language learning and teaching experiences enrich their understanding of the teaching and learning processes, the roles of the teacher and the learner, and the importance of communication in the foreign language classroom.

In particular, portfolios and Web folios are a way for teacher candidates to provide evidence of their growth as teachers and learners regarding the integration

of technology. By encouraging teacher candidates to use their creativity, thoughtfulness, and individual accountability in relation to the organization and content of their folios, teacher educators engage pre-service teachers in the process of reflecting on, assessing, and evaluating their own growth as learners and teachers. The content and quality of teacher candidates' folios – the depth of written analyses and reports and the quality of materials, activities, lesson and unit plans with a meaningful integration of technology – enable teacher educators to acknowledge that these forms of authentic assessment are effective tools to measure pre-service teachers' engagement in and dedication to teaching with technology.

One last example of tools for reflection is videotaping, which gives pre-service teachers an opportunity to examine, assess, evaluate, and derive meaning from their own professional practice with technology. Teacher candidates should be encouraged to ask themselves: What is the meaning of my teaching with technology? What tells me that I met my goals and objectives? Does the learner constitute a meaningful center of my lesson? What is my role as the teacher of the class? What went well and what needs improvement? What might I want to do differently next time? It is a challenging task for novice teachers to understand their use of technology in light of theory and research and acknowledge how their teaching affects the learner. With guidance and practice, pre-service teachers can move beyond descriptive narratives of classroom activities and become more reflective on what was learned in class. They can learn to apply specific theories to a particular use of technology, assess their own level of reflectivity, and evaluate their own growth. Teacher candidates can also identify their strengths as well as the aspects of their teaching that may need improvement, such as the low quality of technology-based materials, lack of confidence and coordination in front of the class when using technology, ineffective eye contact with students when checking their comprehension, unclear directions, and long transitions.

Feedback is crucial if teacher educators aim at establishing an atmosphere of reflection, collaboration, and growth while implementing technology requirements in a methodology course. Written and oral, specific and constructive feedback regarding teacher candidates' performance encourages them to draw attention to the critical aspects of their use of technology. Feedback addresses pre-service teachers' planning, instruction, and assessment, their ability to create an engaging classroom atmosphere, as well as specific areas for improvement. A teacher educator scaffolds teacher candidates' learning by identifying specific, measurable, and manageable goals that have to be achieved with technology. Finding an appropriate balance between high technology expectations and understanding teacher candidates' struggles in meeting those requirements is a challenging task for a teacher educator. "Becoming critical means that as teachers we have to transcend the technicalities of teaching and think beyond the need to improve our instructional techniques. This effectively means we have to move away from the "how to" questions, which have a limited utilitarian value, to the "what" and "why" questions, which regard instructional and managerial techniques not as

ends in themselves but as a part of broader educational purposes" (Bartlett, 1990, p. 205).

Conclusion

In our digital age, growing influence of technology is increasingly noticeable in every major area of the American society, especially education. This seems to put a logical demand on teacher educators to purposefully incorporate technology into the formation of foreign language teachers. This article demonstrates how teacher educators can prepare teacher candidates to meaningfully and relevantly integrate various technologies in a foreign language classroom. The presented principles can guide teacher educators in accomplishing this task. The use of technology should not be de-contextualized neither in the teacher education classroom nor the foreign language classroom. Teaching philosophy and instructional practices modeled by the teacher educator are likely to affect teacher candidates' own instruction and professional growth as future language teachers and action researchers. Through guided reflection, the incorporation of technology into the language classroom becomes one of the critical links between theory, research, instructional design, and best practices of language teaching. As Wildner (1999) rightly concludes:

Even though there are still many questions left unanswered as to how [technology] can be used most effectively in the foreign language classroom and as to how and by whom [foreign language] teachers should receive training in the use of technology, foreign language teacher education programs have to react to the changing professional profiles of the workforce in globally oriented, information-based societies (p. 230).

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6

Training Elementary World Language Teachers to Use an Immersion-based Approach: Modeling and Methods Instruction Delivered via Video/DVD

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It is difficult to dispute that the optimum situation for learning a second language includes a maximum of exposure to the target language, in other words an immersion-based, total (or nearly total) target language approach. Researchers and theorists continue to emphasize the importance of target language input for the foreign or second language learner. The first of fifteen key concepts for success in elementary and middle school foreign language programs outlined by Curtain and Dahlberg states that "Children learn new languages best when. . .teachers consistently conduct instruction in the target language with minimal use of the native language" (2004, p. xiv). The crucial role of input is well highlighted in the work of VanPatten on Processing Instruction, when he states "that we cannot get around the basic fact that the fundamental source of linguistic data for acquisition is the input the learner receives" (2004, p. 6). Krashen places input at the center of his theoretical model for language acquisition, though he takes this concept a step further in saying that "acquisition can take place only when people understand messages in the target language" (Krashen & Terrell, 1983, p. 19).

Toward a Maximum of Target Language Use: Beliefs, Barriers and Challenges

Regardless of their willingness to accept such theoretical perspectives, it is likely that a large number of pre-service teachers have not experienced, in their own initial language learning, methods based on extensive use of the target language. This does not augur well for the future of the immersion-based language

classroom, given that beginning teachers show a strong tendency to teach the way they have been taught(Kennedy, ?). These combined factors highlight the importance of guiding pre-service and beginning teachers toward a belief that it is both possible and imperative that language teachers provide a classroom environment rich in comprehensible target language input.

Accomplishing such a feat is possible, but it presents challenges. Many beginning teachers suffer from a lack of confidence in communicating exclusively or nearly exclusively in a target language in which they are not completely comfortable themselves. Inexperienced teachers, in particular, are not yet "stage acclimated" or used to using dramatic gestures, constant references to concrete objects and the all-important communicative context in order to make language meaningful and comprehensible. They have not yet learned to use "caregiver speech," the slightly slower rate of speech, and greater clarity of pronunciation (without distorting the sounds) used with very small children. Nor are they cued in to maximizing the learners' need to "negotiate meaning" in order to learn (Met, 1989).

Given these challenges, how then, do we guide teachers toward the belief that they can provide total target language instruction and, at the same time, the very structured learning environment that children need? Once they believe this, how do we encourage them to actually teach in such a manner?

A Potential Solution: Mentoring by Video/DVD

The use of a teacher training video or DVD can offer both modeling of appropriate strategies in an authentic teaching environment and scaffolding by way of illustrated explanations of the teaching methods needed. Such a resource may also model appropriate and effective methods by which to arrive at exclusive use of the target language. This can help pre-service teachers and experienced teachers alike to understand what a teacher needs to plan and do in order to accomplish an interactive communicative immersion-based approach to teaching world languages to children. Novices to this approach need to "see it to believe it," and they need to have a means of acquiring the strategies and approaches to reach the goal of making the instruction interactive.

Before established beliefs about language learning can be questioned, pre-service and practicing world language teachers not accustomed to using such extensive comprehensible input need to understand why it is important to use an immersion-based approach. They need to see children participating in negotiating meaning in their new language in the very beginning stages of learning. They need to see why it is so crucial that children see themselves as actively participating in "the conversation." They need to understand the benefits of this approach and want to achieve them strongly enough to change their beliefs about how one learns and acquires a second language.

Elementary world language teachers need to understand that when children interact with their teacher and classmates in the target language, they begin to see themselves as speakers of another language, not just as learners of a little bit of that language. As a result, the children are better able to identify with and empathize with people of other languages and cultures. Curtain and Dahlberg

(2004) cite the work of Piaget (1963), Lambert (1967) and others in locating this moment of development toward groups perceived as "other," around the age of ten. Beginning teachers, especially, need to see that when children are eased naturally into a total target language environment, they can become comfortable in it and can accept the fact that they can understand and go with the flow of the target language conversation. Teachers need to believe that it is possible to achieve this goal in order to sustain the motivation to help them work toward this goal.

The challenge, then, is to convince teachers that they themselves can provide enough comprehensible input for children learning a language in order to get the two-way communication going. Seeing live demonstrations such as those described in this article will allow future teachers to see first hand examples of language being taught this way. A visit to an immersion school classroom is useful, but such visits are often sporadic and may offer observers only non-sequential bits and pieces of the total picture of a successful immersion classroom. Access to viable, sequential elementary world language programs where teachers are establishing and using an immersion-based approach is not easy to obtain.

An instructional video can help to bridge this gap by providing a means for pre-service and practicing teachers to acquire a set of strategies and techniques that form the basis for an approach to teaching language in an interactive and communicative way. This article presents such a process, one that will provide readers with the foundation for replication or application in their particular settings.

A Personal Journey

My journey began over ten years ago when I offered to teach Spanish once a week to each of four multi-age classrooms at my daughter's K-5 charter school. As a professor of Spanish and a university methods instructor, I had experience in teaching older students and I had a background in language acquisition and teaching methodology, but I had no real classroom experience working with children. I was fortunate to find a very eager collaborator in one of the classroom teachers, a Montessori trained teacher with a love of Spanish. This particular teacher took notes on everything I said or did and reinforced our lessons throughout the entire week. She became an intuitive mentor to me and I count her responsible for much of what I learned over the following years. I experimented with various methods and strategies and built a relationship of trust with the children and the staff. The production of my DVD was the culmination of over ten years of applying the results of much reading, study and thought to this volunteer teaching opportunity. The actual filming took place on two to three different days during our regular instructional time towards the end of the school year in 2004. In effect, it created a video summary of the curriculum that I had worked on with the children during the better part of a year (Hindson, 2006).

Foundational Methodology: The Natural Approach

The core basis of the strategies presented in my and many existing video models is the Natural Approach, a natural free-flowing extended conversation in

which children are full partners even though their early linguistic intervention is limited (Krashen & Terrell, 1983). Through deliberate and carefully planned use of context, visuals, yes/no and either/or questions, the children's active use of the target language gradually increases to a point where they become functioning conversational partners. Video segments can be planned to challenge the beliefs of teacher trainees as they see first hand that a total or nearly total target language approach is possible.

The Natural Approach relies heavily on "motherese" or "caretaker talk" in the sense that in the beginning the teacher playacts both parts of the conversation, as if thinking out loud, while using multiple repetitions along with continual pointing to and holding up of the concrete objects being referred to (Krashen & Terrell, 1983). The context for this "natural" conversation is the world of the classroom and its routines. The reliance on use of daily routines and frequent reference to concrete materials to reinforce and clarify meaning is typical of the immersion classroom, which offers a strong model for all elementary world language teaching (Masters Salomone, 1991).

Applying the Natural Approach: Daily Classroom Routines

A video or DVD can easily model this process by showing how a typical class begins, with greetings and saying of names, led by the language specialist, who can also invite the classroom teacher's participation as an additional model in order to scaffold meaning. Daily classroom routines, such as "calendar time," follow the Natural Approach. Playacting and use of cognates and very simple structures, repeated day after day, ease the class into the target language.

The following is an example of a lesson available on a DVD modeling an incomplete calendar activity that a K-1 teacher and her students can build day by day (Hindson,2006).

T(eacher): *¿Dónde está el calendario?* [Where is the calendar?]
S(tudents): *Allá* [There] (pointing)
T: *Sí, allá, allá, el calendario está allá.* [Yes, there, there, the calendar is over there.]
T: *Vamos a ver, ¿Es abril?* [Let's see. Is it April?] (Moving to the calendar and pointing to the name of the month)
S: *No. No. No*.
T: *¿Es febrero?* [Is it February?]
S: *No, no.*
T: *¿Es marzo?* [Is it March?]
S: *Sí, Sí. No. No.*
T: *No, no es marzo, ¿Es mayo?* [No, it isn't March. Is it May?]
S: *Sí, Sí, Sí. Sí.*
T: *Sí, es mayo. Verdad. Es mayo de 2004*. [Yes, it's May. True. It's May of 2004] (pointing to the name of the month in English and the number 2004.)
T: *Y ¿Cuántos días tenemos ya en mayo? Vamos a contar, vamos a contar los días.* [And, How many days do we already have in May? Let's count, let's count the days.]

T and S: *Uno, dos, tres, cuatro , cinco. . . . diecinueve. ¡Dieciniueve! Es el diecinueve de mayo.* [One, two, three, four, five . . . nineteen. Nineteen! It's the nineteenth of May.]
T: *Y ¿hace sol?* [And, is it sunny?] (pointing to the sun on the weather graph and then toward the window and the outside.)
S: *No. No*.
T: *No, no hace sol; está nublado* (pointing to the cloud on the graph) [No, it's not sunny; it's cloudy.]

This classroom routine, carried out in the target language, highlights the amount of repetition that occurs in an immersion-based classroom. The value and importance of redundancy is much more apparent when it can be viewed more than once, an experience that is easier to provide by means of DVD or video.

This type of "caretaker" language forms the basis of the beginning elementary world language classroom in an interactive communicative approach. When these strategies, along with an explanation of the rationale for using them, can be made accessible to prospective elementary teachers at the touch of a DVD wand, they can begin to reflect on the efficacy of a sound immersion-based approach to elementary world language teaching.

Applying the Natural Approach: Teaching Vocabulary

The Natural Approach provides a comfortable way to teach vocabulary in the context of a two-way conversation. Viewers of a video model can learn how vocabulary is presented in sets of three, with constant yes/no and either/or questions, which provide $i + 1$ input while recycling previously learned vocabulary and combining it with new words to provide the repetition necessary to acquire the new unknown items and reinforce the known items. A video or DVD is very useful in showing the multiple repetitions and reinforcing how to avoid the novice teacher's tendency to ask too soon for a total recall of the new vocabulary item. "*¿Qué es esto?*" (What is this?) is a question which is notably absent in Natural Approach dialogues, except to wonder about a new, previously unnamed item.

The following sequence from a DVD illustrates the teaching of new vocabulary using the powerfully motivating strategy of getting children to wonder which item will emerge next from the teacher's bag (Hindson, 2006).

T: *¿Qué más tengo en mi bolsa? Tengo. . .* [What else do I have in my bag? I have . . (peeking inside in an inquisitive way)
T: *Una tortuga, una tortuga. ¿Es una tortuga grande? . . .* [A turtle, a turtle. Is it a big turtle? . . . (followed by a slight pause)
S: *No. No. Pequeño.* [No. No. Small.]
T: *Sí, es una tortuga pequeña. Y ¿es una tortuga azul or verde?* [Yes, it's a small turtle. And, is it a blue or green turtle?]
S: *Verde*. [Green]
T: *Es una tortuga verde . . . y amarilla.. Si, amarilla. Una tortuga. . .* (Yes, it's a green turtle. . . and yellow. . . Yes, yellow. A turtle. . .]
T: *¿La tortuga corre rápido?* [with hand movement) [Does the turtle run fast?]

S: *No*.
T: *No. ¿Camina lentamente?* [Does he walk slowly?]
S. *Sí*.
T: *Sí, lentamente. ¿Qué más tengo en mi bolsa? ¿Qué más tengo en mi bolsa? Tengo también . . . Tengo también un buho. . . un buho* [Yes, slowly. What else do I have in my bag? I also have an owl.]

In the rest of this lesson, two more animals are introduced. Throughout the entire process, I intersperse a review of the first item and other recycled elements familiar to the children, such as animal actions (flying and swimming). Pre-service teachers who view such sample lessons can notice the multiple repetitions and see the emphatic gestures that accompany the words and make the target language comprehensible.

Use of Video/DVD to Model Frequently Utilized Activities

The remainder of this article will be devoted to addressing other types of classroom activities that video/DVD models could include. All of these depend heavily on the previously described strategies of the Natural Approach and all offer rich opportunities for experimentation and collaboration in the elementary school classroom.

Modeling the Use of Songs and Games

The use of games and songs and the essential collaboration of the classroom teacher in these activities follow the same model of the Natural Approach's emphasis on negotiation of meaning, which forms the basis for interactive communication. Guessing games lend themselves to this approach because they are interactive in nature and can easily be demonstrated by the language teacher in order to make the target language instructions completely clear. The classroom teacher, who has been coached ahead of time, follows the language teacher's instructions as they are being given. The language teacher models the game first, hiding a small object such as a button in one hand, then raising one hand and lowering the other, while asking "*¿Dónde está el botón? ¿Arriba or abajo?"* (Where is the button, above or below?) When a student answers correctly, the language specialist asks the classroom teacher to be the hider for the next round. Once the children have seen their teacher do the game activity, they are comfortable with imitating him/her and being the "hider" during the next round. Video or DVD viewers not only see how the learning activity is carried out, but also benefit from the instruction of a teacher and/or narrator who leads them to focus on the essential features of each video segment.

Video or DVD can easily present pre-service teachers with an insider's view of how one might effectively teach children a song without resorting to the native language. Viewers would have access to demonstrations of how to pre-teach vocabulary for a song and act it out by using visuals and gestures in order to eliminate most of the need for translation. For example, to teach the song "Debajo de un botón" (Under a Button) the teacher plays a guessing game with a button,

and sings "Uno, dos, tres botones" before acting out how Martín finds first a button and then a mouse under the button. Novice teachers, in particular, benefit from seeing how a song is taught gradually and with lots of repetition to insure comfortable participation by all students.

Integrating Language and Content Learning

It is especially important to provide examples of curricular integration because of "the role that content-based activities can play in developing both foreign language proficiency and cultural knowledge" (Met, 1991, p. 294). According to Met, mathematics is perhaps the most productive area for integrating language and content. In a typical integration lesson children spend time with manipulatives to super learn the numbers in the target language and then review easier math concepts by practicing them in the new language. Video segments of lessons that integrate grade-level content and the target language show how to build the respect and good will of classroom teachers and reinforce for the future elementary world language teachers the importance of recycling and deep learning. Simply learning to count in sequence (and then only during one unit of study) will not give students the ability to use numbers for communication. A lesson that integrates language and curricular content encourages students to use what they have learned in the target language and will be more authentic and meaningful. A DVD presentation of this collaborative effort between language and classroom teachers can open doors to teaching pre-service teachers how to accomplish this essential objective to a much higher degree.

Teaching the Sound System

Providing beginning teachers with suggestions and ideas for bridging the gap from oral to written language in a highly oral-based learning process is an essential part of any world language teacher training process. It is important to provide models of how to achieve mastery of sound/letter correspondence in a gradual systematic way particularly for future teachers and practicing teachers who have learned their language at a different age and level of cognitive development. They need to realize that learning the alphabet is not enough to provide students with an understanding of the sound system. For learners of Spanish, Smith's (2003) vowel song bridges the gap by providing unified right/left brain practice in combining letters into syllables and offering the basis for learning to sound out words in a new language. Various games, such as "Around the World" (where students identify key syllables from a Silent Way chart) and "Hangman" (with a focus on familiar vocabulary) offer interactive, enjoyable ways to introduce the written version of words or to cultivate the skill of decoding and correctly pronouncing new syllables and words.

Other Natural Approach-related Methods: TPR and TPRS

TPR and TPRS seen applied in an elementary setting in multiple variations can help all teachers visualize and envision their own use of these methods. In TPR, which stresses comprehension first, children respond by means of actions as they

learn vocabulary in sets of three (Asher, 1986). When beginning teachers can watch how an experienced teacher adds adverbs (fast, slow, once, twice, and three times) to commands, they may move past stage one of TPR teaching. A video/DVD segment of pairs of students "testing themselves" on TPR-learned material demonstrates this valuable assessment technique and is a good initiation into the use of age-appropriate ongoing informal assessment.

In TPRS, or Teaching for Proficiency through Reading and Storytelling, the benefits of TPR are expanded when a story line (a plot with a beginning, a middle, and an end) is added to the process (Ray & Seely, 1998). While most practitioners feel that they need to attend several workshops before fully implementing TPRS in their classrooms, authentic presentations of the various stages of TPRS can be combined into a relatively short video segment so that novices to the method can have access to a step by step description of the process.

Personal Successes with DVD mentoring

When I began my volunteer teaching over ten years ago, I took on the personal challenge of discovering whether it was possible to use a total target language approach to teach K-5 students a new language in a limited exposure program. I survived the challenge, and what I learned provided me with the necessary motivation and knowledge base to urge my students to take on the same challenge.

My experience with using DVD segments[1] to model methodology has thus far shown that pre-service teachers can successfully acquire effective teaching techniques when the modeling is readily available for continuous reference. I have documented two instances where pre-service teachers have experienced this transformation. A student teacher included in her reflections how viewing the preliminary edits of the footage for the DVD gave her a "plethora of ideas" on which to base her lessons in German at State Road School in La Crosse (Gassner, personal communication, November, 2004). She was so successful at implementing an immersion-based approach that I secured permission to film her and include segments of her teaching in the final version of the published DVD. A clinical student who participated in a Professional Development School program by teaching Spanish at North Woods International Elementary School in La Crosse was able to use the methods modeled on the author's DVD well enough to convince a somewhat skeptical co-operating teacher. The co-operating teacher gave this testimony,

> I was skeptical about the Spanish immersion lessons because of our schedule of only having Spanish classes a few times a week. I felt that it was too little time for the kids to catch on using only Spanish, but this quarter with Michelle Constalie has convinced me that it is possible and effective. (J. Welch, personal communication, October 29, 2006)

1. For information about the DVD, get in touch with Jean M. Hindson, hindson.jean@uwlax.edu.

Conclusion: Combining Traditional Methods Instruction with Video/DVD Mentoring

As important as they are, traditional classroom instruction and readings focused on methods, techniques and strategies may not convince teachers to attempt an immersion-based approach to teaching. In spite of this, textbook focused instruction is often the manner in which pre-service and in-service teachers further their understanding of how to teach a Foreign Language. Textbook learning can give them a beginning knowledge base, but today's students and student teachers are demanding more time in real teaching situations. When there are not enough classrooms available to provide hands on experience with teachers using extensive target language input, videotaped examples with explanatory interludes can challenge pre-service teachers' beliefs concerning whether a total or near total target language approach is achievable. Combining information on language acquisition and children's developmental levels with appropriate video examples can provide teacher trainees with the information and motivation they need to develop effective elementary world language teaching skills. For many it provides the incentive to work at achieving the vision of teaching in the target language. Traditional classroom methods instruction can still play a role in teacher training but mentoring by video/DVD can provide what the textbook and lecture alone cannot: making sure that the theory really impacts the practice.

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7

Action Research on a Technology Integrated Elementary School Foreign Language Methods Course

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Introduction

Early in the semester of an elementary school foreign language methods course, when discussing teaching practices for use with young children, I realized that none of the undergraduate students listening so intently had ever been in an elementary school foreign language classroom. In fact, none had ever met a practicing teacher of elementary foreign language. No matter how hard I worked at demonstrating, describing, and discussing appropriate practices, these students were not likely to be able to understand what I was trying to communicate because they lacked the necessary experience base. That realization began my search for a response to this situation and served as the inspiration for this study.

