NECTFL
REVIEW

A Journal for K-16+ Foreign Language Educators

Northeast Conference
on the Teaching of Foreign Languages

Number 63   Fall/Winter 2008-2009

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CONFERENCE
on the Teaching of Foreign Languages

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From the Executive Director

Dear Colleagues,

With the election of Barack Obama and the current economic crisis, our world has changed radically since the publication of the last issue of the NECTFL Review. The current issue has provided me with many opportunities to look back over the past decades and to contemplate what the next ones will bring.

Writing the three tributes in the *In Memoriam* section brought me face to face with a sense of loss that is nearly overwhelming, but also with my first year as executive director in 1995 and with the approaching milestone of the end of the first decade of the 21st century. What shall we make, as a profession, of this historic moment in our lives? What did those giants we've lost in the past few years hope to see us accomplish?

On a less emotional level, the Edwards, Lenker and Kahn piece on national language policies provides an historical overview, a rich picture of the current context, insightful thinking about future directions and a veritable tool-kit of citations, links and other resources to guide us as our own policy-making efforts unfold alongside those of a new president.

The two articles we publish here are admirable responses to challenges we face in our departments and in our classrooms. Godev demonstrates how it is possible to maintain rigorous standards and keep students engaged while dealing with concrete realities as understood by university administrators. Sanatullov takes an accepted practice — the use of songs in language teaching — and elaborates it to take full advantage of both new technologies available to educators and new learner audiences who resonate to the sounds of an increasingly diverse musical universe. Both authors thus remind us of the need to make the most of the possibilities and the constraints that await us in years to come.

Our reviews section is, as always, dizzying in its breadth: from "To Be a Roman" to "Modern Mandarin Chinese Grammar," from "Internet-Mediated Intercultural Foreign Language Education" to "Mise en scène: cinéma et lecture," from "Prego!" to "¡Qué Tal!" to "Mais Oui!" Enjoy!

Finally, this journal will be posted electronically on our website at www.nectfl.org. There, you will also find full information on the upcoming conference, April 16-18 at the Marriott Marquis Hotel on Broadway in New York City. There is simply no other professional development experience quite like it for world language educators at all levels of instruction — it is large enough to provide for the needs of classicists, community college faculty, immersion teachers, department heads who teach French or Spanish, Russian professors in liberal arts colleges, teacher educators at major public universities, Italian program directors, German middle school instructors, government language teachers, and on and on. Yet it is intimate enough that you know you'll see colleagues and friends, you'll be able to get to every booth in the exhibit hall, and there will be room for you in sessions and social events. I strongly encourage you to attend and hope to see you there!

Cordially,

Rebecca R. Kline
Executive Director

NATIONAL LANGUAGE POLICIES: PRAGMATISM, PROCESS, AND PRODUCTS

Joint National Committee for Languages
National Council for Languages and International Studies

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SUMMARY: The following article with its accompanying overview and bibliography provide a comprehensive examination of major national language policies in the United States since 1979. The **article** discusses the policy process at the federal level and provides information about significant policies created since the 1979 President's Commission on Foreign Languages and International Studies (PCFLIS). The **overview** briefly discusses specific important policies, programs, legislation, studies, and conferences/meetings of note regarding foreign languages since World War II. The **bibliography** inventories articles, books, hearings, legislative report language, studies, and proceedings dealing primarily with language policies and policy studies rather than academic or scholarly materials. The article, overview, and bibliography are attempts to provide background and understanding for those who would address and change current policies or attempt to develop new policies. It is hoped that these materials will help to set the stage and provide valuable information and insight for the discussion, planning, development, and implementation of future policies for our nation, our citizens, and our students.

National Language Policies

Recently there has been renewed discussion of national, federal and/or United States language policy/policies. As in previous surfacings, this discussion has been sometimes intense, sometimes insightful, sometimes naïve, and sometimes uninformed. Discussion of language policy in this country dates back to the founding fathers' consideration and rejection of the idea of actually having an official national language. Through both World Wars, and the Cold War, language policies were a topic of serious deliberation.