The action research study that resulted was informed by two professional development opportunities. The first opportunity was one-on-one faculty mentoring provided by doctoral students in technology (Thompson, Chuang, & Sahin, in press). This opportunity was available to me as a member of a department with a strong technology support system. I pondered whether technology could help me address the problem I had identified and began to explore with my technology mentor, Hsueh-Hua Chuang, the co-author of this article, how to effectively integrate technology into the methods course. The second opportunity resulted from the Action Research in Foreign Language Education Institute[1] I attended

where I had the opportunity to reflect on how I might use action research to guide me in planning changes in the methods course and in observing and reflecting on the impact of those changes on student learning (Kemmis & McTaggart, 1988).

In consultation with the Action Research Institute leaders and participants and my technology mentor, and informed by a review of literature, I planned an action research study for my methods classroom which explored the impact of the use of digital video clips and synchronous Chat on student understanding of elementary school foreign language teaching practices. This action research study, therefore, is based on data collected through self-report survey results from students and personal observations and logs of teachers as researchers involved in a local context (a teacher education methods course). Due to the small sample size and the nature of action research, we do not intend to generalize results of this study to the entire population . Our attempt is to improve an elementary school foreign language methods course by means of our own practical actions and reflection upon the effects of those actions.

The research questions we examined were:

> How is methods students' understanding of elementary school foreign language teaching practices affected by the viewing of video clips of elementary school foreign language classes taught by a master teacher and:
>
> a) dialoguing with a partner/s about these clips in response to open-ended guiding questions and presenting the results of these discussions to the class?
> b) participating in synchronous Chat with a small group of peers and an experienced and practicing elementary school foreign language classroom teacher?

In recent years, studies concerning the systematic use of action research by teacher practitioners in the process of identifying and solving educational problems have become common in professional publications (Sagor, 1992; Mills, 2000). Schön (1987) and Holly and McLoughlin (1989) documented the growth in action research as a paradigm shift that has put teachers at the center of investigating classroom phenomena.

Kemmis and McTaggart (1988) describe action research as a process in which the practitioner acts as the collector of data, the analyst, and the interpreter of results. Information is gathered by the practitioner with the goal of gaining insight, developing reflective practice, effecting positive changes in their educational practices, and ultimately improving students learning outcomes (Mills, 2000). Action research adopts a cyclic approach of problem identification, action planning, implementation, evaluation, and reflection. In the reflection phase, observations are interpreted and analyzed so that the problem can be better understood or new issues can be identified. To address these new issues the teacher practitioner carries out another cycle of action research.

Action research is recognized as an important component of second language teacher education programs (Vélez-Rendón, 2002; Zephir, 2000). While action research may not be possible for candidates to carry out in all teacher preparation

programs, an optional approach involves methods students acting as partners with the instructor in a particular educational setting for the improvement of teaching and learning (Parsons & Brown, 2002).

Research offers evidence that preservice teachers experience a gap between the instructional practices or strategies that they learn about in the methods course in teacher preparation programs and their field experiences in the actual classrooms (Hughes, Packard, & Pearson, 1998). Preservice teachers need to see field-based models of challenging, reform-oriented teaching in action (Ferdig, Roehler, & Pearson, 2002; Dawson & Norris, 2000). When classroom observations include tasks that are meaningful and focused, they become an essential part of a reflective approach and lead to enhanced awareness (Wajnryb, 1992). Additionally, Kaufman (1996) and Kroll and LaBosky (1996) cite the importance of experiential learning in teacher education that engages students in field-based activities in a collaborative, reflective setting.

Traditionally, one-way delivery modes of knowledge transmission are the main components of teaching activities in class throughout schools and technology is often used to reinforce one way communication and passive mode of learning (Carroll, 2000). Therefore, the call for reflective and technology rich constructivist classrooms is echoed in several major studies with regards to technology–based school reforms. (Becker, 1994, 2000; Dede, 1998.) In a reflective, constructivist classroom, students are viewed as ones who act on events within their own environment and actively construct meaning and understanding out of those events. In addition, students are encouraged to demonstrate their autonomy and initiative (Brooks & Brooks, 1993). Vygotsky (1978) suggests that with appropriate help, learners can often perform tasks that they are incapable of completing on their own and notes that scaffolding, where the instructor adjusts the level of his or her input in response to the learner's level of performance, provides support for students to explore their own thinking. Others, such as Cambourne (1988), emphasize the constructive nature of learning in scaffolding. Vygotsky's focus on social interaction and Piaget's ideals on cognitive adoption have contributed in grounding constructivism in education by providing a psychological theory of learning (Fosnot, 1996). Piaget also emphasized that learning should take place among collaborative groups with peer interactions in natural settings (Wadsworth, 1978).

Many educators today embrace teaching online because they see it as providing an ideal environment for reflective and collaborative learning through communication between learners (Scardamalia & Bereiter, 1996; Sharma & Hannfin, 2004). Palloff and Pratt (1999) emphasize the importance of community building with online groups. Jonassen (2000) coined the term "Mindtools" to describe how computer-based technology and learning environments such as synchronous Chat serve as tools to promote higher order or critical thinking.

Projects such as Integrating Technologies into Methods of Education (InTime) (Krueger et al., 2004) and the Reading Classroom Exploration (RCE) Ferdig, et al., 2002; Ferdig et al., 2004) are good examples of utilizing digital video technology from the field to provide teacher candidates with exemplary instruction from real

classroom scenes in a systematic online environment. InTime hopes to promote reflective thinking in effective technology integration in K-12 environments for both the methods faculty and students (Krueger et al., 2004). Similarly, the purpose of RCE is to situate preservice teachers in a meaningful context in the reading classroom through a collection of exemplary video cases from schools with a variety of instructional methods (Ferdig, et al., 2002).

On adopting an action research model as the framework, and identifying research questions, as the methods professor, I explored the uses of digital technology and synchronous Chat in the elementary school foreign language methods course I teach. I examined small groups of students' collaborative analyses of video clips of an elementary school foreign language classroom taught by a master teacher in order to identify evidence of change in the students' understanding of teaching practices. On two occasions, I asked students to evaluate their experience working with the video clips. Finally, after the students and the practicing elementary school foreign language teachers had viewed a final set of video clips and had participated in small groups in a synchronous Chat, I gathered and analyzed their reflections on the experience. The analysis of the data is the reflective piece of this action research that results in advancing knowledge in the field of foreign language methods courses.

Methodology

Participants

The course that I teach is *Methods in Foreign Language Instruction: Elementary School* (FLng/CI/Ling 486 – 3 semester hour credits). This course is housed in the department of World Languages and Cultures at Iowa State University, and cross-listed with the departments of Curriculum and Instruction and Linguistics. I teach the course once a week from 6:00 p.m. – 8:50 p.m. in a technology-rich classroom in which I have access to an instructor computer, wireless laptop student computers on a cart, a VCR, a document camera, a dry-erase board, and a projection system.

The 14 undergraduate students enrolled in the course were the participants in the study. The majority of these students were taking the course as part of the requirements for adding a K-6 endorsement for teaching a foreign language at the elementary school level to their teaching certificate in the state of Iowa. Eleven of these students were majors in Elementary Education, 2 in Secondary Foreign Language Education, and 1 in Liberal Arts and Sciences. I completed the Institutional Review Board (IRB) process at my university and received approval to complete this study. Early in the course, I asked students to sign the IRB-approved Human Subjects forms, providing permission to include them in the study. All of the students readily agreed.

Students' Technology Background

To understand their technology background and to plan for its use in the methods classroom, I asked students to complete a form during the first class period that detailed their past experience with e-mail, listservs, World Wide Web, WebCT3, CD-ROM, document cameras, digital video cameras, iMovie, and Chat.

Students responded on a Likert-type scale ranging from "1 - Unfamiliar with this concept or technique," to "4 - Quite comfortable with applying the concepts and techniques." I analyzed students' technology background through descriptive statistics and used this information in forming partners and small groups for the use of video clips, pairing experienced technology users with those who were less experienced (Table 1, pp. 94-96).

Use of Video Clips

Most students enrolled in the methods course complete a practicum at some point in the semester. In the practicum they observe and participate in an elementary school foreign language classroom for a total of 20 hours. With this project, however, I wanted to explore the impact of student viewing of video clips focused on defined topics at the time that these topics were being addressed in the methods course. Therefore, as part of this action research, I asked students to view and analyze short video clips of an elementary school Spanish classroom on four occasions during the semester (Table 1). I selected these video clips from digital videotapes recorded at the Teacher Educator Partnership Institute sponsored by the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University.[2] These videotapes had been recorded during the children's demonstration class, which was taught for one hour per day during eight days in an elementary school in the Princeton School District, New Jersey. The children in the class had just completed kindergarten and first grade and had had no previous formal language study. The NFLRC had received parental permission to videotape all of the children and to use the videotapes for educational purposes. The Spanish teacher of the children's class was an experienced elementary school immersion teacher who had taught a demonstration class in a previous NFLRC summer institute.

I identified four topics related to the teaching practices of focus in four different classes in the methods course: Topic One—*Teaching Strategies in the First Day of the Children's Class*, Topic Two—*Teaching Strategies in Subsequent Classes*, Topic Three—*Strategies for Classroom Management*, and Topic Four—*Strategies for Teaching Reading*. For each topic selected, I identified five to eight short video clips of 3 to 9 minutes in length and had each group of two to three students view one of these video clips. I chose to have students view a variety of clips on the same topic to encourage a rich dialogue about that teaching practice, rather than to have all students view the same clip/s. Students were responsible for reporting back to the group what they had learned from the clip they viewed. For the first two topics the student groups viewed their video clips on CD-ROM; they viewed the video clips for the last two topics by streaming video on the course WebCT3 website (Table 1).

I carefully scaffolded my students' experience with the digital video clips by the way I organized the activity. I prepared a video clip analysis form for each of the video clips that included: directions, four to five guiding questions to focus the student groups in their viewing and analysis of their video clip, and space for written responses to the guiding questions. The guiding questions I prepared were open ended so that the students would have to draw their own conclusions about

Table 1. Sequence, Description, and Purpose of Elementary School Foreign Language Methods Course Experience and Data Analyzed

Sequence of Methods Course Experiences	Description	Purpose	Data Analyzed
1. Technology Background	Methods students complete a survey about their previous experience with key technologies used in the course, responding on a 4-point Likert scale ranging from 1-Unfamiliar to 4-Apply Concepts.	To pair methods students who are experienced technology users with less experienced users for analysis of the video clips and participation in the Chat.	Technology Background Survey
2. Video Clip Topic 1: Teaching Strategies in the First Day of the Children's Class	In the methods class that addresses strategies for teaching a foreign language to elementary school students, small groups of methods students 1) view different video clips on teaching strategies used in the first day of an elementary school foreign language class, 2) work together to identify and discuss the strategies observed, and 3) present to the methods class what they learned about classroom teaching strategies from viewing the video clip. *Note: These video clips are accessed from CDRom.*	To provide methods students the opportunity to view and analyze in an elementary school foreign language classroom the implementation of teaching strategies that were addressed in the methods course.	Video Clip Analysis Form for Topic 1 in comparison with the Video Clip Analysis Form for Topic 4

Table 1 (continued).

3. Video Clip Topic 2: Teaching Strategies after the First Day of Class	In the methods class that reviews strategies for teaching a foreign language to elementary school students, small groups of methods students 1) view different video clips on teaching strategies used in elementary school foreign language classes, 2) work together to identify and discuss the strategies observed, and 3) present to the methods class what they learned about classroom teaching strategies from viewing the video clip. *Note: These video clips are accessed from CDRom.*	To provide methods students the opportunity to view and analyze in an elementary school foreign language classroom the implementation and reinforcement of teaching strategies that were addressed in the methods course.	Videotape of methods students' small group oral presentations to the methods class about what they learned about classroom teaching strategies from viewing their video clip
4. Video Clip Topic 3: Strategies for Classroom Management	In the methods class that addresses strategies for classroom management in elementary school foreign language classes, small groups of methods students 1) view different video clips of classroom management in an elementary foreign language classroom, 2) work together to identify and discuss the strategies observed, 3) present to the methods class what they learned about classroom management strategies from viewing the video clip, and 4) prepare questions on classroom management teaching strategies for their Chat teacher. *Note: These video clips are accessed from streaming video from the WebCT3 site.*	To provide methods students the opportunity to view and analyze in an elementary school foreign language classroom the implementation of classroom management strategies that were addressed in the methods course.	

Table 1 (continued).

5. Synchronous Chat	In the week following the methods class that addresses strategies for classroom management in elementary school foreign language classes, from remote sites, methods students participate in groups of two or three with an experienced and practicing elementary school foreign language teacher in a synchronous Chat about classroom management strategies in the video clip all have viewed.	To provide methods students the opportunity to dialogue with an experienced and practicing elementary school foreign language teacher about the implementation of classroom management strategies that both the Chat teacher and students viewed in the video clip of an elementary school foreign language classroom.	Questions students prepared for their Chat teacher after viewing the video clip of classroom management Evaluation of the Chat experience by the participating elementary school foreign language teachers
6. Evaluation of Video Clip Use	In the methods class, methods students complete a five-question open-ended questionnaire to evaluate the use of video clips in the methods course.	To provide methods students the opportunity to give feedback on the use of the video clips to the methods course instructor.	Mid-semester Evaluation of Video Clip Use completed by methods students
7. Video Clip Topic 4: Strategies for Teaching Reading	In the methods class that addresses the teaching of reading in elementary school foreign language classes, small groups of methods students 1) view different video clips on the teaching of reading in an elementary foreign language classroom, 2) work together to identify and discuss the strategies observed, and 3) present to the methods class what they learned about strategies for the teaching of reading from viewing the video clip. *Note: These video clips are accessed from streaming video from the WebCT3 site.*	To provide methods students the opportunity to view and analyze in an elementary foreign language classroom the implementation of strategies for the teaching of reading that were addressed in the methods class.	Video Clip Analysis Form for Topic 4 in comparison with the Video Clip Analysis Form for Topic 1
8. Course Post-test Evaluation	In the last methods class, methods students complete a post-test course evaluation that contained open-ended questions on their experience 1) using the video clips and 2) participating in the synchronous Chat.	To provide methods students the opportunity to give feedback on the use of video clips and the synchronous Chat, to the methods course instructor	Course Post-Test completed by methods students

what they had viewed. An example of a guiding question used with Topic 1 is, "What strategies does the teacher use to make the language comprehensible?"

I had students work in groups of two or three during 15-20 minutes to complete this analysis so that they could share their thinking and come to conclusions as a group. Each student group turned in their written responses on the video clip analysis form at the end of class. I used the completed video clip analysis forms to determine the number of strategies that the students identified in the video clip and the detail they used in describing the strategy. For all of the video clips used in this study, I had previously verified the strategies included in the video clip.

Since each group would only be working with one video clip, and since each video clip on a topic was of a different classroom scene, I had students share what they had learned from their video clip with their peers. They had approximately five minutes to report orally to the class the observations and conclusions they had made regarding teaching practices they had viewed on the video clip. They also showed a short segment of the video clip as evidence to support their conclusions. During the use of the video clips for Topic Two, I arranged for the methods class to be videotaped by a colleague (Table 1). I later analyzed the 25-minute videotape of student presentations to determine the number of strategies in the video clip that the students had identified.

Use of Synchronous Chat

In the week following the class session that addressed classroom management, I arranged to have students participate in an evening Chat outside of class at remote sites with an experienced, practicing elementary school foreign language teacher. Students participated in this 30-minute synchronous Chat through WebCT3 on the course web site (Table 1).

During the class prior to the Chat, student groups analyzed video clips on Topic Three: *Classroom Management* and had reported their findings in writing using the video clip analysis form and orally. After viewing the video clip on classroom management, and before the Chat session, I asked students to prepare questions on classroom management that they planned to ask their Chat teacher and to post their questions on the course WebCT3 discussion board.

I arranged the Chat, the first I had ever used in the methods course, by collecting students' and teachers' availability for weekday evenings after the class session on classroom management and before the next class. I set up the Chat based on student and teacher availability and had organized the student groups for class so that the teacher and the students with whom she would Chat would have viewed the same video clip.

A week before the Chat I sent the participating classroom teachers usernames and passwords for the course WebCT3 web site and instructions for accessing the video clip each was to view. Before the Chat, each teacher viewed the video clip on streaming video and reviewed the guiding questions her group of students had responded to in class that were also posted on the course web site.

Student and Teacher Evaluations

At mid-semester, I asked students to evaluate their experience using the video clips by responding to two open-ended questions (Table 1). Students were asked to identify (1) the advantages of using the video clips and (2) the disadvantages. They were also asked to identify which format of the video clip presentation they preferred, CDROM or streaming video on the course WebCT3 Web site, and to explain their preference.

In the Course Post-test (Table 1), I asked students to respond to two open-ended questions. Students were asked 1) whether their understanding of effective elementary school foreign language teaching had been affected by their work with the digital video clips of elementary school foreign language classrooms and 2) whether their participation in a Chat with a practicing elementary school foreign language teacher had affected their understanding of (a) classroom management or (b) effective elementary school foreign language teaching.

After the Chat, teachers were asked to respond to two open-ended questions that asked them to identify (1) the advantages and (2) the disadvantages of using Chat with pre-service teachers (Table 1). Additionally, they were asked (3) whether having the Chat teacher and the students view the same video clips prior to the Chat was effective and 4) whether they would be willing to participate in a Chat with pre-service teachers in the future.

Data Analysis

I analyzed the students' use of the video clips in the following ways:

(1) Compared the student groups' identification of the teacher's practices in their written responses to guiding questions on the video clip analysis forms for Topic One: *Teaching Strategies in the First Day of the Children's Class*, with their responses to questions on the video clip analysis forms for Topic Four*: Strategies for Teaching Reading* to determine if there was a difference between their responses at the first (Topic One) and fourth (Topic Four) viewings of the video clips. I analyzed student groups' written responses on the basis of (a) the number of strategies identified, (b) whether or not the strategy identified could be verified by the instructor, and (c) the level of detail provided in the strategies.

Because students completed the video analysis form in small groups of two or three and reported results as a group, I used the student whose name appeared first on the video clip analysis form for Topic One as the student identified for the comparison since students were paired with different individuals in the first and fourth viewings. I paired the work of that student's group with the work of his/her group in the fourth video clip viewing. I included only the work of students who had participated in both analyses in the comparison. A letter, A through E, is used to identify the five students' groups for which responses were compared (Table 2, see pp. 100-102). These same student groups also are noted as A through E on Tables 3 (see p. 104).

(2) Analyzed student groups' responses to the second viewing of videoclips (Topic Two: *Teaching Strategies After the First Day of Class*) by viewing the

videotape of their oral presentations to the class reporting on what they had learned in analyzing the video clips, verifying the strategies they had identified, and noting the students' demeanor as they presented their findings to the class.

(3) Asked students to evaluate their use of video clips in the methods course at mid-semester, after three viewings of video clips (Topics One – Three), by completing a five-question, open-ended instrument that addressed (a) which format, CD-ROM or streaming video, they preferred for viewing the video clips; (b) what they believed to be the advantages of using video clips in the methods course; (c) what they believed to be the disadvantages; (d) what suggestions they had for change in the use of the video clips in the future; and (e) other comments on the use of the video clips.

(4) Asked students to respond to an open-ended question on the use of video clips in the methods course in the post-test course evaluation.

I analyzed the Chat experience using three sources of data:

(1) the questions students prepared for their Chat teacher on teaching strategies related to classroom management,
(2) the evaluation of the Chat by the elementary school classroom teachers, and
(3) the evaluation of the Chat by the students as part of the course post-test.

Results

Students' Technology Background

While there were differences among individuals, as a group, students reported that they "understand the basic concepts and techniques and feel comfortable experimenting with their applications" for the technologies of e-mail, CD-ROM, World Wide Web, and Chat. Additionally, they reported that they "understand the basic concepts and techniques" for WebCT3. I used this information in forming partners and small groups for the use of video clips, pairing experienced technology users with those who were less experienced.

Students' Written Responses to Questions about Video Clips

Results indicate that student groups improved to a small degree their ability to identify teaching strategies that were exemplified in the video clips and to relate details about the strategies (Table 2). In the first viewing of video clips (Topic One), students identified between 1 and 11 teaching strategies, with an average of 7 strategies. In the fourth viewing, students identified between 4 and 11 teaching strategies with an average of just over 7 strategies (7.6) (Table 2). Three of the five student groups increased the number of teaching strategies they identified in the fourth viewing of video clips in comparison with the first. Student groups provided greater detail (2 groups) or the same detail (3 groups) in the teaching strategies identified in the fourth viewing as compared to the first; and no group provided less detail. The number of strategies that students identified, but that

Taable 2. Student Groups' Identification of the Teacher's Strategies in the First (Topic One) and Fourht (Topic Four) Viewings of Video Clips As Identified in their Written Responses to Guiding Questions 1–3[1]

Student Group	Teacher's Strategies Found in Topic One Video Clip	Teacher's Strategies Found in Topic Four Video Clip	Comparison of Teacher's Strategies Found in Topic One and Topic Four Video Clips
A	1. Acting stuff out; 2. Visual action; 3. Repetition; 4. Voice inflection; (Actions – interactive and exciting; its contagious) 5. Choices [and more direction]; 6. Encouragement, 7. Doesn't single people out.	1. She read through the story first and 2. Then had students fill in the blanks and 3. Recreate the story. 4. She used a lot of gestures to explain vocabulary. 5. She didn't directly teach grammar – but modeled speaking, [writing], and 6. reading it correctly. Ex. *Mis colores favoritos*. 7. Adjusted her plans to include the students' response. Ex. The student grabbed the wrong picture so she just had her put it in the correct sentence instead of making the student feel dumb. 8. Redirection – asked the students questions so self-corrected.	• Number of strategies: More for topic four; • Detail in strategies: More for topic four; • Strategies not verified: Same, one for each topic.
B	1. Slows her speech when she hits new words; 2. Uses a lot of body movement and expression; 3. She'll compare new words w/other things; 4. Her energy and excitement; 5. Pause for students to complete sentence; 6. Speaks directly to them "*mi amigo es*..." w/ lesson; (Uses expressions & excitement) 7. She asked a student to find color "*amarillo*" in classroom; 8. Makes comparisons big/small; other parts; (She'll pause before finishing her sentence to see if the students can "fill in the blank").	1. She used words and 2. Pictures; 3. Pointed out each word as she read; 4. Acted out hard words; 5. Had students participate [& speak]; {Took awhile (more reluctant); little confused; wait for appropriate teacher demonstration.} 6. Speak slower & 7. Repeat herself, then 8. Help step by step/ 9. Laughter – put hand on laughing child's shoulder, 10. Sat next to him, & 11. Whispered in his ear.	• Number of strategies: More for topic four; • Detail in strategies: Similar for topics one and four; • Strategies not verified: Different, one for topic four.

Taable 2. (continued)

Student Group	Teacher's Strategies Found in Topic One Video Clip	Teacher's Strategies Found in Topic Four Video Clip	Comparison of Teacher's Strategies Found in Topic One and Topic Four Video Clips
C	1. Grande vs. *pequeño* - gestures; *La luna* vs. *el sol* - (gestures)	1. Matching the picture w/the blanks using the context of the sentence 2. Actively, 3. Enthusiastically participating 4. She pointed again at what color the sun was to help him figure out which is the correct color.	• Number of strategies: More for topic four; • Detail in strategies: More for topic four; • Strategies not verified: None for either topic.
D	1. She repeated the words, 2. Used body language, and 3. Said them clearly. 4. She had them hold the signs that had the words on them. (She used repetition,) 5. Sat down in a circle, 6. Used a fun and easy to follow song. 7. At the beginning, she reviewed the rules (listen & raise their hands). 8. A chart had pictures of the rules in the background. 9. She addressed one student by name when she wasn't paying attention. 10. She used a *sombrero* and 11. a Hispanic song with a native speaker singing.	1. She reads the story, 2. Has the students read along, and 3. Has them participate by having them fill in the blanks to the sentences with the word cards. 4. She uses gestures, 5. Points to pictures, and 6. Has them illustrated. She does this mainly for unfamiliar words. 7. They read along as she points to it and [easier and more commonly used words are spoken more]. 8. They recognize the words for the blanks in the sentences.	• Number of strategies: Fewer for topic four; • Detail in strategies: Similar for topics one and four; • Strategies not verified: Different, one for topic four.

Taable 2. (continued)

Student Group	Teacher's Strategies Found in Topic One Video Clip	Teacher's Strategies Found in Topic Four Video Clip	Comparison of Teacher's Strategies Found in Topic One and Topic Four Video Clips
E	1. Motions, 2. Repetition, [Slowed speech,] 3. Real objects. 4. Gives them props, (encourages them to do motions &) 5. Sing w/her; [Not singling students out,] 6. Song and motions had "fun" feel to it, (Real obj.) 7. Commands attention & participation – "Christiana" 8. Song is cultural	1. A lot of actions, 2. Pictures, 3. Points, 4. Class participation to see if the children understand. (She would point to) 5. The written word and (They would respond by doing an action ex: *grande*) (Actions), (Student participate), 6. Questions, 7. Visually stimulating objects.	• Number of strategies: Less for topic four; • Detail in strategies: Similar for topics one and four; • Strategies not verified: Different, two for topic one.

[1] Repeated strategy = ( ); strategy not verified by instructor = [ ]; not a teacher strategy { }.

the instructor did not verify, was the same in both viewings of the video clips (3 strategies in each viewing).

Students' Learning from Group Presentations on Video Clips

Results indicate that in the Topic Two video clips, student groups identified an average of 10 teaching strategies, with a range of 8 to 14 strategies (Table 3, see p. 104). All of the groups noted that the teacher used a great deal of repetition and used physical actions and visuals (to clarify meaning). Three groups also observed that the teacher invited students to join in the activity (Groups A, B, and D) and two groups clarified this by adding detail about how she did this: by handing students objects (Group B) and providing turns for all (Group D).

In analyzing the videotape of group presentations on Topic Two, it was clear that the students enthusiastically took on the responsibility of teaching their classmates what they had observed and learned from the video clips. They were the experts on the video clip they had viewed because their classmates had not seen that same classroom scene. One student from Group E (Table 3), for example, described how a child had had difficulty understanding how he was to represent the number of boys in class using Legos. In describing the situation, the student modeled how the teacher bent down to the child's level and lightly touched his shoulder to provide him encouragement as she clarified in Spanish what he was to do.

Students' Questions Prepared for Use with the Chat Teacher

Seven of the 14 students submitted their questions on classroom management teaching strategies to the WebCT3 discussion board. The questions each of the students (1-7) prepared for their Chat teacher (A-D) are indicated on Table 4. In reporting their questions, students used slightly different wording, therefore, the wording used on Table 4 represents the clearest wording used by students when addressing the same concept.

Including repetitions, the total number of questions related to teaching strategies for classroom management that students submitted was 34, of which were 17 unique questions (Table 4, see p. 105). The classroom management questions most frequently asked (by 5 students) were: "What transitions do you use during classes?" and "What rules do you have?" (Table 4). Two questions prepared by 4 students were: "What are the consequences of breaking rules?" and "Do you speak English during classroom management? At other times?" Six of the questions were related to classroom management situations students had seen on their digital video clip (6, 9, 10, 15, 16, 17).

Students' Evaluation of the Use of Video Clips – Mid-semester

All 13 of the students who completed the mid-semester evaluation were positive about the experience using the video clips. One explained: "Yes, I do think the digital video clips are well worth our time. When I read [the] text I have the videos to remember and say, Oh, I saw this technique implemented in the video I watched."

Table 3. Teacher Strategies Identified in Topic Two Video Clips by Student Groups in their Oral Presentations

	Group A	Group B	Group D	Group E
Teacher Strategies Identified	*The teacher:* 1. showed actions 2. used visuals 3. pointed to objects 4. asked Yes/No questions 5. used motions to clarify meaning 6. would repeat many times 7. exaggerated her actions 8. smiled when students were successful 9. invited students to join in. Total Strategies = 9	*The teacher:* 1. used motions 2. used repetition over and over 3. used real objects 4. slowed her speech 5. handed objects to students to encourage participation 6. made activity fun 7. commanded attention 8. called a student's name to get her attention Total Strategies = 8	*The teacher:* 1. used repetition 2. shook hands with every student in teaching greetings 3. gave a sticker to every student 4. represented animals on stickers with models 5. acted out actions of animal on sticker 6. had students act out actions 7. named animal on the sticker 8. pointed to self to clarify "my name is" 9. interacted with students in front of the class in pairs 10. spoke only in target language 11. had students greet her and others 12. did not reprimand or correct students who made errors 13. modeled correct speech 14. was inclusive: gave turns to all Total Strategies = 14	*The teacher:* 1. used visual aides – a picture of a boy and girl 2. used Legos to represent each child in counting 3. illustrated with the Legos visually how to add 4. involved students in the counting 5. realized she had made a mistake in counting and corrected it 6. used repetition 7. had student add Lego for each student counted 8. used touch 9. paused in counting until students gave the next number and counted with her 10. lightly touched student and got down at his level to provide him encouragement Total Strategies = 10

Table 4. Questions Students Prepared for Use with the Chat Teacher after Viewing a Video Clip for Topic 3: Classroom Management

Questions:	Student: / Teacher:	1 B	2 B	3 A	4 A	5 C	6 C	7 D	Total
1. What transitions do you use during classes?		X	X	X	X	X			**5**
2. How do you use preventative strategies?		X	X						**2**
3. What rules do you have?		X	X			X	X	X	**5**
4. How do you come up with the rules?		X							**1**
5. How do rules vary by grade?		X							**1**
6. Give an example of a lesson that resulted in difficult student behavior. What did you do?		X							**1**
7. What is your personal philosophy of classroom management?		X							**1**
8. Do you use rewards? What kind?		X	X		X				**3**
9. What are the consequences of breaking rules?		X		X	X		X		**4**
10. Do you speak in English during classroom management? At other times?		X	X				X	X	**4**
11. What is your personal philosophy on teaching foreign language?			X						**1**
12. Do you ignore some behavior?			X						**1**
13. Do you use positive or negative reinforcement?						X			**1**
14. How do you motivate students?					X				**1**
15. Do you think (student on video clip) really understood, or not?								X	**1**
16. What do you think was the source of behavior (of student on video clip)?								X	**1**
17. Would you have placed (student in video clip) in front or in back of the classroom?								X	**1**
	Total	**10**	**7**	**2**	**4**	**3**	**3**	**5**	**34**

Students identified the advantages of using video clips of elementary school foreign language classes in the methods course to be primarily the opportunity to view experienced and practicing teachers in the teachers' own classrooms: "It takes us from our classroom to another in seconds and allows us to see the important highlights from lessons over an extended time period."

Additionally, students valued the opportunity to see theory applied in practice and to view and analyze teaching strategies: "It helps us to see how all these theories and techniques are applied in the classroom. I think this is one of the ways we learn best – observing real life teachers."

Most students (7 out of 13) did not identify any disadvantages to using the video clips. One student noted that difficulty with the technology had inhibited his/her viewing: "Sometimes the sound or quality of the clip makes it hard to distinguish what they are doing." Others who noted disadvantages, stated that they only had the opportunity to view isolated lessons and could not see the larger picture, would like to have seen more than one teacher, and could not get feedback from those involved in and affected by the program.

I asked students to evaluate their use of video clips in two formats a) as CD-ROM and b) as streaming video on the course WebCT3 site, to identify which format they preferred, and to explain their preference. Nine of the 13 responding students preferred streaming video on the course WebCT3 site, 1 preferred the CD-ROM, and 3 did not have a preference. The reason most frequently stated for students who preferred the streaming video on the course WebCT3 site was that they could access the clip later on their own: "… if students wish to access clips later they could go online easier than trying to locate a disk from an instructor."

Half of the students reiterated that the clips had been helpful to them in the format used and half had suggestions for change. These suggestions included having students show the entire clip when they share their learning with the class, not just a segment of it, and finding a way to show the elementary school students' progress in learning Spanish over time.

Students' Evaluation of the Use of Video Clips – Course Post-Test

The first open-ended question to which students responded in the post-test related to methods students' experience with using the video clips:

> Do you think your work with the digital video of elementary school foreign language classrooms affected your understanding of effective elementary school foreign language teaching? (Explain.)

Eleven of the 12 respondents to the post-test answered "yes" to this question, agreeing that the work with video of elementary school foreign language classrooms had affected their understanding of effective elementary school foreign language teaching; one student did not respond to this question. Several students found an important benefit of the video viewing was the opportunity to observe a real elementary school foreign language classroom in action as this student explained: "…I got to see actual programs in progress. It was very helpful to observe, and not be involved."

Several students noted that the value of the video viewing was in having an opportunity to see the theory and strategies discussed in the classroom in action in a real classroom:

> "…it was a good way for me to see everything we were learning come together…."
>
> "…These videos helped me see real life application of the concepts that we discussed in class."

Evaluation of the Impact of the Chat on Student Understanding

Both the participating classroom teachers and the students reported in the evaluation of the Chat experience that they believed that the Chat had been helpful in affecting students' understanding of teaching practices in the elementary school foreign language classroom. The students were asked the following open-ended question in the course post-test:

> Do you think your participation in the Chat with a practicing elementary school foreign language teacher affected your understanding of a) classroom management or b) effective elementary school foreign language teaching? (Explain.)

Seven of the 12 responding students reported that the Chat experience had enriched their understanding of elementary school foreign language practices. Several reported that the classroom teachers expanded their understanding of strategies by providing new ideas:

"…she had countless ideas for involving all students in the lesson …."

"It gave me ideas on different ways to teach something…."

Six of the 12 responding students reported that the Chat had also enriched their understanding of the topic of classroom management. Two students clarified how the Chat had been helpful with this topic:

> "It helped me with ideas on how to handle rewards and how expectations should be delivered."
>
> "I was able to ask questions about classroom management techniques and about effective teaching strategies. I learned that some students [in the elementary classroom] don't realize that they are doing something wrong and it is helpful to tell them what they should be doing."

The classroom teachers who had participated in the Chat were asked what they believed to be the advantages of using Chat with students in an elementary school foreign language methods course. One of the four responding teachers stated that she believed the opportunity for students to dialogue with "a practicing teacher" or "someone in the 'trenches" was an important advantage. Certainly, as

the students noted, the classroom teachers provided a wealth of ideas on teaching strategies and classroom management.

Another teacher saw the advantage as mutual for both the students and for her: "I think it was reassuring for them, that they felt good about what they were learning as 'theory' in class and it was good for me to think about the choices I make everyday in class with my students as I have to explain the 'what' and 'why' of everything. So the advantage was for both sides."

Evaluation of the Functionality and Organization of the Chat Experience

Challenges in communicating through Chat were noted by both teachers and students in their evaluations. All four responding teachers spoke to the nature of the Chat communication as having disadvantages in comparison to direct face-to-face communication because the Chat is more "impersonal;" it is easy to get "sidetracked" if there are too many people in the Chat; it is hard to answer "questions [that] were coming so quickly that I couldn't get one answered before the next one showed up on the screen."

Students reported that with some teachers, the dialogue did not stay on classroom management, whether by the nature of the questions asked by students, or by the teacher not re-directing the students back to this topic. One student's response to the Chat was negatively affected by the teacher's lack of technical skill:

> "I did not find the chat very helpful. Unfortunately, the cooperating teacher with whom I was chatting had technical difficulties. I had trouble understanding what she typed because it was often misspelled or incomplete. I think the activity is a great idea – my experience just didn't work out very well."

This teacher reported that she had not had previous experience with synchronous Chat and had had difficulty understanding how the change in "speakers" worked in the Chat. She also noted that she had trouble adjusting the screen on her computer to be able to see what she was typing: "I don't type well, so I'll have to figure that out before next time."

When asked whether it was effective to prepare for the Chat by having both the methods students and the Chat teacher view the same video clip of an elementary foreign language classroom, three of the classroom teachers answered in the affirmative, two of whom answered emphatically: "YES!!" and "Absolutely valuable." In describing why this shared experience was valuable to the Chat, these teachers stated that it "provided a frame of reference" and kept "the questions to the topic" and allowed the teachers to "point to specific points and relate them to real life experiences." A teacher of Japanese noted that the language in the video clips (Spanish) did not really matter because "effective teaching is effective teaching and I think strategies can be discussed no matter what language the class is being taught in."

Three teachers who spoke to the size of the Chat group all said that the size of the group they had worked with (2 or 3 students) was fine. Three of the 12 responding students, however, reported that the format of two to three students

participating in a Chat with one teacher was not ideal because there was little time for in-depth discussion. Three students reported that they felt the length of the Chat (30 minutes) was too short. In the open-ended question on the post-test that asked for suggestions for changes in the course, one student noted that having more than one Chat session would be helpful.

When asked if they would be willing to participate in another Chat, all of the three teachers who responded stated that they would. In error, the fourth teacher was not asked this question:

> "YES! Please consider me. I would love to do it! I wouldn't even mind doing it a couple of times, as a sort of 'continuum' to see how the students react to different clips, after they have learned more info in their methods courses, etc."
>
> "I really enjoyed being able to take part in the chat. Please let me know if I can be of help in the future."
>
> "Yes! I enjoyed it. I thought the students asked good questions that demonstrated their understanding of topics discussed in their methods class."

Discussion

The first research question that guided this study addressed the use of video clips of elementary school foreign language classes to affect students' understanding of foreign language teaching practices. The comparison of student responses in the first and fourth viewing of video clips revealed a modest increase in the amount of detail provided by students in the analysis of open-ended questions related to the fourth viewing of video clips. The number of teaching strategies students identified in the video clips increased for more groups than it decreased at the fourth viewing of the video clips. This change, however, was not remarkable in quantity.

I found that the analysis of the videotape of student work and presentations, related to the second viewing of video clips was the most important evidence of the value of (a) using open-ended questions to guide students in their viewing, (b) having students develop their response as a small group, and (c) including student presentations about their findings. Not only did students successfully identify many strategies used by the teacher, it was clear from the videotape of their presentations that students were enthusiastically teaching their peers about these strategies as they presented the results of their analysis of the video clips. I had never seen in any previous classroom activity students take on the same degree of ownership, pride, and enthusiasm in sharing what they had learned with their classmates as they did in this experience. I realized that the students were internalizing knowledge.

Vygotsky (1978) emphasizes that internalization, as a way of mental functioning, occurs when a learner is actively engaged in an experience and processes it, constructing his/her ways of thinking about and understanding of the subject based on past experiences. The student analysis of the video clips in

small groups and the presentation of their findings to the larger group had allowed students to "make learning a personally relevant and meaningful endeavor" (Bonk & Cunningham, 1998, p. 33).

In the evaluation of the use of the video clips in mid-semester and at the end of the course, students verified that they believed that their work with the video clips had been beneficial because they had been able to observe "actual classrooms" and "real life teachers." As the instructor, however, I may be best able to provide insight into whether the teacher-centered approach for the same content that was used in previous semesters, that of teaching input strategies by providing a handout and demonstrating and discussing the strategies listed, is more effective than this constructivist student-centered approach. In comparing student responses to the two manners of teaching, I observed that the use of video clips in a constructivist approach resulted in greater student interest in, enthusiasm for, and understanding of teaching practices in the elementary school foreign language classroom. The vision of technology is being realized in the classroom because of the presence of the technology combined with an inquiry-based learning environment.

While students had four experiences analyzing video clips, they had just one experience with Chat, therefore the nature of that one experience shaped their perception of the value of the Chat experience. In the open-ended course evaluation of the Chat, half of the students reported that the Chat had affected their understanding of teaching strategies related to classroom management in a positive way and slightly more than half reported that it also had positively affected their understanding of effective elementary school foreign language teaching.

Research on computer-mediated communication (CMC) identifies the advantages of opportunities for collaboration and social interaction utilizing online learning tools such as asynchronous discussion forum and synchronous chatting (Rovai, 2001). Shotsberger (2000) argues that synchronous communication provides a shared human encounter, a collective experience, and a group dynamic and real-time brainstorming. For students in the methods course, the Chat provided an opportunity to dialogue with a classroom teacher who was not physically situated in the methods classroom.

Conclusion

Results from this study provide both answers that have the potential to improve teaching practice and questions that the instructor will use to initiate another action research cycle to further improve teaching practice and advance knowledge about teaching the foreign language methods course.

Findings related to the first research questions indicate that student analysis of a video clip, when guided by open-ended questions, analyzed in a small group, responded to in writing, presented orally to the larger group, and illustrated with a short segment of the video clip, revealed students' ownership of what they had learned about teaching strategies from the video clip and their enthusiasm for sharing it with their peers. Students' positive responses in the mid-term and

final evaluation to the use of video clips in the methods class clarify that students believed that working with the video clips had improved their learning about teaching strategies. The modest increase in the number of strategies students identified in the first and fourth viewing of the video clips, however, suggests questions that the instructor will explore in another cycle of action research, for example, can students be taught observation skills that will help them identify the teaching strategies exemplified in the video clips?

Results related to the second research question indicate mixed satisfaction from students' participation in a 30-minute Chat with several peers and a practicing elementary school foreign language teacher on a defined topic addressed in a video clip viewed by both teacher and students. Both a teacher and a student suggested providing more than one Chat experience in the future. These results also suggest questions that the instructor will use to initiate another action research cycle to systematically assess the impact of new uses of Chat in an elementary school foreign language methods course.

1. This institute, which was taught by Dr. Richard Donato and Dr. Doug Hartman, University of Pittsburgh, was offered by the National K-12 Foreign Language Resource Center at Iowa State University in summer 2002, with a follow-up meeting in summer 2003 and spring 2004.
2. This institute was taught by Dr. Carol Ann Dahlberg and Dr. Helena Curtain and Rita Gullickson served as the Spanish children's demonstration class teacher.

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8

National Board Certification in World Languages: A Worthwhile Journey

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Introduction

I clearly remember the day that the "National Board Certification Bug" bit me. It was February, 2003, a staff in-service day. After 17 years of teaching high school Spanish, I was not feeling particularly inspired or inspiring. In the general meeting that morning there was a lot of hoop-la about the first "National Board Certified Teacher, (NBCT)", in our district. I knew absolutely nothing about National Board Certification so I decided to listen to the presentation. The speaker beamed as she told about her National Board experience and its positive impact on her career as an educator. Although a tremendous amount of work, she assured us that the rewards, both intrinsic and extrinsic, had been well worth her time and energy. I found myself feeling envious of her obvious joy. Over the past 10 years, life's challenges had chipped away at my passion for my subject. I was no longer a "peppy young teacher." Between the demands of home and children, my lessons lost a little of their sparkle and, consequently, so had I. As I listened intently, I wondered how I would find 200-400 hours over the next 12 months to work towards National Board Certification.

In the following weeks, I read everything I could find about National Board Certification. I joined a yahoo group for World Languages Other than English (WLOE) candidates, followed their entries and read their concerns. I contacted my former professor, Dr. Barry Velleman, Ph.D., Marquette University, for recommendations on current resources to supplement my research. I emailed NBCT-WLOEs in the Midwest requesting advice and support. I shared my fear of failure with my family, my friends and anyone else who would listen. After weeks

of driving myself and everyone I know crazy, I made the decision to go for it. On April 1, 2003, I became a National Board Candidate.

For the next 10 ½ months, I lived and breathed foreign language theory and the National Board Standards for WLOE. Unlike most candidates, I opted to take the proficiency tests before completing the written entries. WLOE Candidates must choose two different test dates, one for the oral proficiency test and another for the other five tests: listening comprehension, literary interpretation, written essay, error correction and language theory. I scheduled my tests for August, 2003, and began studying 10 to 20 hours per week. I reviewed the history of foreign language pedagogy, practiced writing essays in 30 minute blocks, tape-recorded responses to conversational topics, listened to Spanish radio and television and practiced with Advanced Placement Spanish materials.

When the test dates arrived, I was nervous. The oral test wasn't too stressful, because it was just one test on one day. The other five tests were intimidating, one after the other with no time to reflect or revise. I wrote furiously. Afterwards, I felt drained and uncertain. I cried all the way home, but I couldn't dwell on the results. There were 15 long months until my scores would be released, and I had four written portfolios to complete. I spent the next six months writing and re-writing my portfolios, selecting student work and videotaping segments that showed evidence of "accomplished teaching."

When I finally mailed "the box" with my portfolio entries in February, I felt as though I were mailing a part of myself. This experience is so personal; it is difficult to let others assess your work. It almost feels like they are assessing **you** as a person.

The next nine months were anxious ones as I waited for my scores. Although I wasn't officially certified, the process already changed me. It was as though I had new eyes. I started evaluating my teaching materials and discarded anything that didn't include "real-world authentic tasks" or the three modes of communication. I wrote three communicative books for the Spanish classroom, *Solo Cinco Preguntas*,(Carlex, 2004). I had my passion back!

On November 19, 2004, I woke up at 3:00 a.m. to see my scores, but they weren't ready. I knew it would be very emotional, so I didn't look during the school day. Finally, at home, that afternoon, I was one computer click away from knowing whether I certified .I covered my eyes and clicked…when I peeked I read "Congratulations! You are a National Board Certified Teacher!" I will never forget the joy of that moment! I was elated and so proud as I announced to my husband, my parents, my children, my friends….I'm an NBCT-WLOE-EAYA (EAYA=Early Adolescence through Young Adult)!

The National Board Certification Journey

National Board Certification in WLOE-EAYA is more than just another education certificate. It is a journey through which teachers become more reflective, more effective and more passionate about their subject matter and their students.

Candidates describe the National Certification process as a "journey" because of the incredibly positive impact the experience has on them and on their teaching strategies. In my case, I've deepened my understanding of what constitutes a meaningful activity for my students. To solidify their comprehension, I strive to reach them on many different levels simultaneously. For example, instead of teaching students grammatical concepts in isolation, I try to present all class material in authentic context using meaningful real-world tasks. I've turned a lot of the discovery tasks over to my students. They look for verbs in authentic text and negotiate meaning, and they use vocabulary to perform in the three modes of communication. They make choices about what they say and, in turn, take on more ownership of their learning and are more empowered to use the language. In the past, I taught more one dimensionally. We did interactive activities, but they were very simple and I rarely had students read authentic materials from newspapers or magazines. Now, I do almost everything in the target language (sometimes with a lot of gestures), and my students enjoy the challenge of negotiating meaning. Also, because they are using more of their own ideas and not the other half of some dialog out of the book, they seem to retain and produce more language.