President's Commission on Foreign Languages and International Studies

Current discussions of language policies actually date from November 1979, with the publication of *Strength through Wisdom*, the Report of the President's Commission on Foreign Languages and International Studies (PCFLIS). The Commission, appointed by President Jimmy Carter, included a number of federal policy makers such as Senator Mark Hatfield (R-OR), Representative (later Senator) Paul Simon (D-IL), Representative (later Chairman of the House Budget Committee) Leon Panetta (D-CA), and Representative (later Ambassador) Millicent Fenwick (R-NJ). The single most telling conclusion of the Commission's report was that the state of foreign languages and international studies in the United States was "scandalous." PCFLIS offered numerous recommendations for rectifying the problem.

One of the Commission's major recommendations was the creation of a "Washington presence." One year after the Report, in 1980, that presence was the Joint National Committee for Languages (JNCL), an educational association originally comprised of eight member organizations. JNCL was joined a year later by a sister association for advocacy that became the National Council for Languages and International Studies (NCLIS). For more than a quarter of a century, JNCL/NCLIS has been active and influential in the discussion, creation, and implementation of national/federal language policies and legislation.

Some years after the President's Commission Report, at the request of Senator Paul Simon (one of the Commissioners), JNCL/NCLIS staff researched the status of the remaining PCFLIS recommendations and then met with him to discuss their findings. Some had been accomplished, more had not been achieved, and even more were either no longer appropriate or had been addressed in a different fashion.

In its very first year of existence, JNCL became quite involved in the 1980 reauthorization of the Higher Education Act (HEA), which preserved provisions of the highly-regarded National Defense Education Act (NDEA) by incorporating these provisions into part of Title VI of HEA. Working with Senators Robert Stafford (R-VT) and Claiborne Pell (D-RI), JNCL/NCLIS was able to assist in the creation of a new Part B of Title VI providing grants for Business and International Education.

Within a year of their creation, JNCL and its sister advocacy organization, NCLIS, undertook the first of eight annual consecutive budget battles to prevent the Reagan Administration from eliminating funding for Title VI entirely. Despite eight House and Senate attempts to eliminate and/or rescind Title VI during this Administration, JNCL/NCLIS, working with appropriations staff, testifying orally and in writing in hearings, seeking champions in Members of Congress, finding allies within the Administration, and through constituent calls and letters, played a major role in increasing funding for these programs by approximately $10 million during this period. At the same time, in an Administration quite unfavorable to languages and international education, funding for the State Department's Education and Cultural Affairs was nearly tripled. In a policy context, were JNCL's efforts policymaking, policy implementation, preservation of policy, or all three?

Language Policy in the 1980s

Often the times and the context contribute to the creation of policy and determine how policy is shaped. As to the discussion and implementation of policy, the launching of Sputnik certainly contributed to many meetings and hearings which led to the creation of NDEA in a remarkably short period of time. The 1980 reauthorization of HEA literally followed close upon the heels of PCFLIS with its many hearings and deliberations. Another example is that many policy makers in the 1980s, including key members of Congress, subscribed to the theme that "Toyota is the Sputnik of the eighties." Business and international economic competitiveness was of national importance. JNCL/NCLIS, the American Council on Education (ACE) and, later, the American Assembly of Collegiate Schools of Business Education (AACSBE) collaborated with Senator Christopher Dodd (D-CT) and other Members of

Congress over two years in an ultimately successful effort to amend Title VI of HEA to create the Centers for International Business Education (CIBER).

During this decade, discussions within the language community at numerous conferences and meetings, deliberations by the JNCL/NCLIS Board of Directors and at our annual Delegate Assembly and Legislative Forum, and the publication of a series of papers entitled "New Directions in Foreign Languages" by an Ad Hoc JNCL Policy Committee, resulted in the identification of a number of areas where the creation of national language policies would be valuable. Two of these concerns were foreign language proficiency and early foreign language study. Working very closely with Senators Pell, Stafford and Dodd, and with the Chairman of the House Education Committee, William Ford (D-MI), JNCL and its advocacy arm were able to create new National Foreign Language Resource Centers (NFLRC) in Title VI and to include references to achieving language competence throughout HEA, despite strong opposition from some of the area studies community. In fact, a compromise resulted in the substitution of the term "language competence" for "language proficiency." Moreover, this debate and change in legislative policy laid the groundwork for and contributed to subsequent deliberations by the entire language community about what constitutes proficiency and how to measure/test it.