It is impossible to go through the NBCT experience and not be changed for the better. Candidates' stories are as unique as they are. All of them, from across the United States, with diverse backgrounds and different areas of expertise, agree that National Board Certification changed their vision of what a successful classroom looks like and what engaged students can accomplish. NBCTs are passionate about the certification process. According to Nina Holmquist (Spanish, WI), Wisconsin's first NBCT-WLOE (2002) and Wisconsin's "Foreign Language Teacher of the Year-2006," National Board Certification was "the best professional development in my career because it gave me permission to take my lessons yet another step, charging students with greater ownership of their learning." Jaci Collins, Wisconsin Association For Foreign Language Teachers (WAFLT) President and NBCT-WLOE-2003 (French/Japanese, WI) stated, "The certification made me more confident and assertive. I teach better and my students learn better as a result of the process." Adys Altstatt, NBCT-2003 (Spanish, Okalahoma) said, "It has changed my teaching and the way I view each student who comes through my door. Everyday is a new challenge that poses many questions on what every single student learns or does not learn."

NBPTS Core Standards

The National Board for Professional Teaching Standards was established in 1987 in order to "recognize experienced educators for the quality of their practice" (National Board for Professional Teaching Standards [NBPTS], 2006a, p. iii). The NBPTS uses performance-based standards to recognize these teachers. In order to be recognized as a National Board Certified teacher, a teacher must meet eligibility requirements, which include graduation from an accredited baccalaureate institution and the three years of classroom teaching on a standard teaching license (NBPTS, 2006b, p. 3-4). Educators who meet these requirements are encouraged to review certificate areas and apply to be a candidate in the

certificate area which matches their teaching assignment. The core principles for all certificates are the NBPTS Five Core Standards, which state the qualities of effective teaching.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities (NBPTS, 2006a, p.1).

All 24 NBPTS certificate areas have their own standards derived from the five core propositions. WLOE-EAYA has fourteen standards (NBPTS, 2006c). The emphasis is on the NBCT candidate's knowledge of language acquisition, of target language and culture. Standards I –V focus on "Preparing for Student Learning", Standards VI-X focus on strategies to reach all students, ranging from the learning environment and classroom resources to assessment. Finally, Standards XI-XIV emphasize the candidate's professional development and accomplishments that impact and support student learning (NBPTS, 2006d).

The main task to achieve National Board Certification process is the development of four portfolios that provide "evidence" of accomplished teaching. These entries, *Designing Instruction Over Time* (with student work samples), *Building Communicative and Cultural Competence* (video), *Engaging All Learners* (video) and *Documented Accomplishments* highlight the candidate's impact on student learning over the past five years and demonstrates his/her mastery of the fourteen WLOE standards. There are also six standardized tests in pedagogy and language: Oral proficiency, Interpreting Aural Texts, Interpreting Written Texts, Written Communication, Knowledge of Language Acquisition and Knowledge of How Language Works.

After teachers have designed and executed a lesson for their portfolio entries, they must write and reflect on the WLOE Standards. Each of the four portfolio entries has very specific guidelines that teachers need to follow. Teachers must be careful to use the three required writing styles: descriptive, analytical and reflective. The Descriptive style, or the "What?", is the easiest format to write in. The Analytical style, "So What?", and the Reflective style, "Now What?", are very time consuming and require a great deal of revision. As Ann Bacon, NBCT-WLOE, 2003, (Florida) recommends: "Write, re-write, edit, write, rewrite edit... it's all about the writing."

National Board Certification costs $2565. The $65 is a non-refundable registration fee. To make it more cost effective, there are scholarship opportunities, and most states offer subsidies and/or long-term incentives to help teachers to pay for it.

Working toward National Board Certification leads teachers to reflect on strengths and weaknesses as they measure their practices against the NBPTS Standards and set new goals for themselves and their students. By constantly reflecting and aligning practices with the NBPTS Standards, candidates sharpen their teaching strategies with renewed energy and enthusiasm to inspire students

and enhance the active learning in their classrooms. For example, this process helped me to develop more effective strategies to engage and motivate my students. Now, instead of just reading about Spain, students design a trip to Spain, spending pretend euros on typical regional activities of interest to them. They plan their trips interpersonally with peers and later report about their trip in the presentational mode - all in the target language. Using authentic, real-world tasks helps students more clearly understand the language as a tool for communication. It adds depth and solidifies meaning for them.

Facts and Figures

National Board Certification is a rigorous process. Candidates do not always certify on their first try. After September's Annual Candidate Support Conference in Arlington, Virginia, Connie Wolf, president of the Wisconsin National Board Network, reported on the percentage of candidates who certify, "39% of candidates certify in the first year. By year two, 45% of total candidates certify and 70% of candidates will become NBCTs by the end of year three" (2006). For this reason, NBPTS calls National Certification a three year process. Candidates who don't certify the first year can become "Advanced Candidates" and bank the scores they want to keep. Advanced candidates re-take selected portfolios or assessments (at $350 each section) and submit them for scoring the following year. It is an emotional challenge to wait another year and re-submit work. Lisa Mhyre, a certified teacher in Wisconsin expressed how the effort yielded a new sense of empowerment when she said, "I found that after I completed this process (TWICE!) that I could do anything-anything at all! I have completely shifted the way I look at my lessons and what students are learning. I'm continually reflecting and looking for ways to take them to the next level. My confidence level has skyrocketed in and out of the classroom." Sharon Bradish, Wisconsin, shared her initial disappointment and subsequent elation. "I was devastated when I got my first notification. I re-did Entry #3 and got my highest score the following November! I was ecstatic!" Adys Altstatt, Oklahoma, echoed similar themes. "I did not make it the first year. I was down, but not out. Most of us had been out of college for sometime and our "theory to practice" was quite rusty. We knew we were accomplished teachers. I started the support group online (WLOEok@yahoogroups.com) and we (now) have several WLOE groups that we mentor throughout the state."

It is important to remember that support greatly increases candidates' chances of certifying the first year. According to the National Education Association, "Rates for achieving National Board Certification have increased every year, with the current average now at about 70 percent, when re-take candidates are included. This does not mean that the standards are too high, but rather that the assessment truly reflects the complexity of teaching and learning" (2006). Most states have created their own support groups to help candidates through the process. In addition,to the NBPTS website, www.nbpts.org, there are many states that have set up helpful websites and support groups, including Illinois (http://www.coe.ilstu.edu/ilnbpts) Florida(http://teacherweb.com/FL/StonemanDouglasHS/FloridaNBPTS-WLOE/h0.stm) Wisconsin(http://www2.milwaukee.k12.wi.us/wnbn/) and Okalahoma (WLOEok@yahoogroups.com)

As of November 2005, throughout the 16 Central States, the NBCT-WLOE represent less than two percent of the total 778 NBCT for this region (NBPTS, 2006g). According to the North Carolina Association of Education (NCAE), German, Japanese and Latin certificates are not currently offered until further notice due to low candidacy rates. A low demand from teachers across the country has also led to indefinite closure of candidate registration for the following certificates and specialty areas:

- Early and Middle Childhood/World Languages Other than English—French, German and Spanish
- Early Adolescence through Young Adulthood/World Languages Other than English—German (NCAE, 2003)

There is discussion between several language groups and NBPTS to re-offer these certificates. German, Japanese, Latin and "other" language teachers must continue to rally for the opportunity to go through this valuable process. At this point, NBPTS has not officially stated a specific number of NBCT candidates needed to re-open the low demand certificates, but there is some indication that a minimum of 200 candidates must be secured.

More Spanish and French Teachers need to seriously consider the National Board process. National Board Certification adds credibility to schools and is directly related to student success. **"**More than 150 studies have examined National Board Certification and the majority (75%) found NBCTs make a significantly measurable impact on teacher performance and student learning, engagement and achievement" (NBPTS, 2006g).

Student Learning and NBCT

National Board Certification is a process that dramatically changes teachers and the students they teach. According to National Board for Professional Teaching Standards (2006g) students of NBCTs significantly outperform their peers in 11 of 13 recognized measures of good teaching and further reveal that students of NBCTs experienced year-end testing improvements averaging 7-15 % more than peers whose teachers were not NBCTs Arizona State University researchers Vandevoort, Amrein-Beardsley and Berliner have shown that " third, fourth, fifth, and sixth graders taught by NBCTs in 14 Arizona school districts outperformed their schoolmates on the nationwide Stanford Achievement Test 9th Edition (SAT-9) in almost 75 percent of reading, math and language arts measures" (Center for Teacher Leadership, 2006).

Conclusion

National Board Certification is a challenging process through which teachers learn to reflect more deeply on their practice and learn to better evaluate and engage students in meaningful instruction. Sharon Bradish, Wisconsin sums it up like this, "Now I see everything that I do through the Standards' eyes. I am always reflecting on my lesson planning and assessments. My students are the direct beneficiaries of a more reflective, standards-based curriculum." Nina Holmquist

of Wisconsin reflects, "It taught me to assess my lesson on a daily basis- not always comfortable but so essential to keep me on track."

The NBCT process is a journey that is sometimes joyful, sometimes frustrating, often intimidating but always incredibly rewarding. Jennifer Block, Wisconsin, offers this advice to anyone considering the process: "Don't wait! You may not be any more ready if you wait a year (easier to come up with more excuses for why not to go through the process) Talk to your administrators ahead of time--to gain their support (but do it anyway--even if they won't give you any)."

As I write this article, I'm anxiously waiting with several colleagues for the release of their National Board scores. As they wait, I continuously reassure them that whether they certify this time or not, they are already accomplished teachers. I encourage them to appreciate how far they have come on this journey and remind them that once they certify, the journey continues, as they see opportunities in education in a new light. Since certifying two years ago, I am even more committed to this process. I share my experience by mentoring colleagues and speaking about this process in Wisconsin. This has lead to more leadership opportunities, such as the chance to speak about National Board Certification at the Central States Conference on the Teaching of Foreign Languages! I've begun to publish a series of books for adult learners who wish to learn Spanish*: ¡Ahora Hablo!: Seven Simple Steps to Authentic Spanish* and even developed my own website www.ahorahablo.com. Five years ago, I never would have done any of these things! I would have remained an observer instead of a leader. National Board Certification has helped me to become a more effective, more passionate, more creative teacher. It's funny. Before I certified, I used to count the years until retirement and say to myself "Will I ever make it?" Now I say to myself "Hmmm, what's next?"

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Appendix 1

State	Subsidies	Bonuses	Retake funds
Arizona	Will pay ½ of initial fee for first-time candidates ($1250)	Bonus of up to $5000 for 2005-06 and annual bonuses for 10-year certificate. 3 release days	No
Colorado	Will pay $1000 to support application fee	Master Teacher license – 10 years	No
Illinois	Will pay $2000 to support application fee	Annual $3000 increase. Plus $1000 for 60 hours mentoring and/or $3000 in challenged schools. Master Teacher License – 10 years	No
Indiana	Will pay $2000 to support application fee	Master Teacher license – 10 years	No
Iowa	Candidates are eligible for $1,500 for application and $1,500 upon certification	Annual $2,500 for 10 years of certificate	No
Kansas	Will provide up to $2000 to subsidize application fee	Annual $1000 for 10 years of certificate. Master Teacher license	No
Kentucky	Will subsidize a portion of the application fee	Annual $2000 for 10 years. Rank #1 on salary scale (Ave. $4.500) Mentor stipends	No
Michigan	Will pay ½ of initial fee for first-time candidates ($1250)	Master Teacher license – 10 years	No
Minnesota	Will pay ½ of initial fee for first-time candidates ($1250)	License renewal	No
Missouri	Will pay ½ of initial fee for first-time candidates ($1250) + $750	Two release days. Stage III on Career Ladder	No

Appendix 1 (continued)

State	Subsidies	Bonuses	Retake funds
Nebraska	Will pay ½ of initial fee for first-time candidates ($1250)	Master Teacher license – 10 years	No
North Dakota	Will pay ½ of initial fee for first-time candidates ($1250)	Teacher stipend of amount determined by each district	No
Ohio	Will pay $2,200 of application fee.	Annual $1000 for 10 years of certificate.	No
Oklahoma	Pays application fee, provides a stipend and offers training.	Annual $5000 for 10 years of certificate.	Yes
South Dakota	Subsidizes application fee with $500-$1000.	Annual $2,000 stipend for 5- 10 years, possible additional DPI $1000 stipend for last 5 years.	Yes
Tennessee	Will pay ½ of fee for first-time candidates ($1250)	Master Teacher license – 10 years	No
Wisconsin	Will subsidize up to half of initial fee for first-time candidates ($1250)	$2000 reimbursement of expenses $2,500 annual stipend for nine years. Master Teacher license	Yes

(NBPTS, 200e)

Appendix 2

State	Total NBCTs	WLOE
Arkansas	377	1
Colorado	227	4
Illinois	1555	24
Indiana	125	1
Iowa	490	7
Kansas	204	1
Kentucky	899	5
Michigan	189	2
Minnesota	250	4
Missouri	286	4
Nebraska	41	0
North Dakota	22	0
Ohio	2521	42
Oklahoma	1292	19
South Dakota	40	0
Tennessee	176	3
Wisconsin	329	17

(NBPTS, 2006f)

9

Enhancing Learner Self-Efficacy through Continuous Self-Assessment: Implications for the Foreign Language Classroom

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Introduction

The construct of self-efficacy has been studied by social and educational researchers for several decades (Bandura, 1984; Bandura, Barbaranelly, Caprara, & Pastorelli, 1996; Bong, 1997; Lent, Brown, & Larkin 1986; Pajares and Miller, 1997, Shunck, 1990, Schunck and Pajares, 2002 and Zimmerman, Bandura, & Martinez-Pons, 1992). The topic of self-efficacy is particularly important in educational settings because, according to Bandura (1994), these settings are ideal for cultivating strong self-efficacy beliefs. In addition, greater self-efficacy has important and tangible benefits for learners themselves. For example, increased self-efficacy is associated with greater student motivation in the classroom (Bandura, 1994). Learner motivation has been consistently shown to positively influence second language learning (Dörnyei, 2001; Ehrman, 1996; Schmidt, Boraie & Kassabgy, 1996). For example, as motivation increases students become keener about taking additional steps to learn information presented in class (Clément, Dornyei, & Noels, 1994). In addition, as self-efficacy increases, students tend to show heightened academic performance and persistence (Multon, Brown, & Lent, 1991). However, few authors have written specifically about how educators can enhance learners' self-efficacy in a foreign language classroom. Theoretically, one way to increase students' self-efficacy is through the use of continuous self-assessment classroom exercises. This paper will define self-efficacy, its benefits for foreign language students, and how self-assessment could

enhance learners' self-efficacy. Implications for foreign language instructors will be discussed, and concrete self-assessment tools will be provided. A classroom environment that promotes high self-efficacy would provide learners with a sense of perseverance that would sustain them to succeed when learning a FL. Self-efficacy could also spread to other areas of their learning, as the acquisition of cognitive skills, modeling effects, and goal setting influence the development of self-efficacy beliefs which in turn influence their overall academic performance.

Introduction to Self-Efficacy in the Foreign Language Classroom

It is important for foreign language educators to accurately understand the construct of self-efficacy and how it is different from similar constructs such as self-concept and self-confidence. According to Bandura (1997), self-efficacy is defined as people's *beliefs* about the *capabilities* they have to perform *specific tasks* at a level that positively influences their lives. In essence, self-efficacy is a cognitive appraisal that one has the ability to complete specific tasks competently. In this regard, self-efficacy should be differentiated from both self-concept and self-confidence.

Self-efficacy involves beliefs about one's personal capabilities, that is, judgments of one's ability to perform specific actions (Pajares, 1996). Self-concept, on the other hand, is understood and measured at a more general level, including an evaluation of one's total self (e.g., one's self-worth and value as an individual). Self-efficacy is therefore sensitive to contextual factors (i.e., task- or situation-specific actions) whereas self-concept judgments are more global and are less reflective to a particular context. For example, in the foreign language classroom self-concept might refer to their worth as individuals (i.e. "I do 100% of the homework assigned, so I am a good student"). Relatedly, self-efficacy must not be confused with self-confidence. Self-confidence is a *feeling* related to abstract notions of one's overall (i.e., non-task-specific) competence (Dörnyei, 1994). That is, in the foreign language classroom self-confidence might refer to a broad feeling of empowerment when using Spanish (i.e., "I feel good about my Spanish abilities") while self-efficacy is the *belief* that one is skilled at performing a specific task in Spanish (i.e., "I believe I can competently read and understand the main ideas of a short letter written about a Spanish writer's recent vacation"). This understanding of self-efficacy as a *belief* about skills in a *specific* context will serve as the foundation for what follows in this article.

In the foreign language classroom, self-efficacy can be a very valuable tool because it is related to motivational processes and a strong internal locus of control (Bandura 1994), both of which are fundamental factors in achieving language learning success. In the case of the foreign language classroom, self-beliefs play a key role in the process of self-regulating motivation while internal locus of control helps students become more independent. Most human motivation is cognitively generated (Bandura, 1994), and enhanced self-efficacy would help students' motivation as they form beliefs about what they can do, and as they anticipate likely outcomes of prospective actions while being aware that it is their own efforts that promote success.

It is important then for foreign language educators to be aware that enhancing students' self-efficacy can significantly improve their learning experience. Instructors can capitalize on enhancing self-efficacy in students while being aware of the benefits that self-efficacy has for students throughout the learning process. Some of the many concrete benefits of increased learner self-efficacy are listed in the diagram below and are addressed specifically in the sections that follow.

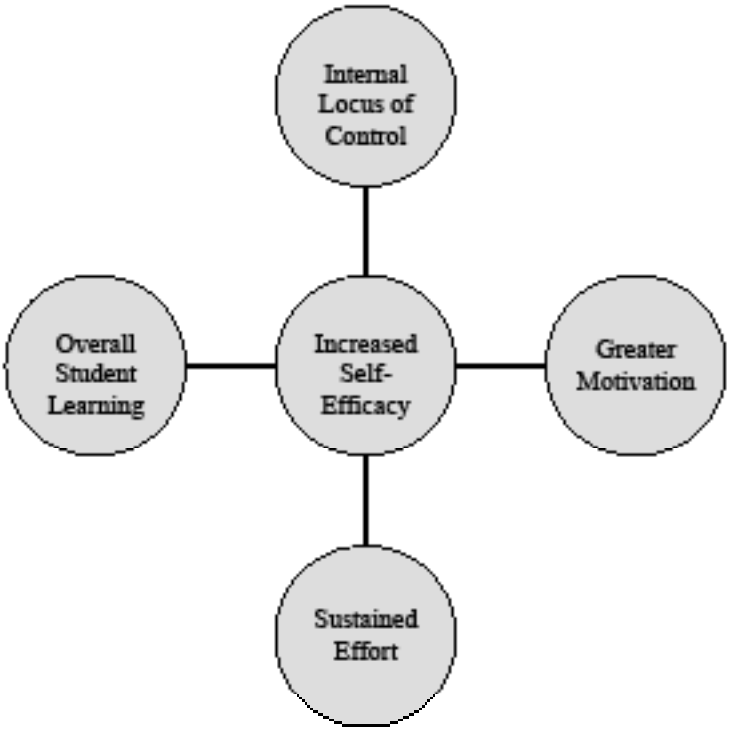

Figure 1. Benefits of increased self-efficacy

We theorize that increased self-efficacy will affect the students' overall learning, and the more students think they are learning, the better they think they will perform specific tasks in the foreign language classroom. Higher self-efficacy will help students feel more confident about these tasks; therefore, it is more likely that they will put increased effort and persistence toward achieving their goals in the classroom. Also, the more effort and persistence a student spends with a task, the more likely he/she will be rewarded for their own efforts (e.g., learning the material, receiving a high grade, being commended by others) and the more a student is rewarded for achieving their goal, the more likely they will be to develop an internal locus of control which will translate into independent thinking and behavior related to the task.

It has been previously been established that, as self-efficacy increases, students' motivation tends to increase as well. If teaching practices enhance learners' self-efficacy, they will also serve to reinforce learners' existing motivation (Schmidt, Boraie, & Kassabgy, 1996). Increasing self-efficacy may also help to reduce learners' anxiety, which in turn helps motivate them toward further learning. For example, some researchers (e.g., Gardner & MacIntyre, 1993), have linked anxiety with poor motivation in that highly anxious students show lower levels of verbal production, are less likely to volunteer answers in class, and are reluctant to express their views in a second language conversation. Students with higher self-efficacy, and therefore higher motivation, welcome communicative classes and similar tasks used in effective second language learning, while students with low motivation tend to reject pair and group work and other aspects fundamental to the communicative classroom (Schmidt, Boraie, & Kassabgy, 1996).

A second major factor linked to increased self-efficacy is a stronger internal locus of control. Locus of control is defined as the measure of perceived relationships between one's own actions and the outcomes these actions bring to one's life (Wilhite, 1990). Self-efficacy is related to an individual holding the perception that consequences and outcomes are determined by oneself and one's personal effort rather than by external influences over which the person has little control. In the foreign language classroom, this would include beliefs held by the student that it is their time, effort, and work that influences their learning rather than the teacher "liking them" or some other external force.

Third, increased self-efficacy has been found to positively affect a student's effort in completing a task and their persistence at that task until mastery occurs (Artistico, Cervone, & Pezzuti, 2003; Bandura, 2002). This should not be mistaken for increased motivation (i.e., the strength of a person's desire to complete an activity). The effort expended over time to complete a task is generally referred to as persistence. It is logical to assume that as a person's motivation increases his/her persistence will increase as well. A person will likely gravitate toward challenging tasks, put greater effort into achieving goals, and maintain performance for longer periods of time when self-efficacy is greater. Ultimately, the more effort and persistence students expend completing a foreign language task, the more likely they will be rewarded for their efforts (for example, learning the vocabulary, receiving a high grade on tests, being commended by others). Thus, if foreign language educators consciously attempt to increase students' self-efficacy, they will increase the likelihood that learners will continue their attempts at mastering tasks even in the face of difficulties.

Sources of Self-Efficacy in the Foreign Language Classroom

Self-efficacy beliefs are the product of a complex set of information accumulated from different sources (Bandura, 1993). These include students' vicarious experiences, social persuasion, physiological states, and mastery experiences. Vicarious experiences relate to information provided by the actions of others (e.g., peers) in a classroom setting. Students observe others and note when peers' actions lead to positive results (i.e., when one peer receives praise or is acknowledged after completing a target language oral performance task). Social

persuasion can also be a source of self-efficacy when learners themselves receive positive social messages directly from their peers or the instructor (i.e., the learner becomes aware that the oral performance task was well done). A third source of self-efficacy comes from physiological states that inform learners about how they feel regarding a learning task. For example, anxiety, stress, or fatigue may provide information to learners that they are not as competent at a learning task as they would like to be (i.e., low self-efficacy). The most reliable and effective source of self-efficacy is gained through mastery experiences (Bandura, 1997). Given the communicative foreign language classroom's social nature and its emphasis on competence-building and performance-oriented tasks, this source of self-efficacy will be briefly explored.

In the case of foreign language learners, mastery experiences relate to the way students interpret the result of their own performance in the foreign language classroom. When a performance result is perceived by a learner as successful, he or she will continue carrying out the task and will also persist in related tasks. A sense of self-efficacy ultimately requires mastery experiences in overcoming obstacles through personal effort (Bandura & Locke, 2003). Put simply, outcomes of personal effort that are interpreted as successful raise self-efficacy; those interpreted as failures lower it. Pajares and Miller (1997) add that individuals constantly measure the effects of their actions on their environment, and these interpretations help construct their self-efficacy beliefs. In the foreign language classroom, learners most likely try to measure how they are performing in class, be it while reading, writing, listening or speaking. As learners begin to develop an awareness of their own mastery experiences, they can better assess their strengths and weaknesses related to foreign language learning. It stands to reason therefore, that self-efficacy (especially when gained through mastery experiences) and self-assessment can mutually reinforce one another during the foreign language learning process. The following section will provide a brief theoretical overview of how self-efficacy and self-assessment are linked in the foreign language classroom.

Self-Efficacy and Self-Assessment in the Foreign Language Classroom

Because self-efficacy is a cognitive appraisal (i.e., a self-belief) about one's competence related to specific learning tasks (Bandura, 1994), learners' *cognitive self-awareness* may be the important factor in generating self-efficacy. For example, self-awareness about one's strengths while learning a foreign language may ultimately be more important during the development of self-efficacy than the quantity of mastery experiences one engages in per se. One way that learners can gain cognitive self-awareness about their own learning (i.e., their strengths and weaknesses regarding foreign language learning tasks) is by using *self-assessment* tools during the learning process. Oskarsson (1997) points out that self-assessment comes from the realization that effective and relevant learning takes place when said learners are involved in all the phases of their own learning process. The author asserts that learners' reflection, and therefore independent thinking, on what they have re-structured in a creative way from the concepts and understanding of a given subject, plays a big role in the way they build and

integrate new knowledge. That is, if the learner is aware of what has been learned and how, then there will be a better integration of new information to that base.

Ultimately, learners' self-efficacy may be enhanced even further by future self-assessment exercises, leading to more desire for learning and more engagement in academic experiences (Coronado-Aliegro, 2006). Through continuous self-assessment and a corresponding sense of self-efficacy, learners will be more likely to focus on factors such as insufficient effort or poor self-learning strategies (Bandura, 1986) when difficulties arise (rather than blaming the instructor, the textbook, or other external factors).

A word of caution when considering how accurate self-assessment is: one of the main issues surrounding self-assessment has been doubts about the subjectivity of the learners when assessing themselves and how accurate it can be. Oskarsson (1989) argues that the question of subjectivity does not automatically invalidate self-assessment as a useful evaluation tool. According to him, self-assessment should be considered as a process-oriented, integrative and ongoing (i.e., formative) activity (Oskarsson 1997). Seeing it from this perspective, self-assessment has bearing on the language learning situation, and it does not relate to assessment for selection, grading, or certification (Oskarsson, 1989). Also, Peirce et al. (1993) point to the fact that self-assessment has been perceived as informal and subjective, but that self-assessment studies differ in design and purpose, so research on this topic cannot be considered conclusive.

With a heightened awareness of one's own role (i.e. internal locus of control) in the language learning process and one's own strengths and limitations (i.e., self-assessment skills), the likelihood that one's motivation and persistence will grow should be increased and therefore one's self-efficacy will increase at the same time. The figure below summarizes the theoretical pathway linking self-assessment with greater self-efficacy in foreign language students. Most importantly for foreign language instructors, this theoretical pathway has important practical implications for students and foreign language curricula (Coronado-Aliegro, 2006). The following section will therefore briefly describe self-assessment, after which concrete strategies for self-assessment in the foreign language classroom will be offered.

Practical Implications for Self-Assessment in the Foreign Language Classroom

Understanding the connections between self-assessment and learning will be of help to language teachers interested in incorporating such a strategies into the language acquisition classroom. Self-assessment can be defined as information about learners provided by the learners themselves. That is, learners evaluate themselves and generate self-awareness about their own abilities, the progress they think they are making, and what they think they can or cannot yet do with what they have learned in a course (Blanche & Merino, 1989). When defining self-assessment, Harris and McCann (1994) describe the concept as "useful information about students' expectations and needs, their problems and worries, how they feel about their own *learning* process, their reactions to the materials

and methods being used, what they think about the course in general" (p.36, italics added). Self-assessment is useful because, rather than giving a comprehensive diagnostic test to obtain a glimpse of possible problem areas for students, it directly asks what problems they feel they have (Harris & McCann, 1994). At the same time, self-assessment provides students with a useful tool to make decisions about particular material that might be helpful for them outside the classroom (including an awareness of their own learning style). Moreover, Dodd (1995) suggests that self-assessment is the best way to promote understanding and learning, supporting the belief that students who feel ownership for the task become more engaged in their own learning process.

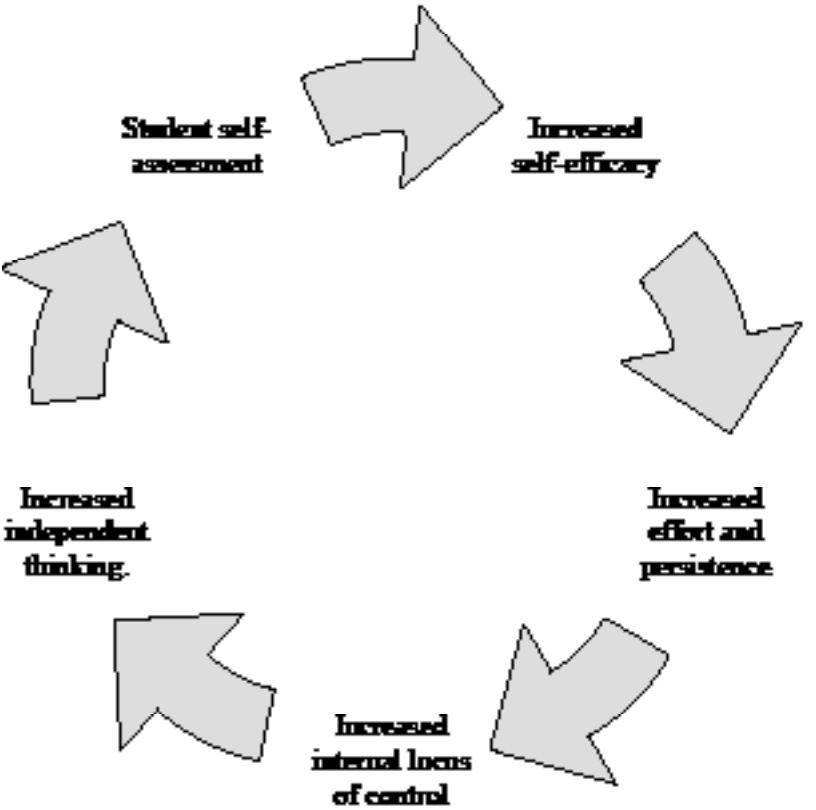

Figure 2. Theoretical pathway of self-assessment and self-efficacy

As will be described in the following paragraph, the literature presents key elements that foreign language instructors should consider when adding a self-assessment component to a course: (a) self-assessment should be continuous;

(b) self-assessment should be topic-specific; and (c) self-assessment should be formative in nature. These characteristics of effective self-assessment exercises are outlined in the diagram below.

One of the three key elements needed for students to develop increased self-awareness involves the incorporation of continuous self-assessment throughout a class or learning experience (Oskarsson, 1997). Blanche and Merino (1989) also suggest that continuous practice is a very important prerequisite for the implementation and success of student-centered techniques, such as self-assessment. These techniques allow learners to become familiar with the task of self-assessing, focus more and more on their strengths and weaknesses, and feel empowered by having the opportunity to voice their thoughts. Ultimately, ongoing self-assessment will make learners able to assess their ability to handle the topics they see in the classroom on a regular basis with a higher and higher degree of accuracy. In this regard, for self-assessment to be optimally effective, it should be carried out on a regular basis in the foreign language classroom. In this way, self-assessment more easily becomes part of students' language learning routine, and it can be generalized to experiences outside the classroom.

One way to accomplish this would be through requiring a weekly self-assessment of specific behaviors that have occurred in the foreign language class. Such an activity might manifest itself as student reflection on personal strengths and weaknesses for completing a specific reading, writing, listening, or speaking task. Weekly self-assessment would help students articulate their familiarity with the topic, what they found difficult or easy about it, and what they did to overcome any problems (Peirce, Swain, & Hart, 1993).

A second specific component of effective self-assessment is that these exercises should be context-specific. As Blanche and Merino (1989) point out, learners find tasks less difficult when self-assessing specific skills they believe they can tackle (e.g., purely communicative skills). This is congruent with how self-assessment theoretically relates to self-efficacy because self-efficacy instruments are predicated upon measuring specific tasks (Bandura, 1994). In addition, benchmarks for self-assessment should be related to specific topics (Peirce et al., 1993) rather than descriptors that are very global in nature (e.g., 'how much do you enjoy learning Spanish' vs. "Thinking about the last week in Spanish class I feel I have learned: nothing at all/very little/ enough/ a lot"). The purpose of self-assessment, according to Oskarsson (1997), is to help learners judge their own ability in a specific venture (e.g., a specific foreign language listening task). This would only lead to an erroneous self-assessment by the learners. The more specific and focused a self-assessment instrument, the greater and more objective it will be when learners self-assess the strengths and weaknesses of their behaviors.

Heilenman (1990) explains that self-assessment questions should be framed in terms relevant to the learners' experience with the subject. Students should not be asked to self-assess a learning task they are not familiar with (i.e., those they have never studied previously). Bachman and Palmer (1989) found that the most effective kind of questions are those that ask about students' perceived difficulty

regarding what they are learning. These questions should be written in the first language of the learners (Blanche, 1990; Swanson & Lease, 1990). Providing self-assessment questions in the learners' first language about information currently being learned makes it easier for them to reflect on the learning taking place, creates less anxiety or misunderstanding, and facilitates their integrating self-assessment in the overall learning processes.

Finally, self-assessment should be formative in nature in order to avoid students over-inflating their own abilities. This phenomenon may occur more readily among students if they believe that their self-assessment scores will be used as part of their final (i.e., summative) grade in the course (Clark, 1981). When instructors use self-assessment for grading or other administrative purposes, students' self-evaluations become less about learning and more about demonstrating the results of their learning to someone else. Therefore, self-assessment linked to a classroom testing situation would not be appropriate because there would be a grade involved. According to Oskarsson (1997), self-assessment should be considered by instructors as a process-oriented, integrative and ongoing (i.e., formative) activity. Seeing it from this perspective, self-assessment has bearing on the language learning situation, and it does not relate to student selection, certification, or administrative decisions (Oskarsson, 1989). Relatedly, Janssen-van Dieten (1989) explains that self-assessment should not be used for placement, but rather to positively influence the students' own learning process. Formative, ongoing self-assessment should be able to provide language learners with the opportunity to constantly seek improvement and adapt to different topics and situations in the foreign language classroom. In order for foreign language instructors to further understand how to incorporate the three major elements of an effective self-assessment instrument, one such questionnaire is described below and is evaluated according to the criterion set forth in this manuscript.

Sample Foreign Language Self-Assessment Questionnaire

The self-assessment questionnaire suggested here was adapted from Blanche & Merino (1989) from an article in which they summarize literature on self-evaluation of foreign language skills and propose a draft of the questionnaire. They encourage teachers to rephrase and rearrange the questionnaire to give learners the opportunity to reflect upon the various aspects of the course they are taking. This instrument was chosen because it takes into account the fact that formal grammar instruction does not have a central place in the curriculum (but it does not deny that it has an important role to play).The appendix below provides a sample questionnaire that foreign language instructors may adapt for use with students at various stages of language proficiency. In this sample questionnaire, students are asked to identify (a) specific classroom topics (whether grammatical, functional or vocabulary-related) they consider important, (b) the main difficulties they had while learning the topics, as well as (c) strategies they believe may be used to overcome these difficulties. This instrument allows students to focus on their assets as well as their shortcomings and helps students reflect upon the various aspects of the course (Blanche & Merino, 1989). The result may be an increase in

students' internal locus of control, motivation, and ultimately a stronger sense of self-efficacy. This result may prove significant for students in terms of classroom learning and for instructors in terms of course methodology.

The sample self-assessment questionnaire described here provides ten questions that students should answer, covering several different aspects of a foreign language course. The first question asks for details about the topics that students find important in recent lessons (in this case, the last two weeks). Questions two and three ask students to rate how important they believe each topic is, and how well they believe they can learn the topic. A four-item scale ranging from "not at all" to "thoroughly/extremely" is used for ratings. In question 4, students are asked to write down vocabulary words they have learned since the last self-assessment questionnaire they completed. In questions 5 and 6 they are asked to rate how important they believe each word is, and how well they believe they can learn the word. A similar four-item scale is used for these ratings. In question 7, students are asked to rate their feelings about their learning using a five-descriptor scale ranging from learning "nothing at all" through "a lot" in the last several weeks. In questions 8 and 9, students are asked to describe their weaknesses and the changes they would make to their study habits. In question 10, they are asked for suggestions about what instruction should focus on during the following self-assessment period.

Regarding the instrument suggested in this paper, it aims to directly reflect tasks carried out in the language learning classroom in an ongoing manner. Self-assessment has been found to be more effective when it is based on task content (Oskarsson 1997) and also when learners are asked to assess how able they are to handle the topics they have studied in class on a regular basis (Blanche & Merino, 1989). This self-assessment instrument was also adapted to include functional descriptions of the tasks that students are carrying out (Wesche et al. 1996) because that would make them reflect more on what they are doing in a language learning course that follows a notional-functional syllabus.

Questions 1 through 7 in this weekly questionnaire ask students to focus on specific tasks they carried out in the classroom during the previous week. The questions allow students to concentrate on language learning tasks that they consider to be important while providing structure to help them better focus on their strengths and shortcomings regarding these specific tasks. The questions allow for the students to assess their understanding of the topics covered in a notional-functional syllabus giving them room to talk about communicative as well as more grammar-oriented activities. Questions 1 through 7, along with question 11, allow learners to both describe how important they think the topics are for their language learning goals as well as how well (or not) they can deal with them. These questions give learners the opportunity to apply successful strategies in similar tasks while maintaining established levels of performance and avoiding obstacles that had previously impeded language learning. Questions 8 and 9 have students thinking about the effort they need to apply to improve their language learning experience while centering the locus of control on themselves rather than on the textbook or instructor. In question 10 students are asked to give suggestions

to the instructor about upcoming classes. This allows the instructor to be aware of how the students see their foreign language class throughout a given period of instruction. Instructors would also have a better perspective of how students rate their learning, giving the instructor the opportunity to offer feedback in cases when learners either over- or underestimate their performance. As was previously established, students may use their native language throughout this process while discussing and describing what they have learned. They are encouraged to talk to fellow students and/or the instructor to discuss their self-assessment.

In conclusion, foreign language instructors can enhance students' self-efficacy through the use of self-assessment questionnaires (Coronado-Aliegro, 2006). This can be particularly effective when self-assessment tools are implemented continuously throughout the course, when the tools are used as formative self-evaluations rather than summative course evaluations, and when the instrument incorporates task-specific questions. As students more easily self-assess their own strengths and weaknesses during their foreign language learning, they will likely display increased persistence in the face of difficulties, gain a stronger internal locus of control, and become more independent in their own learning process.

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Appendix

Weekly Self-Assessment Questionnaire[1]

Student Name: _____

1. In the past week, what two topics have you studied / practiced/worked on? (Fill in the spaces with topics and areas of study that are relevant to your case, for example, “the customs in Venezuela”, “listened to the workbook exercises”, “read about Venezuela”, etc.).

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1. Adapted from Blanche, P. & Merino, B. (1989). Self-assessment of foreign language skills: implications for teachers and researchers. *Language Learning*, 39, 313-340.

Note: The 'new words' you have used/learned will be covered under Items 4 and 5, so please don't include vocabulary in this section.

a.
b.

2. In your estimation, how well can you deal with each topic you listed in Section 1?

	Not at all	To some extent	Very well	Thoroughly
a.				
b.				

3. To what extent do you find the topics you listed in Section 1 important in relation to your own goals for the course?

	Not at all important	Not very important	Very important	Extremely important
a.				
b.				

4. What two new vocabulary topics have you learned? (For example, vocabulary of the house, vocabulary of travel, etc). Write down your native language equivalents if it's easier for you.

a.
b.

5. In your estimation, how well do you know the vocabulary/areas you mentioned in Section 4?

	Not at all	To some extent	Very well	Thoroughly
a.				
b.				

6. To what extent do you find the vocabulary/areas in Section 4 important in relation to your own course goals?

	Not at all important	Not very important	Very important	Extremely important
a.				
b.				

7. Thinking about the past week in Spanish class, I feel that I have learned:

Nothing at all	Very little	Enough	A lot

8. Looking back, I realize that I should change my study habits/learning approach/priorities in the following way:

9. Overall, I think I still need to work on:

10. I would want to see the instructor provide more lessons on the following points/skills/areas:

11. Thinking about this Spanish class, I feel that I have learned:

Nothing at all	Very little	Enough	A lot

Suggested follow up: discuss your assessment and your points of view with a fellow student or in a small group/with your teacher/instructor. Try to find out if others think you tend to overestimate or underestimate your ability and required skills and then decide whether you should reconsider and readjust your personal 'yardstick'. Be sure to compare your subjective impressions with other criteria such as test scores, your teacher's evaluation and your fellow students' opinions.

III

Teaching Culture through Divergent Paths

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Anyone who has studied a foreign language in the classroom and then tried to use it in the real world knows that language is far more than grammar and a dictionary. Foreign language teachers are even more acutely aware of the difference between the world of drills and worksheets and the world of real conversation and authentic communication. To learn a language, it must be used and understood in a cultural context. Linguistic anthropologist Michael Agar speaks of this complex relationship of language, culture, and society in his book *Language Shock*. He contends that "communication in today's world requires culture. Problems in communication are rooted in who you are, in encounters with a different mentality, different meanings, a different tie between language and consciousness. Solving the problems inspired by such encounters inspires cultures."

These effective cross-cultural encounters can occur, perhaps *best* occur, during the routine tasks of daily life and the conversation that is part of it. The most everyday activities and the most automatic reactions and interactions on the part of participants can most clearly convey values, traditions, and worldviews. Differences in lifestyles and perspectives are soon readily apparent, as are comforting similarities. But it is often those inevitable miscommunications, difficulties and misunderstandings that can provide the real starting point for deeper learning. Agar calls these moments "rich points," when an exchange between people of different languages and cultures exposes different realities. The reaction on either side can be an "aren't they weird?" response. Or it can provoke a "what is behind this?" question.

The environment of the language classroom does not easily allow for this kind of everyday flow of interactions between language learners and target language speakers. That means rich points are rarely experienced, and a level of culture and language remains undiscovered.

How can language teachers provide such experiences to their students?

The two articles in this section describe ways in which teachers challenged their students to plunge into culture as a way to learn language. The first suggests a way in which learners in the classroom can encounter culture by using technology. The second details an experience outside the classroom, digging deep in the target language and culture through an educational pilgrimage.

Email

Students today have used email for so long that many don't even realize it is slang for "electronic mail." Because this form of communication has become so integrated into the lives of young learners, it makes sense for teachers to take advantage of the email habits already formed. A keypal, the email equivalent of a pen pal, is one way to integrate digital communication with language learning. A keypal who lives in the target culture and speaks the target language provides a peer for students in the foreign language classroom. When students have the opportunity to communicate on a regular basis about topics of their choice with someone their own age, second language learning immediately becomes more dynamic and real. In their electronic conversations, students learn grammatical lessons and cultural differences first hand.

In her article, Osawa describes the way students take ownership of their learning and make the most of their new keypal friendships, in this case with students in Japan. The American students learn language and culture through exchanges about daily life, acquiring new vocabulary and refining their grammar skills along the way. Because it is a real dialogue with a peer, learners are more engaged than if they were merely role-playing a conversation in the classroom. It is up to the students to direct the conversation. Osawa demonstrates that keypals afford an indispensable and completely achievable interaction with the target culture.

Cultural Pilgrimage

Immersion is an approach that produces rapid progress in language acquisition and cultural awareness. Learners are placed in an environment in which they are surrounded by the target language and culture or cultural products throughout the day. Students may even be prohibited from using their native language during such experiences in an effort to force use of the second language. These types of experiences include summer language camps and university campus residential programs. Some immersion programs involve travel abroad and even home stays in the target language country. The goal in any case is maximum interaction with speakers fluent in the target language and culture. The less time students spend in their original group and the more time learners can be "on their own" navigating the new environment, typically the more progress can be made.

A unique and exciting way to structure an immersion experience is the program described in the second article. Signori, Gardner and Mentley have blazed a trail for educators today by tracing the route of ancient travelers. The authors describe a type of walking tour in France, but one that is carefully planned and that weaves many types of learning throughout the journey. Art, architecture, food, geography, and religion are among the broad cultural topics suggested for exploration in situ while using the target language. But the learning is not only on the lofty plains of high culture. Deep discovery comes from the day-to-day demands of hiking long distances, looking for food, lodging and other necessities in interactions with the local population.

These two articles are filled with examples of the "rich points" that take language learning far beyond grammar and the dictionary.

10

Japanese Language and Culture Learning through E-mail

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Introduction

Researchers have found that e-mail exchanges with native speakers have the potential to help foreign language learners gain cultural understanding and insights. Language learners have the opportunity to receive authentic information (Kataoka, 2000; Lawrence, 2002; Moeller, 1997) that allows them to engage in interactive activities (Jogan, Heredia, & Gladys, 2001; Lawrence, 2002; Lee, 2002), enhances their language proficiency, and increases their cultural understanding (Lawrence, 2002; Leh, 1997; Torii-Williams, 2004).

E-mail messages provide learners with meaningful and interesting contexts through which vocabulary can be acquired. Florez-Estrada's (1995) study indicated that learners need language input that exposes them to various contexts in which to apply language skills. When unfamiliar words are presented in a meaningful and interesting text, vocabulary is reinforced and learner enthusiasm for reading texts is enhanced (Readence, Bean, & Baldwin, 2000). E-mail messages allow learners time to think, reflect, and compose a message at their individual pace and in a low anxiety environment (Beauvois, 1997).

Even though many researchers have discussed the potential of culture and language learning through e-mail communication, little is known about what specifically is learned about target language and culture through e-mail communication. Accordingly, the purpose of this single case study was to explore language and culture learning through e-mail communication in a second-year Japanese class at a small, private university in the Midwest. Data were collected from four students and a professor in a second-year Japanese course at a small, private university in the Midwest. For the purpose of this study, e-mail communication was defined as communication between Japanese language learners and their keypals (pen friends via e-mails) who were native speakers of Japanese. The results of this study are significant for foreign language learners and

instructors because they provide information regarding how e-mail communication may be more effectively integrated into the classroom.

Research questions

The grand-tour question for this study was: How do language learners learn target language and culture in second-year Japanese at a small, private university in the Midwest? The sub-questions were:

1. How do Japanese language learners describe their use of e-mail communication with native Japanese speakers via e-mail?
2. How do language learners develop cultural understanding through the use of e-mail communication?
3. How do language learners develop target language through the use of e-mail communication?

Review of the literature

The current literature on this topic addresses the use of e-mail communication and its potential for learning language (Kubota, 1999; Lawrence, 2002; Leh, 1997; Torii-Williams, 2004) and culture (Fedderholdt, 2001; Jogan, Heredia, & Gladys, 2001; Kubota, 1999; Lawrence, 2002; Leh, 1997; Torii-Williams, 2004). Yamada and Moeller (2001) conducted research about pen pal projects between second language learners in a second-year Japanese course at an American university and native speakers in a Japanese university. Yamada and Moeller (2001) found that the pen pal projects could promote Japanese language and culture learning through the use of persistence, independent practice, and critical thinking skills. Even though this study was a handwritten letter writing pen pal project, similar effects may be observed in e-mail communication.

Florez-Estrada (1995) conducted two pilot e-mail projects between American learners of Spanish and native-speakers of Spanish in Mexico in 1991 and 1992. The Spanish language learners began to imitate native speaking keypals' language use, and they began to pay attention to vocabulary, grammar, and linguistic forms. The authentic input from native speakers helped the foreign language learners produce authentic language.

Researchers also found that the e-mail activities could create a learner-centered learning environment (Hertel, 2003; Lawrence, 2002). Ballman (1998) wrote that many classroom activities are still teacher-centered, but learners need student-centered activities to ensure that they use the target language. The decentralized environment created by computers can allow learners to be independent and responsible for their own learning (Beauvous, 1997).

Hertel's (2003) participants eliminated previously held stereotypes and became more open to the people and culture. Even though there are many potential effects of e-mail communication, it is not clear how learners could learn the target language and culture through e-mail communication.

Methodology

Qualitative case study

This case study explored a Japanese language program for two semesters. This study was bounded by time, place, events, and the participants' criteria. Multiple methods of data collection were used in this study including personal interviews, casual conversations, participant observations of classes and related events, and studying relevant documents including the textbook, students' study sheets, videos, oral exam transcripts, e-mail copies, reflection sheets, and web log copies. The unit of analysis for this study was one Japanese language class, which consisted of four students and one professor.

Sampling technique

After the second-year Japanese course at a small, private university in the Midwest as a research site was selected, the researcher chose all of the four students and the professor (n=5) from the site as participants. One of the participants was a male, and the other participants, including the professor, were females. Three of the participants were Caucasians, one participant was Vietnamese, and the professor was a native speaker of Japanese.

Data collection and analysis

Data collection lasted for two semesters. The data were collected through individual interviews with students and one professor at the end of each semester, weekly classroom and event observations, copies of e-mail messages between participants and their keypals, casual conversations, and relevant documents such as textbooks, study sheets, oral exam transcripts, reflection sheets, and web log copies.

Personal interviews with each of the participants (n=5) were conducted at the end of the fall semester of 2004 and at the end of the spring Semester of 2005 (total of 10 interviews). Each interview lasted 30 to 60 minutes. The interviews were semi-structured, guided by the use of interview protocols, audio-taped, transcribed, coded, and categorized into themes. When necessary, additional probes were used to ask participants to elaborate or clarify what they said.

The second-year Japanese classes were conducted 50 minutes a day, five days a week. The researcher observed the Japanese classes as a participant observer and explored what and how students learned in their regular Japanese classes for a total of 25 times.

Verification strategies

Long-term (two semesters) observations, two forms of triangulation, and member checks were conducted to ensure internal validity. Two forms of triangulations included multiple sources of data (five participants) and multiple methods of data collection such as interviews, observations, and documents. Each participant reviewed the verbatim interview transcripts for accuracy of content (Creswell & Miller, 2000). Qualitative researchers seek transferability or applicability of their findings to other settings for external validity. The primary strategy for addressing applicability is the use of thick, rich description. In writing

the report, the researcher provided in-depth contextual information and discussed participants' perspectives in detail, using their quotes extensively.

Ethical considerations

All participants, the university, city, and state were assigned pseudonyms. The decision whether or not to participate in this study did not affect students' grades for their second-year Japanese courses.

Limitations

The limitations include that the findings in this research may not be generalizable, as the purpose of qualitative research is not to generalize. Case studies provide in-depth information and thick, rich descriptions of a few cases (Johnson, 1992). The findings may not be applicable to other foreign language cases because of the small number of cases and some unique features of Japanese language and culture.

Findings

Participants

The participants included all students and the professor in the second-year Japanese class during the first semester of 2004 and the second semester of 2005 at a small, private university in the Midwest. Table 1 provides an overview of the student participants.

Table 1. Students' Background Information

	Abby	**Alex**	**Lily**	**Margaret**
Year in university	Senior	Non-degree-seeking	Sophomore	Junior
Gender	Female	Male	Female	Female
Age	21	38	19	20
Major	Psychology	Has BS in computer science	International Business Management	English
Has been to Japan	Yes (2 weeks)	Yes (2 weeks)	No	No

Theme one: Culture learning

The first theme that emerged in this study was *culture learning*. This theme contained two sub-themes. The first sub-theme was *daily life/environment* and the second was *holidays and events*.

Daily life/Environment

Students learned about their Japanese keypals' lives and interests through their e-mail communication. Students often found both similarities and differences between themselves and their keypals.

For some of the students, this information about Japanese lifestyle included information concerning family structure and leisure activities. Abby stated, "I learned some things about family structure, learned about the kinds of birds the Japanese have there." When Abby's keypal wrote that she wanted to go out to dinner with all of the family members during winter break, she said, "It seems that winter vacation is a time when the youth of both countries try to spend time with family."

Alex's keypal's messages included cultural information that he "had heard about before either when (he) was in Japan (for two weeks) or through... cultural projects" in his first-year Japanese classes. Alex thought that cultural information from his keypal was "reinforcing things that (he) already knew through learning the language and the study of the culture" in his Japanese classes.

When Alex read his keypal Mizuho's message addressing that she lived by herself to attend her university, he assumed she was lonely because of the difference between Japanese and American family structures. Alex described:

> There's a sense in her message that she feels disconnected from the group that she is used to feeling connected to, even through she's connected to a different group, her ESS (English Speaking Society) Club at the university. She talks about how now she's by herself even though when I was in college I had a sense that I was less by myself than I was when I was at home with my family... Her family is her parents, her grandparents, and her brother. Mine was my parents, my brother, and me…. I assume because of Japanese cultural differences with American culture, she felt very connected to that and being at school disconnects her from it, whereas I felt like I was connecting with something bigger than me when I went away to school.

Alex learned the importance of the university club activities for Mizuho because she wrote about her club activities all the time. Even though he had heard that "clubs were so important in Japanese universities in ways" from his Japanese professor, "it was surprising how important it became to (his keypal) to be in this (ESS) club." Similarly, Margaret sensed the importance of a university club for her keypal, Chiemi. Margaret commented:

> It's interesting to learn the culture like what Japanese college students do compared to us and how it seems Japanese college students are busier or more involved in clubs and activities than American students.

Lily and Alex's keypal wrote about *nabe* parties. Lily's second e-mail message from her keypal during the second semester included:

> 日本は冬にちかづいています。だから夜はほんとうにさむいです。日本では冬によく鍋パーティーをします。４～５人くらい

> で鍋をかこみ、いろいろな野菜や肉をにこみます。とてもおいしいです。また、からだもあたたまります。

The English translation is:

> The winter is coming in Japan. So, it is really cold at night. We often have *nabe* parties in winter in Japan. Four or five people sit around *nabe* (a pot) and cook various vegetables and meats. It is very delicious, and we become warm.

Alex's keypal also wrote that it is popular to have *nabe* parties among friends. On his reading reflection sheet, Alex commented, "I think I'd like to have a *nabe* party."

Holidays and events

Students learned about Japanese holidays and events by reading their keypals' messages. Students' keypals wrote how they spent time before or after holidays and events.

Students learned about Japanese New Year's Day from their keypals. Margaret stated, "I learned a lot about Japanese New Year's celebrations, which isn't that big in the U.S." Margaret discussed learning about Japanese culture, including New Year's Day:

> It was interesting to read my keypal's messages, because she would talk a lot about holidays and culture that we just don't have out here and I don't really know about. For example, she sent me a whole e-mail on New Year's and I didn't know any of that, so that was interesting to learn.

Similarly, a message from Lily's keypal message included information about New Year's:

> 冬休みは初詣（はつもうで）に行きました。初詣というのは、日本の伝統的な習慣の一つです。１月１日～３日（日本では"正月"と言います）くらいに神社やお寺に今年一年の健康や成功を願うために行きます。リリーさんはどんなNew Year dayをすごしたのですか？日本ではNew Year day（１月１日）を元旦と言います。この元旦に日本人はおせち料理と呼ばれる伝統的な家庭料理を食べます。おばあさんやお母さんが作ってくれます。正月は日本の子どもたちにとって、とても待ち遠しいものです。なぜなら、親や親戚からお金をもらえるからです。

The English translation is:

> I went to *hatsumode* (New Year's visit to a shrine) over winter break. *Hatsumode* is one of the Japanese traditional customs. We visit shrines or temples to wish for health and success for the New Year around January 1st through 3rd (this period is called "*shogatsu.*"),,,, New Year's Day (January 1st) is called *gantan* in Japan. We eat a traditional homemade dish called *osechi ryori*. Mothers and grandmothers make *osechi ryori*.

> Japanese children really look forward to New Year's. That is because they can receive money from their parents and relatives.

After Lily read this message, she mentioned that the similarities between Japanese New Year's and Chinese New Year's in her Vietnamese community in the Midwest were giving money to children and eating special dishes. Lily also learned that "the Coming of Age" is celebrated in January when they are 20 years old. She said that she did "not have" ceremonies like Coming-of-Age Day Ceremony in the United States, so the information was "interesting" and "cool" to her. Lily wrote to her keypal, "In America we don't celebrate the coming of age like people in Japan. I wish we had that kind of celebration because I think it is interesting to have such events."

Alex read about cherry blossom viewing in spring. The related paragraph in his keypal's message was:

> それから、春といえば、日本では「お花見」というイベントが行われます。これは桜という木の花を観賞することです。日本では川沿いや公園などにたくさんの桜が植えられています。それを散歩しながら眺めるだけの人もいます。また、お弁当を持って、その桜の木下で友達や家族の人と食べて楽しむ人たちもいます。だから春は本当に陽気な雰囲気が漂っています。

The English translation is:

> Japan has events called *ohanami* (cherry blossom viewing) that are held in the spring. This activity consists of viewing flowers of trees called *sakura* (cherry blossoms). Many cherry trees are planted along rivers and parks in Japan. Some people just view cherry blossoms while walking, while others bring food and enjoy eating with their friends and family members under the cherry trees.

Alex stated that they have "nothing like *hanami* (cherry blossom viewing) in America." Margaret's keypal also wrote about cherry blossoms. Margaret reflected that "I don't think Americans have anything comparable to the cherry blossoms in Japan." Margaret wrote her keypal, "私は桜をちょっと知っています。未来に日本に行くなら、私はとても見たいです。きれいそうです（'I know a little bit about cherry blossoms. If I go to Japan in the future, I would love to see them. It sounds beautiful.')."

Theme two: Language learning

The second theme that emerged in this study was *language learning*. This theme had two sub-themes. The first sub-theme was *vocabulary*. The second sub-theme was *native speaker language*.

Expanding vocabulary

The students expanded their vocabulary through writing and reading e-mail messages. They used a lot of new Japanese words and kanji (Chinese characters) to compose messages using their dictionaries. The following message was the first

message written by Margaret. The italicized words showed kanji that were new to Margaret. The underlined words indicate those that were unfamiliar to her.

> お元気ですか。今日の天気は晴れです。暖かいとよいです。私はクラスが五つあります。私の好きなクラスはアメリカの文学です。私は今モービデイック（Moby Dick）を勉強します。おもしろいです。つまらないので、私は健康のクラスが好きじゃないです。りょうこさんの好きなクラスは何ですか。私はクラスに行った後、図書館でアルバイトをします。そして、二時間バレーボールの練習をします。たくさん走るので、たいてい練習が大変です。でも、練習も楽しいです。私は練習した後、ばんごはんを食べたり、宿題をしたり、テレビを見たりします。ちえみさん、クラスに行った後、何をしますか。では、もうすぐ英語でてがみを書きます。

The English translation is:

> How are you? The weather is sunny today. I hope it is good. I have five classes. My favorite class is American *literature*. I am studying Moby Dick now. Because it is boring, I don't like a *health* class. What is your favorite class? After I go to classes, I have a part-time job in the *library*. Then I practice volleyball for two hours. Because I run a lot, the *practice* is usually hard. But it is fun to *practice*, too. After I *practice*, I eat dinner, do my *homework*, and watch TV. What do you do after you go to your classes? I will write a letter in English soon.

After Margaret wrote this message, she reflected, "I learned a few new words, such as 'run' and 'literature,' and several new kanji.

Students believed that they could increase their vocabulary through the keypal interactions. Alex said that e-mail communication was "helpful for learning new vocabulary:"

> It makes you want to go beyond the limits of your own vocabulary and look things up and find out what they mean, and that plants a seed in my memory. However, often because I'm not fortunate enough to be able to use my Japanese that much outside of class, it doesn't receive the reinforcement…it's there in my memory, but it's almost like passive vocabulary…I've used it in a keypal message so I know this phrase exists or this word exists in Japanese… I think it's a good exercise for building passive vocabulary and through some repetition, some of those things are being repeated through the messages.

Abby felt that e-mail exchanges "helped a lot with the vocabulary." Abby explained:

> All of us in the second-year Japanese class were talking in class this morning that... as far as learning useful conversational vocabulary, it's been incredibly useful because in class we learn useful vocabulary, but it's more in a business/academic setting vocabulary whereas in

> our keypal messages we're talking about random things, and so we're learning vocabulary we can use if we're just having conversations with people.

As a result of these informal keypal interactions, students learned some words and expressions that were used in everyday lives of native speakers of Japanese.

Adopting native speaker expressions.

Students sometimes used the words and expressions that their keypals used in the messages. Alex used some of the new words or phrases that were written in his keypal Mizuho's messages. For example, the first message from Mizuho included the sentence, "まずは、楽しい写真つきのメールをありがとうございます。 ('First of all, thank you very much for your e-mail with fun pictures')." Alex circled the word as his new word. In his reply, he wrote, "まずは、瑞穂さんの質問に応えい〔お答え〕します。('First of all, I will answer your questions.')" Mizuho's first message also included the question, "学生時代、勉強するのが好きでしたか？('Did you like studying when you were a student?')." Alex circled the word, 学生時代 (when you were a student), as his new word. He responded to Mizuho, "学生時代、勉強するのがちょっと好きじゃないです。("When I was a student, I do [did] not like to study very much')."

When Margaret received the third message during the first semester, her keypal's message began with:

> 返事遅くなって本当にごめんなさい！！！本当に申し訳ないです。しばらくパソコンを開いていませんでした。なぜなら、クラブの役員の交代選挙があって、その準備で寝る暇もなかったからです。たくさんメールくれていたのにごめんなさい。

The English translation is:

> I am really sorry for the late reply!!! I am very sorry. I have not used my computer for a while. The reason is that I was so busy with the club officer elections that I did not even have time to go to bed due to these elections. I am sorry, even though you sent me a lot of e-mails.

Later Margaret wrote her keypal, "お返事遅くなって本当にごめんなさい！！ ('I'm really sorry for the late reply!!')" Again Margaret apologized for the late reply in her next message: "私のメッセージは遅くなってすみません。(I'm sorry that my message is late.)" Margaret underlined "遅くなって" as new words. She did not copy the whole sentence from her previous message but used a different word for "sorry." Margaret wrote that "I tried to use some of the phrases my keypal uses, so I learned how to say 'I'm sorry for something.'" Margaret reflected that "Japanese are more apologetic than Americans," and she incorporated the Japanese style in her writing. Students tried to adopt Japanese ways of communication which they acquired by reading their keypals' messages.

Margaret found that translating English expressions directly into Japanese did not work in many cases. When Margaret read messages from her keypal, she noticed that "there are phrases in both Japanese and English that do not make

much sense when translated, such as "Take care of yourself." After Margaret wrote the third message to her keypal, she reflected that "Japanese has a lot of phrasing that sounds awkward when translated directly from English, such as 'I'm sorry'." Margaret noticed that there are some Japanese expressions that reflected Japanese cultural background that did not exist in the United States.

Discussion

Theme one: Culture learning

"Language both shapes and is shaped by culture" (Savignon & Sysoyer, 2005, p. 364). Developing cross-cultural awareness is one of the goals of foreign language programs in American schools. It is not an easy task for instructors to foster in learners an understanding of target language culture beyond food and national dress in the classroom (Murray & Bollinger, 2001). E-mail communication offers one way to move beyond surface culture by allowing learners to explore how keypals live in the target language community.

As participants in Jogan's (2001) and Yamada and Moeller's (2001) studies improved their understanding and commitment to the target culture, learners in this study reported that they learned some aspects of Japanese culture through e-mail communication. For example, after New Year's, the second-year Japanese learners' keypals wrote about their New Year's Day. Language learners acquired some Japanese culture at the interpersonal level. They received some cultural information such as hanami (cherry blossom viewing) in spring and nabe (dishes in a big pot) parties in winter.

Building empathy for keypals while exchanging e-mails could help learners develop a deeper understanding of the target culture (Jogan, 2003). For example, one learner in this study expressed empathy for his keypal living alone and feeling disconnected from her family or suffering from hay fever. This made him consider the culture first hand at a deeper level and see the connection between language and culture (Schwartz & Kavanaugh, 1997).

Theme two: Language learning

The goal of foreign language education is to create a communicative environment where learners express themselves in the target language (Lee, 2002; VanPatten, 1993). Learners are in a communicative environment writing and reading in the target language when they exchange e-mails with keypals.

E-mail communication is an individualized, interpersonal communication process. When keypals from the target language join in this interpersonal exchange, language learners must use the target language to correspond with native speakers. Limiting second language learners "to repeating verb paradigms, answering teachers' questions of dubious communicative value, asking each other preformulated, teacher- or textbook-generated questions, and filling in blanks with discrete linguistic artifacts, students will never be able to create meaning with language" (Brooks, 1993). When learners wrote e-mail messages in the target language, they had to make meaning to express their thoughts or write facts. Language programs often lack the sustained concentration of interactive

time for negotiating meaning in the target language (Carey & Crittenden, 2000). However, e-mail communication can increase the amount of interactive time with native speakers.

As seen in this study, the increased interactive time with native speakers may lead students to adopt common target language expressions. A couple of the participants in this study tried to use some of the native speakers' expressions or words. This is similar to Florez-Estrada's (1995) participants who were university students at an American university exchanging e-mails with Mexican students. They began to imitate language used by native speakers.

Suggestions for future research

A future quantitative study with a large number of participants will allow researchers to assess the effectiveness of authentic e-mail communication for Japanese language and culture learning. Qualitative research observing Japanese language learners' e-mail typing and reading process by asking them to type and read aloud would help to better understand the e-mail communication process.

Conclusion

This qualitative case study revealed that interactive communication with native keypals allowed students to learn about Japanese culture and discover both similarities and differences between American and Japanese cultures. Learners were motivated to read e-mail messages in order to understand their keypals' lives in Japan.

Learners thought that e-mail communication was helpful in learning target language as well as culture. They increased vocabulary used in everyday lives by looking up words to make meaning. Some learners used common words and expressions that native keypals utilized in their messages.

When learners exchange e-mails with their keypals, they write about their interests and enjoy the communication. Learners write creative, interesting messages with the audience in mind. This authentic interaction with native speakers of the target language may lead to an increased understanding of daily activities, celebrations, common expressions and general vocabulary. Learners may also arrive at a more refined understanding of the similarities and differences between their own culture and the target culture. The unifying factor in all of these potential benefits of interaction with keypals is the native speaker component. Securing opportunities for students to interact with native speakers is difficult at best in a country where the language of the majority is English. Utilization of keypals is a means by which geographical hurdles can be overcome, and students are able to reap a multitude of benefits. They are able to interact in an authentic manner with native speakers of the target language.

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11

A Road Less Traveled: The Chemin de Saint-Jacques from Le Puy to Saint-Jean-Pied-de-Port

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Introduction

Aligot; *confit de canard*; *vin de Cahors*; the Pont Valentré; the dolmens of Quercy; Notre Dame du Puy-en-Velay: these are just a few reasons why southwestern France is the perfect location for a short-term overseas experience. Short-term travel experiences have become a popular way to introduce North American language students to the world beyond the United States. According to Gorka and Niesenbaum (2001), students who participate in short-term overseas experiences receive an initial exposure to another culture, learn that they need not be fluent to communicate effectively, acquire a new perspective on the world, and may decide to continue language study and even schedule a semester abroad during their academic careers. Whereas Gorka and Niesenbaum based their conclusions on a short-term home-stay experience, the authors of this article have found that these same outcomes and more may be achieved when students are exposed to authentic interactions with a wide range of people in a greater variety of settings than are possible in a traditional residential program. The best way to expose students to the wide range of people and settings is by walking through the countryside: following a medieval pilgrimage route provides the necessary services and facilities to make such a walk possible. Of the four recognized major

pilgrimage roads in France, the *Via Podiensis*, from Le Puy-en-Velay to St-Jean-Pied-de-Port, provides the best infrastructure for walking with a group of students. The strength of this project resides in that, during the pilgrimage, students are totally immersed in French culture, living French history as well as interacting with contemporary French society.

This article outlines a culturally-centered program, particularly attractive to students of French at all levels, for a multi-week pilgrimage in southwestern France on the *Chemin de Saint-Jacques-de-Compostelle*. It offers a brief overview of the geography, history, art, architecture and gastronomy of southwestern France on the *Via Podiensis,* and also offers examples of assignments and activities designed to stimulate students' learning and social interaction. The article concludes with anecdotal evidence from students illustrating what they have learned.

Historical Background

The pilgrimage to Saint-Jacques-de-Compostelle developed in the Middle Ages after, according to local accounts, the remains of the apostle James were found in Galicia, in the northwestern corner of Spain. The pilgrimage drew people from all over Europe, who followed a multitude of routes to arrive there. The *Via Podiensis* became a principal route in France after Godescalc, the Bishop of Le Puy-en-Velay, helped to legitimize the pilgrimage by becoming one of the first international pilgrims to travel to Compostelle in the year 951. As word of the pilgrimage to Compostelle spread, Le Puy became a point of departure for pilgrims traveling to Spain. The pilgrimage quickly developed and flourished between AD 1000 and 1500. In order to serve the great number of pilgrims walking this route, bridges, hospitals, abbeys, and churches were built; these comprise some of the greatest examples of Romanesque and Gothic architecture in all of Europe. With the coming of the Reformation in the 16th century, however, the number of pilgrims making the trek entered a long decline. Beginning late in the 20th century, interest in walking the pilgrimage to Compostelle underwent a revival. Early in the 1970s, the GR 65—one of the French long distance walking paths, or *sentiers de Grande Randonnée*—was inaugurated to follow the pilgrimage route from Le Puy to Saint-Jean-Pied-de-Port as faithfully as possible (see their Web site at www.ffrandonnee.fr). Subsequently, in 1998, UNESCO designated a number of French monuments and seven sections of the *Chemin du Puy* as World Heritage Sites.

Project Framework

Based on their collective experiences, the authors propose this pilgrimage as an academic course rich in linguistic and cultural opportunities. This course has two principal objectives. The first one is academic: the course readings, lectures, travel, and required and optional activities afford students a chance to study in-depth many facets of French culture and civilization. Simultaneously, students practice and improve their French language skills, not only in structured academic assignments, but also in spontaneous interactions with people they meet along the pilgrimage route. The second objective is more worldly; it has to do with learning

how to travel intelligently and "close to the ground": Students walk alone or in small groups, stay in inexpensive lodging for hikers and pilgrims, sample regional cuisine, and immerse themselves in the culture as far from the well-worn tourist track as possible. What follows is a course description divided into sections on pre-departure preparation, on-site learning, and post travel reflection. Several appendices then provide examples of a syllabus, instructions for journaling, student research topics, possible itineraries, and a sample test.

Before Departure

Planning

When a walk on the *Chemin du Puy* is planned, flexibly structured days must be fit into a flexibly structured itinerary. After arriving in France, the group travels to Le Puy or some other starting point on the route. From there, the group typically walks between 15 and 30 kilometers a day. In the towns and villages along the route, there are opportunities to visit historical sites, stop in cafés and restaurants, enjoy picnics in places with magnificent views, and talk to the local population.

Three major factors affect the planning of a short-term overseas experience on the *Chemin du Puy*: time constraints, budget, and the physical condition of participants. **B**efore anything else, it is essential to establish an academic focus. The Le Puy route lends itself not only to language immersion, but also to the study of four cultural areas in particular: medieval art and architecture, medieval history, the natural environment, and French rural society. The particular focus of the pilgrimage in this article is medieval art and architecture.

Although the final itinerary will depend on the amount of time available for walking, any academic program should include at least a day in Le Puy. This city defines the entire route historically, culturally, and religiously. It has an exceptional architectural heritage which includes the cathedral of Notre-Dame-du-Puy* (all items marked with an asterisk are registered as World Heritage Sites by UNESCO; see their Web site at whc.unesco.org), the pinnacle-top church of Saint-Michel-d'Aiguilhe, and the Hôtel-Dieu-Saint-Jacques.* The pilgrim's mass alone at the cathedral inspires in the participant a pilgrim's spirit. Le Puy is, in effect, a necessary introduction to the *Via Podiensis*.

After Le Puy, cities and towns of artistic and architectural significance stretch all the way to the Spanish border. Five centers of particular interest are Espalion, Conques, Cahors, Aire-sur-l'Adour, and Saint-Jean-Pied-de-Port. Espalion's Perse church preserves medieval ceiling frescoes, and its Gothic bridge, the Pont Vieux*, is still in use today. The entire town of Conques is a French national monument; it is the home of the abbey of Sainte-Foy* with its magnificent tympanum, and the medieval bridge over the Dourdou*. Cahors, known for its wonderful wines, also boasts the Romanesque cathedral of Saint-Etienne with its cloisters*, and the magnificent Pont Valentré*, a medieval fortified bridge over the river Lot. The ancient town of Aire-sur-l'Adour has the cathedral of Saint-Jean-Baptiste and the church of Sainte-Quitterie*, both dating from the 12th century. Saint-Jean-Pied-de-Port marks the end of the *Chemin du Puy* with its medieval gate, the Porte

de Saint-Jacques*, and its church of Notre-Dame-du-Bout-du-Pont. These five cities represent only a miniscule sampling of what the *Chemin du Puy* has to offer artistically and architecturally.

To walk the entire *Via Podiensis* from Le Puy-en-Velay to Saint-Jean-Pied-de-Port requires approximately five weeks, in addition to the time necessary to travel by train from Paris to Le Puy and then from Saint-Jean back to Paris. Many pilgrims, however, do not have that much time or money, and must create a shorter itinerary. For North American students, the authors maintain that a three to five week experience is optimal; that gives students time to become comfortable using their French with local residents and fellow pilgrims, and it allows them to work through the mental difficulties and physical challenges of the walk. They can then end the experience on a note of strength and confidence. It is difficult to justify, financially and academically, an experience of less than two weeks in length.

One possible 16 to 18 day itinerary covers the first half of the *Chemin du Puy* (see Appendix A). This walk from Le Puy to Moissac passes through five geographic regions and provides some of the most spectacular scenery on the *Via Podiensis*. The steep, wooded, volcanic hills and peaks of the Velay dominate the first days of the walk, and the difficult walking terrain demands that the pilgrim be in good physical condition from the very beginning. In the next region, the Margeride, landscapes moderate as the pilgrim crosses a predominantly wooded, rolling plateau. This in turn gives way to the barren, open highlands of the Aubrac, where granite monoliths dot the landscape and stone fences stretch as far as the eye can see. The walk through the Aubrac ends abruptly when the route descends into the deep, wooded valley of the river Lot and then into the extensive, chalky hills of the Quercy. These five regions also include some of the most important cities on the entire pilgrimage route: Le Puy, Espalion, Conques, Figeac, Cahors, and Moissac. But in the Velay, the Margeride, and the Aubrac, there are long stretches of walking between relatively infrequent small towns. The walks in these regions must be planned carefully in order to ensure that the town where the group stops at day's end has enough lodging for everyone.

Another itinerary, this one of 13 to 17 walking days, covers the second half of the *Chemin du Puy*, from Moissac to Saint-Jean-Pied-de-Port (see Appendix A). It too passes through five regions, and while its landforms may not be as imposing—and difficult to walk—as those of the Velay, its pastoral scenery is varied and ever changing. Immediately after Moissac, the Lomagne first offers a succession of low plains and tablelands**,** which before long give way to hilly countryside crossed by a multitude of small rivers. The transition into the gently rolling hills and valleys of the Gers is gradual, and soon undulating pastures, vineyards, and planted fields stretch from horizon to horizon. Once past Nogaro, the pilgrim enters the Landes, where slowly but surely cultivated fields change to forests of oak and chestnut trees which are in turn replaced by maritime pines on this region's high plains. These high plains then give way to the foothills of the Pyrenees in the Béarn and the Pays Basque, where the height of the surrounding hills and mountains increases and the route regains its up-and-down character. Saint-Jean-Pied-de-Port marks the end of the *Chemin du Puy* in France; it is at the same time the gateway to the road across the mountains and into Spain. As in the

first itinerary, these five regions include a number of historically important cities and towns: Lectoure, Condom, Aire-sur-l'Adour, Ostabat, and Saint-Jean-Pied-de-Port. In contrast to the first itinerary, however, there are relatively few lengthy stretches between towns, and if a particular refuge cannot take the entire group, it ought to be relatively easy to find additional accommodations either in the same municipality or in one nearby.

No matter where the pilgrimage begins, a day in Le Puy is highly recommended. It is easy to arrange bus transportation from Le Puy to towns and cities farther along the pilgrimage route. If the adopted itinerary ends before Saint-Jean-Pied-de-Port, most towns have bus connections with the cities of Figeac, Cahors, and Moissac, all of which offer convenient rail connections with Toulouse and Paris. Train tickets can be purchased well in advance from the United States either through Rail Europe or online through France's national railroad company, the SNCF (www.sncf.fr). Tickets purchased through Rail Europe can be delivered to the US by mail, but tickets purchased online from the SNCF must be picked up at a train station in France.

Fortunately for North American students and faculty, the best time to walk the Le Puy route is late spring or early summer; this typically coincides with the beginning of summer vacation, well before the traditional European vacation months of July and August. Anyone planning a pilgrimage must take into account that winter hangs on for a long time in the southwestern highlands of France, and one may experience cold, damp weather as late as the month of May. Because of harsh winter conditions, it is probably not a good idea to walk the *Chemin du Puy* with students during a January term.

The final factor affecting the itinerary is the budget. A number of budget issues must be addressed early in the trip planning process. Is there a limit to how much students can spend on this experience? In the opinion of the authors, the ideal strategy is almost always to seek out the least expensive ways to travel by researching out the most inexpensive air and train or bus fares published online. Once the group begins walking, transportation costs nothing! Food and lodging expenditures can be anticipated by consulting up-to-date guides such as *Miam-miam-dodo* (Clouteau & Clouteau, 2006) and the Confraternity of Saint James guide (Raju, 2004). Most nights are spent in *gîtes d'étape*, inexpensive refuges for pilgrims and other hikers, often with dormitory-style accommodations. It is wise to make reservations in both *gîtes* and hotels several months in advance. There is nothing more frustrating than arriving at the day's destination and finding all accommodations full because of a local holiday! This also applies to walking during July and August, which are the traditional vacation months for all of Europe. After airfare, the largest expense is food. Rather than eating in restaurants every day, students can take advantage of meals prepared for them at the *gîtes*, make use of *gîte* kitchen facilities to prepare their own meals, or buy food at local stores and carry it with them for picnics on the road. Other costs to keep in mind are entrance fees to museums and monuments, international student/faculty ID card, unplanned cultural activities, souvenirs, and other incidentals.

Academic travel experiences and their budgets normally have to be approved by the home institution up to a year in advance. It is advisable to hedge against

unanticipated cost overruns by building in a buffer of 10% because the dollar to euro exchange rate fluctuates, because anticipated inexpensive accommodation may not be available, and because prices in Europe increase from season to season.

Recruiting and Selecting Students

Creating the itinerary and the budget a year in advance allows the time necessary to advertise the trip and select the best students. Informational meeting, posters, and general emails to students and faculty can get the word out. Potential participants should be honestly informed about the challenging nature (both physically and mentally) of walking the Le Puy route. Since one problematic student can negatively affect everyone's experience, trip leaders must retain control over the selection process (Gardner, Mentley, & Signori, 2006). The authors recommend a group of no more than 12 students, and that as many of them as possible have studied French.

Preparing Students

A series of academic sessions held prior to departure prepares students to absorb the culture that surrounds them and to interact with local residents and other pilgrims. Students attend scheduled class sessions on the history of the St. James Pilgrimage; the history of medieval France; the *Chemin du Puy* during the Middle Ages; the art, architecture, music, and religion on the route; the modern pilgrimage; and the food and drink they will encounter in France. During one of the first class sessions, students choose a research topic relevant either to the art and architecture of the route or one of more general cultural interest. The latter can range from the typical foods of a particular region to sacred music to the history of a particular town. Students will complete their research and submit an initial paper *before* departure, which allows teachers to respond and allows the student to make revisions and adjustments. Students then prepare a report of 10 to 15 minutes to be delivered overseas when the group visits those sites or otherwise encounters those topics (see Appendix B).

For the class session on art and architecture, an art professor is invited to speak to students about the development and the characteristics of the Romanesque and Gothic styles. For the session on the religious aspects of the *Chemin du Puy*, a local priest may be invited to talk to students. The authors have found that students are quite interested in learning about Catholicism, its traditions, and the structure and meaning of the mass. For the class session about the modern pilgrimage, students read personal accounts written by pilgrims who have made the pilgrimage recently (for example, Egan, 2004; Rudolph, 2004; and Rupp, 2005). Although many of the published accounts relate experiences in Spain, the same types of transforming experiences and the same types of interactions occur on the *Chemin du Puy*. These personal accounts serve in turn as a springboard for talking about the importance of the students' own journaling before, during, and after the travel experience. A complete class session is dedicated to teaching students the three necessary steps for journaling as outlined by Raschio (2001). First, students record

the conditions and events of each day; second, students describe their perceptions of and reactions to what they have experienced during the day; finally, students analyze their reactions and reflect on their personal growth (for more specific journaling instructions, see Appendix C). Besides writing regular daily entries, students also create a "situational dictionary" of French words and expressions that they find useful but did not know before the pilgrimage (Raschio, 2001, p. 541).

Other important class sessions needed to prepare students for departure cover practical issues such as choosing equipment and packing, dealing with blisters and injuries, understanding the trail markers on the paths, and adapting to being in another culture. Students also complete several ten to twenty kilometer practice walks with a full backpack (Gardner, Mentley, & Signori, 2006). To synthesize student pre-departure learning, students may be given a test over any or all of the material presented in the class sessions (see sample test in Appendix D).

Le Chemin On-line

Students will make frequent use of internet sources when they research their presentation topics. They can also begin to develop a sense of ownership of their own pilgrimage by researching travel information for the rest of the group on-line prior to departure. Each student can be given a specific assignment to complete, for example, obtaining the train schedule from Paris to Le Puy, getting weather information via Météo France (www.meteofrance.com) for specific locations along the route, discovering which towns will hold festivals when the group is passing through, or communicating with a *gîte* in order to make a lodging reservation. In this way, the students take an active role in preparing for the actual travel experience.

In France

One of the primary goals during this pilgrimage experience is to have students improve their French skills. Although this is not a formal language course, language learning is an essential part of it. Upon arrival in France, those students with more advanced French language ability begin to assume an increasingly important role within the group. They quickly become the resource to whom other students turn for help in communicating. No matter their level, however, all students are assigned task-based activities that make them utilize their language skills in meaningful, relevant situations. It is preferable to have students take on the everyday responsibilities of asking for directions, finding the *gîte* or hotel, locating restaurants, and describing illnesses or injuries to a doctor or pharmacist. Along with such spontaneous interactions with French culture, students are also assigned structured activities in which they interview people who live along the *Chemin* and other pilgrims on topics such as local history, current events, and daily life. Students present the results of these individual explorations to the rest of the group and are evaluated on their presentations.

The Pedagogy of Lodging

Along with being an economical form of lodging, *gîtes d'étape* provide other benefits for student groups. They constitute an ideal environment for students to interact with local residents as well as the many French pilgrims who walk the *Chemin du Puy*. Mealtime in a *gîte* with cooking facilities becomes an invitation to chat with other walkers. Sometimes a *gîte* shares a building with a private residence, in which case students can chat with the people who live there. At the historic farmhouse *gîte* in Domaine du Sauvage, for example, students can interact both with the owners when they buy food for the day's evening meal and with other walkers when they prepare and enjoy their meal in the guest kitchen and dining area.

At times, it may be worthwhile to divide the students into smaller groups and disperse them between two or three *gîtes*. Students may even stay in different neighboring towns overnight. There are several benefits to this. American students in smaller groups often have an easier time engaging others in conversation. (On one occasion in the past, a young Frenchman remarked that it was rather intimidating to be suddenly surrounded by a group of 12 talkative Americans.) Each student then has a better chance for individual interaction. Instead of sharing the same experience at one *gîte*, smaller groups have different experiences which become "theirs" and which they can later share. The sense of accomplishment that students realize when they perceive themselves to be "on their own" can be very empowering.

Before departing for France, instructors may wish to begin to compile a list of themes and questions which will lend themselves to student interviews with residents or other walkers. Residents may be asked about the history of their town and what issues are currently important. Fellow pilgrims may be asked about their homes, their reasons for walking, and their perceptions of the pilgrimage so far. Any number of other topics may be invoked, depending on the student's ability in French: the weather and trail conditions, popular culture, and sports are only a few more examples.

Once they have done one interview, students often come up with their own questions and themes for subsequent occasions. What students learn in their interviews becomes material for reflection in their journal and for presenting to the entire group. For the authors, it has been immensely satisfying to listen to students describe their night "away," their town, *gîte*, fellow travelers, meal, and their thoughts on the experience.

The Pedagogy of Food

Food is more than just nourishment for the body, especially in southwestern France. In this area of gastronomic delights, there is an intrinsic value to experiencing new foods and flavors. More than likely, students have never had the chance to savor the local specialties, cheeses, and wines available along the *Chemin du Puy*. One of the primary goals is for students to expand their appreciation of foods beyond what they can encounter at home.

Foods and cooking and eating comprise an integral part of the pilgrimage. For students, two complementary learning experiences center on food. One is interactive: it includes the activities involved in buying food and preparing meals in the *gîtes* that provide cooking facilities. If students decide to prepare their own meal, they not only save money and learn to prepare simple dishes using French ingredients, they enter into a series of encounters with other people in which they need to use everyday language: from buying bread at the bakery and vegetables at the market, to communicating over the stove and at the table with fellow hikers. They take advantage of local markets and food shops to buy items for the evening meal or for a picnic on the road the next day. This activity provides an excellent opportunity to review food vocabulary. Students can add the names of different breads, cheeses, fruits, vegetables, *charcuterie*, and sweets to the list of new vocabulary items they are compiling in their journals. At the same time that students are increasing their food lexicon and sharpening their communication skills, they are also learning about French culture firsthand, observing what foods the French buy, how they buy them, and how shops are set up. Students come away from these occasions with a new confidence in their capacity to purchase, prepare, and appreciate French foods.

The second of the two complementary learning experiences is more receptive in nature. Eating in inexpensive restaurants provides the opportunity for students to learn or review the different kinds of eating establishments in France (cafés, brasseries, restaurants), the different meal times, and how a restaurant's scheduled hours of operation reflect cultural conventions. French meals are structured differently and represent a change from the way most American students are used to eating. Students quickly come to understand that a typical evening meal is eaten in courses, with the salad sometimes following the principal meat plate, both of which are followed by a cheese platter before dessert. If the entire group is going to eat together, students can be sent to investigate the restaurant options in town. Alternately, students may eat out in smaller groups and later report on what they ate and on their impressions of the meal. For a more structured experience, the French professor can invite several students at a time to a restaurant, explain the different regional specialties on the menu, encourage the students to try them, and then have the students report back to the larger group. Some of the possibilities are truly exceptional: green lentils from Le Puy, which have been cultivated there for 2000 years; *aligot*, a rich, thick potato puree combined with garlic and fresh Tomme cheese; *estofinade*, a potato puree casserole made with fish, garlic, and parsley; a multitude of dishes prepared with duck (*confit de canard*, *foie gras*, *rillettes*); and wonderful dinner salads that showcase local specialties like hot goat cheese on toast, *gésiers de canard* (duck gizzards cooked in duck fat), toasted walnuts, or smoked duck breast.

Of course, the foods of southwestern France make wonderful research and presentation topics, especially since the on-site presentation can be coupled with a tasting (see Appendix B). Some preferred presentation topics include southwestern wines (Cahors and Gaillac), local cheeses (Cabécou, Rocamadour, and Tomme de l'Aveyron), and meats (beef from the Aubrac, duck, and the *charcuterie* of

exercise creates an impressive photographic library of the art and architecture of the *Chemin du Puy*, which everyone can later share. It lends itself to post-pilgrimage projects such as posters, slide shows, calendars, and group journals.

The Pedagogy of Religion and Spirituality

Across cultures, pilgrimage has always been synonymous with religious or spiritual journey. The abundance of churches, shrines, and monasteries between Le Puy and Saint-Jean-Pied-de-Port attests to the rich religious heritage of the *Chemin du Puy*, a heritage that provides abundant opportunities for students to engage in more on-site learning.

A number of religion-related topics lend themselves especially well to student research projects. Such topics include the monastic orders (Benedictine, Cluniac, and Cistercian), the military orders (Templar and Hospitaller), sacred music (organ and vocal), and saints associated with the pilgrimage in France (St. James, St. Foy, and especially St. Roch).

Students will already have learned about the structure and meaning of the Catholic mass before departure and will find many occasions for attending mass during the pilgrimage. The authors consider the pilgrim's mass and blessing at the cathedral of Notre-Dame du Puy a signature event and expect students to attend. Student perceptions and reactions then provide good material for group conversation. The authors have also found it worthwhile to have students reflect in their journals on their different church-related experiences along the *Chemin*; even though they share the same structure, that mass in Le Puy will have a very different feel from one in a small country chapel.

In the Middle Ages, the pilgrimage was almost exclusively a religious phenomenon. This is not necessarily true today, although many people do recognize and even cultivate the spiritual aspects of the walk. In *Pilgrim Stories*, Nancy Frey (1998) notes that today's spiritual pilgrim may or may not identify spirituality with religion (31-34). Students may or may not seek the spiritual or religious side of their pilgrimage; if they do, then they will experience personally something that has motivated pilgrims on the *Chemin de Saint-Jacques* for more than a thousand years.

After Returning from France

Reflections on the Pilgrimage

The intellectual, spiritual, and emotional growth that takes place during the pilgrimage does not end once students return to the United States. Students continue to grow through reflecting on their experience. One way to encourage this reflection is to assign a concluding evaluative essay in which students explain what they learned and describe the impact the journey has had on their life. They should be encouraged to review their travel journal and look at their pictures as they write. The authors also schedule a reunion in a restaurant or at a faculty member's home several weeks after returning, to which students bring their photos, their memories, and their post-pilgrimage reflections. Another way in

Limogne-en-Quercy). A presentation and food tasting can be arranged as a midday picnic, in a restaurant, or at the *gîte*; all the students are thus exposed to a variety of local fares that they might be hesitant to try on their own. What could be better than a wine and cheese tasting at the end of a long day's walk!

The Pedagogy of Art and Architecture

Romanesque and Gothic architecture and art developed in France during the heyday of the pilgrimage to Compostelle, so it is no surprise that superb examples of the Romanesque and Gothic, several of which have already been mentioned, abound on the *Chemin du Puy*. These medieval churches, abbeys, and bridges, frescoes, statues, and tympanums provide students with extraordinary on-site learning opportunities. As mentioned above, students will have been introduced to medieval art and architecture in the classroom during the semester before the walk. When students then come into contact with what they have previously studied, their entire pilgrimage experience becomes immensely richer.

One successful strategy for on-site learning is the research project. Students may choose a research topic relevant to the art and architecture of the route; for this project, unique rather than typical edifices and works of art may be preferable. The topic could be, for example, the Black Virgins of the *Chemin du Puy*, the prehistoric dolmens of Gréalou, the Gallo-Roman villa at Seviac, or the Grand Council chamber of the Knights of Malta which has been replicated at Lectoure.

Another strategy for on-site learning calls for students to compare several examples of one type of work or structure. One relatively simple comparison project is to describe and contrast the physical characteristics of medieval bridges. The section of the *Chemin du Puy* between Saint-Chély and Cahors is especially rich in this architectural resource: it offers no less than five medieval bridges, all which are classified as World Heritage Sites. Another comparison project, this one somewhat more demanding because it calls for additional research, focuses on the tympanum sculpted over the main portal of many churches. The multi-leveled complexity of the Final Judgment depicted on the abbey church of Sainte-Foy in Conques stands in contrast to the stark simplicity of the Adam and Eve in the Garden on the church of Saint Félix de Mirabel, while the tympanum of the church of Sainte-Quitterie in Aire-sur-l'Adour lies between them in terms of scope and complexity. A third possible comparison project requires knowledge of the cult of relics that motivated the development of medieval pilgrimages. This project calls on the student to research and then compare the size and influence of a church, cathedral, or abbey to the importance of the relics that it housed during the Middle Ages.

One more strategy for on-sight learning, the photo record, actually pays its greatest dividends after the return from the pilgrimage. During the walk, students keep a photo record of one particular kind of building, such as country chapels or cloisters; of statues, such as of Saint-Jacques or Saint-Roch; or of other artistic works, such as frescos or stained glass. On the one hand, this exercise focuses the student's attention on one specific artistic or architectural category and thus encourages the student to become an on-the-spot expert. On the other hand, the

which students can reflect on their experience is to use their pictures to create a multi-media video or slideshow of the pilgrimage. Finally, students can revise especially meaningful passages from their journals and put them together with selected photos to create a group journal. Videos, slideshows, and group journals then become perfect student-centered advertising for the next pilgrimage!

Evaluation of Student Performance

According to the syllabus, students will earn credit in this course for successfully completing content-based learning activities (see syllabus in Appendix E). At the end of the pre-departure preparations, students are tested on their knowledge of medieval art and architecture, medieval France, the history of Saint James, the Catholic mass, as well as on the practical aspects of making the pilgrimage (Appendix D). Active participation in activities before, during, and after the pilgrimage is the most important component of the course grade. Many of these activities are planned and structured; however, during the travel experience itself, unanticipated opportunities will arise. Students are graded on both the quality and quantity of their participation in all of these kinds of activities.

Students are also required to make several oral presentations during the trip. The on-sight presentation of pre-departure research will be graded on the quality of the oral presentation and on the breadth and depth of the research, as well as on how it enhances students' understanding and enjoyment of the art, architecture, and culture on the *Chemin*. In contrast, the presentations of individual exploration are graded on how well they illuminate daily life in France.

Students keep a daily travel journal. The journal will be evaluated on the frequency of entries, the breadth of detail, and the quality of reflection. This journal also serves as a necessary foundation for the students' final evaluative essay. This essay is evaluated on its content, organization, and style.

Outcomes

Students who have participated in pilgrimages led by the authors have realized the four desired outcomes for a short-term overseas experience outlined by Gorka and Niesenbaum (2001). In addition to those four outcomes, students have also exhibited a leap in personal growth, both as individuals and as members of the larger world around them. Rather than speak for them, the authors prefer to let the students speak in their own words about what they learned. What follows is just a sampling of student observations and reflections.

Both the planned cultural and communicative activities and the spontaneous interactions that students had with French pilgrims and local residents, gave the students an intense initial exposure to French culture. One student wrote in her final essay: "I learned to embrace things that were foreign to my knowledge and I found something truly amazing: I loved each minute of it. I found new foods that I liked, that were not in my comfort zone." Another wrote: "Grocery shopping was always a delight because we got to see all the products that Europeans buy for food. We could compare what is sold in Europe to what is sold in America."

Walking through the countryside facilitated student contact with a wide array of people in the target culture. One student pointed out that she had many chances to learn about the local culture as she walked, especially when she had to "ask local country folk for assistance." Yet another student remembered that she learned the most about French culture by eating meals in the *gîtes* with French pilgrims: "It was wonderful to talk with the French and also have meals with them because they were full of energy, expressing their love of food and their country." Finally, walking through towns with such a wealth of architectural treasures opened students' eyes to a world that they might otherwise never have imagined. In his journal, a student expressed his awe at experiencing a Gothic cathedral: "It is awesome. It is amazing. It blew us away. It was huge, such height, and grand architecture. It is unimaginable that this was all built seven hundred years ago. I cannot describe in words the height and beauty of the stained glass, relief sculptures and many arches… That cathedral is one of the greatest highlights of the trip thus far."

When students communicated with French people in order to find their way on the trail, feed themselves in the towns, and learn about French culture, they quickly learned that they did not have to be fluent to communicate effectively. One student, in her final paper, expressed very well the process that many others said that they had gone through: "I had to think in foreign phrases, hand gestures, and facial expressions that I hoped roughly translated my thoughts. I learned firsthand that recall of language is far more difficult than recognition…. As both humorous and frustrating as it could be, though, I learned that when I have ideas I want to communicate, I am able to find a way to do so, whether it is with words or not." Another student pointed out that she really could hold conversations with native speakers, even with a very basic level of French: "I learned a great deal about myself in France. One thing was my ability to meet new people and have a conversation without fully speaking their language and without a translator." Yet another student remarked that the nature of the pilgrimage forced her to use her French; recalling that she had to ask a French person for directions along the trail, she stated: "I hardly understood him; thank God for paying attention in French class…. However, I followed his directions and, after a while, I saw more members of the group. I thanked God for my French that day."

The interactions that students had with people and culture along the pilgrimage route allowed them to acquire a new perspective on the world. An important change that many students manifested had to do with how they viewed France and how they thought about stereotypes of the French. One student declared: "I learned that everything that people in the United States say about the French is untrue." Similarly, another student observed: "There is a stereotype that Americans give to the French. 'The French are snotty' or 'the French are so rude' are unfortunately phrases that I have heard before. Luckily, anybody who visits France will find these stereotypes to be false." The authors were pleased to find that changes in student attitudes often went beyond how they saw France. Students displayed a new openness and desire to explore the world outside of the United States. One student stated: "I now have a greater enthusiasm to not only sharpen my foreign

language skills, but also to acquire more cultural knowledge about people outside of the United States. This experience only teased my appetite to travel the world and experience other cultures." This desire that students developed during the pilgrimage to explore further the world outside of the United States profoundly affected how many language students thought about language study. After the pilgrimage, several students who had not planned to continue language study decided to become language majors or minors; several also chose to participate in a semester-long study abroad program.

However, beyond the already mentioned successes, the authors believe that the most important outcome of a pilgrimage experience cannot be quantified. It has to do with the personal growth that the students undergo while walking. The rhythms of walking encourage students to reflect, thereby ideally leading them to self-discovery and maturation: "Being in a foreign place really opens the mind to different ways of thinking. Maybe it's the separation from what we feel is safe and known that makes this happen. Maybe it's realizing that the world is much bigger than we thought before, which means realizing that we ourselves are actually smaller than we thought. Or maybe it's something else entirely. But whatever the cause, every single one of us did change in some way."

Sometimes enlightenment does not happen on the road but later, as one student found out: "… an important discovery that you make comes after being isolated from typical daily distractions and getting away from what you think is necessary, in order to learn that life can be fulfilling without so many things…. Your time in thought works to expose real issues…. Instead of searching for what I need, I learned the myriad of things I don't need. All of these, the very important realizations along with subsequent changes, are things that come not with a sudden epiphany on the trail, but gradually, after returning home, having realized that it's okay to think for yourself and raise big questions." One student recalled the physical and emotional challenge of walking 15-30 kilometers per day for three weeks with a full backpack, and realized that she did not have to settle for the limitations that others had imposed on her. Revealing her newly found confidence, she reflected: "No one thought I could do this and I proved them all wrong. This girlie girl whose favorite color is pink can hike 179 miles through all sorts of terrain while roughing it in more ways than one. Besides the fact that I made an external accomplishment, I also made one within myself. I learned that I am strong, determined, and I do not give up." In the end, it is this combination of physical challenge, periods of reflection, interaction with other pilgrims and local residents, and connection to a centuries-old spiritual path that turns the pilgrimage into a truly life-changing experience. One student summed this up eloquently: "A pilgrimage gives true inspiration that is not easy to attain. It is something for which you must climb hills to reach. It must be earned. You pay for this inspiration with every aching muscle and blister, but the harder it is to learn, the harder it is to forget, and this is a journey never to be forgotten. Along the way your companions, the people you meet, the previous pilgrims who have paved the way, and even you yourself are inspirations. Yes, you become your own inspiration as well, because you realize that you can do things that you once

thought were only dreams or impossible."

Conclusion

The *Chemin du Puy* offers plentiful opportunities for students of French and their teachers to experience the history and culture of southwestern France. In the towns and villages along the route, students can learn about the history, art, and architecture of this ancient land as they interact with local residents and French pilgrims and hikers. The rural nature of the *Chemin du Puy* and the relative absence of walkers from countries other than France allow North American students to immerse themselves immediately in French culture and language as they walk. And it is the act of walking, the slow movement, through the French countryside that allows students to experience French culture in a much more intimate way than they possibly could from behind the window of a tour bus. For all these reasons and more, the authors encourage students and teachers of French to take advantage of walking the *Chemin du Puy*.

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Appendix A

Chemin de Saint-Jacques: Suggested Itineraries

Day	Start in …	Travel to …	Distance
Itinerary 1			
1	Le Puy	Walk to Saint-Privat-d'Allier	23 km
2	St-Privat	Walk to Saugues	18 km
3	Saugues	Walk to La Roche	27 km
4	La Roche	Walk to Aumont-Aubrac	21 km
5	Aumont-Aubrac	Walk to Nasbinals	27 km
6	Nasbinals	Walk to Saint-Chely-d'Aubrac	17 km
7	St-Chely	Walk to Espalion	22 km
8	Espalion	Walk to Golinhac	27 km
9	Golinhac	Walk to Conques	21 km
10	Conques	Walk to Livinhac-le-Haut	24 km
11	Livinhac	Walk to Figeac	24 km
12	Figeac	Walk to Gréalou	21 km
13	Gréalou	Walk to Limogne-en-Quercy	24 km
14	Limogne	Walk to Vaylats	15 km
15	Vaylats	Walk to Cahors	24 km
16	Cahors	Walk to Lascabanes	23 km
17	Lascabanes	Walk to Lauzerte	23 km
18	Lauzerte	Walk to Moissac	25 km
Itinerary 2			
1	Moissac	Walk to Auvillar	21 km
2	Auvillar	Walk to Miradoux	17 km
3	Miradoux	Walk to Lectoure	16 km
4	Lectoure	Walk to La Romieu	19 km
5	La Romieu	Walk to Condom	16 km
6	Condom	Walk to Montréal-du-Gers	16 km
7	Montréal	Walk to Eauze	17 km
8	Eauze	Walk to Nogaro	19 km
9	Nogaro	Walk to Aire-sur-l'Adour	30 km
10	Aire	Walk to Maison Marsan	23 km
11	Maison Marsan	Walk to Le Péré	28 km
12	Le Péré	Walk to Argagnon	22 km
13	Argagnon	Walk to Navarrenx	25 km
14	Navarrenx	Walk to Aroue	19 km
15	Aroue	Walk to Gaineko-Etxea	25 km
16	Gaineko-Etxea	Walk to Saint-Jean-Pied-de-Port	22 km

Appendix B

Suggested Research Topics

General Culture Topics: Black Virgins, Prehistoric dolmens (Gréalou), Southwestern French wines (Gaillac and Cahors), Cheeses (Cabécou, Rocamadour, Tomme), Aubrac beef, Lentils of Le Puy, Medieval sacred music, Military orders (Knights Templar, Hospitallers), Monastic orders (Benedictine, Cluniac, Cistercian), Saints associated with the Chemin (Sainte-Foy, Saint-Roch), How and why the Chemin was classified a World Heritage Site by UNESCO, Development of the GR trails in France.

Art and Architecture Topics: Cathedral of Le Puy, le Pont Valentré; other medieval bridges, Tympanum at Conques, Portal at Moissac, Cloister at Moissac, Cloister at Cahors, Medieval religious frescos, Gallo-Roman villa at Seviac, Grand Council chamber of the Knights of Malta at Lectoure.

Appendix C

Travel and Journaling

Keeping a travel journal can make your travel experience more meaningful. By writing down events, describing people and places, and recording your thoughts, you will create for yourself the greatest possible souvenir of your experience. Your writing will endure long after your memories have faded. By reflecting on your thoughts and reactions and writing about those reflections, you will help yourself learn from your experience and grow as a person.

Material things: Your journal should be made of tougher materials than those found in a normal spiral bound notebook. A spiral bound notebook will fall apart in your backpack. Also, if it gets wet, it will begin to disintegrate. A hard cover journaling book is the best. It should contain at least 120 pages.

Consider dividing your journal into sections:

1. Initial pre-departure entries in which you record your preparations for departure. Write your goals and your expectations for the travel experience, as well as your fears. Write down how you think this experience will change you.
2. Planned itinerary (your calendar).
3. The actual itinerary (the actual place where you spend the day or night).
4. Daily log (set aside 4 pages for each day of trip):
   A. What happened today? (The events of the day can be written out in list form.)
   B. Daily thoughts and connections. (This can be written in fragments.)
   C. Description of landscape, towns, cities, people, weather, food, etc.
   D. Important things you have learned.

   E. Daily barometer of physical, emotional and spiritual condition. (This can be written in fragments.).
5. Names, addresses and phone numbers of people you meet (2 pages).
6. Periodic review of your daily log or your reflections on your daily log (6 pages per week).
7. Post-return review and evaluation of your travel experience (8 pages).

Some suggestions for journaling:

1. Every day you should record the events of the day, what you have seen, tasted, smelled, your thoughts, what you have learned, the connections you make, and the physical, emotional, and spiritual condition you find yourself in. Instead of trying to compose an eloquent essay in this daily log, you should try to write down as much information about your day as possible.
2. Periodically, you should read what you have written in your journal and reflect on the experience you have had and how you have reacted to it: What do you think about the thoughts that have come to you each day? How have you reacted to the experiences you have had? What has been special, meaningful, or sticks in your mind? You should not go more than three days without reflecting on your experience. Transition points in the trip are especially good times to reflect on your experience.
3. A couple weeks after the trip has ended, you should re-read your entire journal, look at your pictures, and evaluate your experience and how it has affected you. You can add to your evaluation every time you think about your trip. Write down your thoughts. You should also evaluate your pre-departure entries. How do you now react to these pre-departure entries? How have you changed?
4. Your most poetic and meaningful reflections can be incorporated into a scrapbook with photos, drawings, menus, museum entrance stubs, postcards and other souvenirs.
5. Your final paper should be your most eloquent expression of your reflections and your evaluation of those reflections.
6. What you write in your journal can serve as important quotes for a final slide show project of your travel experience.

Much of this information is adapted from The Mindful Traveler: A Guide to Journaling and Transformative Travel by Jim Currie (Open Court Publishing: Chicago, 2000.)

Appendix D

Sample Exam

Road of Stars

1. We refer to him as the Saint James the Apostle. Briefly identify this person.

2. Tell what you know about a) the end of Saint James´s life and b) the origins of the pilgrimage.
3. What is a relic?
4. Why were relics so important in the medieval world?
   a) They were thought to possess miraculous powers.
   b) They were tangible manifestations of the sacred.
   c) They transferred the spiritual presence of the sacred to the pilgrim.
   d) All of the above.
   EXTRA! What would be the greatest relic?
5. What is one of the rules for being a "proper" pilgrim?
6. Which of these items does not identify a person as a pilgrim on the Chemin de Compostelle?
   (a) walking staff (b) scallop shell (c) Nalgene bottle (d) backpack
7. What is the key element of Romanesque architecture?
   (a) the stone barrel vault (c) flying buttresses
   (b) pointed arches (d) increased thickness of walls
8. Name one of the main examples of Romanesque church architecture on the Chemin du Puy.
9. What is the key element of gothic architecture?
   (a) the rib vault (b) rose windows (c) the crypt (d) frescoes
10. Name one of the main examples of gothic architecture on the Chemin du Puy.
11. Which style developed first?
12. What was the primary function of medieval sculpture?
13. Identify the following elements of medieval architecture on this cathedral floor plan [insert drawing of floor plan]:
    nave apse crossing cloister transept
14. Identify the following elements of medieval architecture on this Romanesque façade [insert drawing of main portal].
    archivolt tympanum impost frieze lintel

Appendix E

Sample Syllabus

COURSE The French Road of Stars: Walking the Chemin de Saint Jacques de Compostelle in France (May 25-June 16)
3 credit hours (in French or Interdisciplinary Studies)

DESCRIPTION

Following a pilgrimage route in Europe provides the ultimate travel experience. It is a mixture of hiking, learning about history and culture, and exploring the spiritual heritage of Europe and the roots of our own religious traditions. One of the most important pilgrimage routes in Europe is the Route of St James, which traverses several European countries and ends in Santiago de Compostela, Spain. Thought by some to be the burial site of the Apostle St. James, Santiago de

Compostela in the Spanish region of Galicia became a destination for Christian pilgrims in medieval times.

We will be making our own pilgrimage along the Route of St. James in France, beginning in Le Puy and ending Moissac. The trip will take place at the end of the Spring Semester and will last for 3 weeks. We will fly into Paris and then travel by train to Le Puy, in order to begin our walk.

As we walk the pilgrimage route, we will pass through old towns and villages that still create the feel of the Middle Ages. Visiting churches, castles and palaces, we will learn about medieval history, art and architecture. We will walk through mountains, hills and plains and see breathtaking scenery. We will stay in hostels and gîtes d'étape (special overnight accommodations for hikers and pilgrims). The gîtes are inexpensive ($15 to $20 per night). They have hot running water and many serve meals to the travelers who stay there. Most importantly, staying in these gîtes with French pilgrims and hikers will provide us with the opportunity to meet and converse with people from all over France. Also, by walking through the French countryside, we will have the opportunity to interact with local residents in shops, restaurants, markets, churches, town squares and on the trail itself. Since we have incorporated into this experience many opportunities for students to interact with local residents and French pilgrims, we especially encourage students of French to sign up for this travel experience. What are some of the reasons for walking a pilgrimage route? It may be for their love of walking, for their love of history, art and architecture, or for a desire to take a spiritual journey. Those who seek the medieval spirit of the pilgrim or who conceive of the route as an interior journey will find our Pilgrimage through France a most enticing experience.

OBJECTIVES

On the pilgrimage, you will interact with range of people in a wide variety of sittings. Through these interactions you will work to improve your French language skills. You will learn about the history of medieval France and the St. James Pilgrimage, as well as Romanesque and Gothic art and architecture. You will also experience contemporary French culture in their day-to-day activities, not the least of which includes eating and cooking. By participating in the planning process, you will learn how to create for yourself and others a meaningful travel experience beyond mere tourism. By walking through the countryside and intimately interacting with local residents and pilgrims, you will reevaluate the world you live in and reflect on your own life and culture.

ACADEMIC REQUIREMENTS

You will earn 3 credits in Interdisciplinary Studies or French for doing the following:

I. The Semester Prior to Departure

A. Required reading.
   1. Pilgrim Stories: on and off the Road to Santiago by Nancy Louise Frey.

2. The Pilgrim's Guide to Santiago de Compostela by William Melczer.

B. Class sessions. You will attend the following class sessions (schedule to be announced):
   1. The history of the Saint James Pilgrimage Route.
   2. The history of medieval France and the Chemin de Saint Jacques de Compostelle.
   3. The art and architecture of the Chemin de Saint Jacques de Compostelle.
   4. The Catholic mass both modern and medieval.
   5. The Chemin de Saint Jacques de Compostelle at the beginning of the twenty-first century.
   6. What to pack and how to prepare for walking through Europe.
   7. Safety and logistical information.
   8. How to write a travel journal.
   9. Taking care of blisters, taping arches and treating sore ankles and knees (taught by athletic trainer).
   10. Hiking with full backpacks (on three different Saturday mornings).

C. Research project. During the semester prior to departure, you will choose a topic to research: either on the art and architecture, or on another relevant aspect of French culture. You will complete a rough draft and then a final draft of a 5 to 8 page report on the topic during the semester prior to departure. Then in France, you will give a short presentation on your research topic.

D. Pre-departure exam. You will be tested over material covered in the class sessions.

II. In France

A. Daily travel journal. During the pilgrimage, you will keep a daily travel journal, in which you will record what you see and experience on a daily basis and then reflect upon it. The journal will be evaluated on how regularly you write in it, on how much detail you include when you record your experiences, and on the presence of evidence that you have reflected on your experiences during the trip. You will also create a "situational dictionary" of new French words and expressions you encounter during the pilgrimage.

B. Participation in cultural activities. You are expected to take full advantage of your experience in France to learn about the people and the culture. You are required to attend group meals and participate in planned cultural activities (visiting a particular monument, or attending a particular concert, etc.). Many unplanned opportunities to learn about the culture will come up during the trip (for example, having the good fortune of passing through a town during a festival). While participating in these unplanned activities will not be required of you, taking advantage or not taking advantage of these unplanned activities will be taken into account when assigning your participation grade.

C. Individual exploration and presentation to group. You will do on-site interviews during the trip, which will help you interact with other pilgrims, as well as the local residents. You may be asked to learn what French pilgrims in the gîte or the local residents at a café think about a particular issue, about what culinary specialties for which a particular town is known, or about what the town priest has to say about the history of his church. You will then present your findings to the group.

III. After Returning to the United States

A. Final reflective essay. You will write a final essay, in which you will reflect upon what you have learned during the trip and how you have changed because of this experience. The essay will be evaluated on its content (how much thought is reflected by the paper), organization, and style.

B. Reunion to tell stories and share pictures. Two months after we return, we will meet in a local restaurant to tell stories and share pictures. This will allow us as a group to reflect on the experience that we have had.

C. Brown bag lunch presentation. You will be asked to contribute to a brown bag lunch presentation on the pilgrimage, which will take place the semester after we return from France.

GRADING CRITERIA

Participation (class sessions, activities in France, reunion, brown bag)	40%
On-site presentation of pre-departure research	20%
Presentations on individual exploration	10%
Journal	10%
Final reflective essay	10%
Pre-departure exam	10%

COSTS

The trip will cost around $2100.00. Since we will be hiking and spending the night in hostels or gîtes, which have been set up specifically for those who are following the pilgrimage route, we will be able to offer everyone a 3-week experience for a low price. This covers the flight to and from Europe, transportation within Europe, lodging, 5 group dinners, and some entrance fees. You should plan on bringing an additional $400 for meals you will eat on your own and an additional $50 for entrance fees that will have to be paid individually. Also, it would be a good idea to bring some additional money for souvenirs. Although the amount you need to bring depends on your ability to refrain from buying things, we suggest bringing an additional $100 to $200 for souvenirs.

PAYMENT SCHEDULE

First payment of $300 will be due on November 1.

Second payment of $600 will be due on December 17.
Third payment of $600 will be due on February 1.
Fourth payment of $600 will be due on March 1.

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