As to the issue of when to begin the study of another language, the discussion was within the language community: disagreements were sometimes quite strong, and the debate rigorous. It was not just a discussion of when to begin, but also of how to teach languages, what works best, what alternatives are available, how are languages learned, and much more. All of these factors had to be taken into consideration as JNCL/NCLIS worked with Senators Christopher Dodd and Paul Simon and Representative Leon Panetta, to create the Foreign Language Assistance Act (FLAA) and have it included as an amendment to the Elementary and Secondary Education Act (ESEA) in 1988. It was necessary to establish at least general agreement and relative commitment and cooperation within the community in order to proceed legislatively. As a consequence, the initial Foreign Language Assistance Program (FLAP) was quite flexible and, in a general context, allowed applicants to determine the parameters of the issues raised above. Programs had to be new and innovative, within K-12, and were awarded primarily to local educational agencies (LEAs), but with state educational agencies (SEAs) eligible as well. There was now, at long last, a policy generally acceptable to many language professionals. Two more years of very difficult advocacy were required before languages would receive funding for that policy.

Appropriations for FLAP (a policy in its own right) have varied over the years from $10 million originally to $5 million through the nineties with increases since 1998 to over $25 million at present, thanks to the efforts of Senators Thad Cochran (R-MS) and Arlen Specter (R-PA), working with JNCL/NCLIS to enlarge the program. The George W. Bush Administration requested the program's elimination each year until 2007, when it was incorporated into the President's National Security Initiative (NSLI). The program has been further shaped and refined, partially by the language professionals who have been awarded FLAP grants, through two subsequent reauthorizations of ESEA (the last being No Child Left Behind in 2001). Additionally, political realities and the views of policy makers have played a role, as is the case in most seri-

ous legislation. In one reauthorization, a provision rewarding strong existing programs was included by a Member of Congress seeking to recognize his district. Most recently, "critical languages" have benefitted greatly from the Department of Education's regulations and interpretation of those regulations. During this same timeframe, a variety of other policies which included foreign languages in broader education programs, such as the Education for Economic Security Act (EESA) were also enacted, existed, and were funded for a limited time.

Language Policy in the 1990s

It should come as no surprise that a major factor in determining national/federal language policies has been national security/national defense. In 1991, after Operation Desert Storm, the Chairman of the Senate Intelligence Committee, Senator David Boren (D-OK), held a series of hearings on actions, competence, logistics, communication, and the overall conduct of the operation. Shortly thereafter, Senator Boren's staff and, later, Committee staff contacted JNCL/NCLIS, ACE, and the Liaison Group for International Educational Exchange to talk about creating legislation to address some of the problems in these areas revealed by Desert Storm. Months of discussions, negotiations and compromise produced the National Security Education Act (NSEA). Needless to say, the National Security Education Program (NSEP) created by this law was not without some controversy because it was funded by intelligence and housed in the Department of Defense (DoD). Despite a number of political ups and downs, NSEP functioned effectively, offering fellowships, scholarships and institutional grants, right up until the abrupt emergence of an unprecedented national security concern. With the terrorist attacks of September 11, 2001, NSEP's responsibilities were actually increased to include language flagship programs and the development of a national language service corps.

Before turning to the latest policies and policy proposals spawned by 9/11, it is necessary to note another set of national concerns that produced a different category of language policies. *A Nation at Risk* had been written in 1983, and the 1989 National Education Summit at Charlottesville, convened by President George H. W. Bush and attended by education leaders, Members of Congress, and governors, produced a new consideration in determining the federal role in education. On the one hand, the Reagan and conservative position contended that there should be no, or only a limited, national role in education as exemplified by attempts to eliminate the U.S. Department of Education. On the other is the traditional view that the federal government's role in education is to ensure equality and opportunity, as demonstrated by the GI Bill, the Elementary and Secondary Education of 1964, and the Higher Education Act of 1965.

What the National Education Summit established was the concept that while the federal responsibility for equality and opportunity remains paramount, the national government also has a responsibility for quality — excellence in education, later demonstrated by the move towards disciplinary standards, by President Clinton's Goals 2000: Educate America Act, and even by President Bush's No Child Left Behind Act. In the standards and goals, languages were included and treated as an important educational concern largely because JNCL and its members were able to provide a

forum for discussion and consensus building, and because NCLIS provided policy proposals to include foreign languages in Goal 3 of Goals 2000, Public Law 103-227 in March of 1994. In fact, JNCL/NCLIS worked very hard to ensure that foreign languages were fourth on the list of content subject areas. With this development, the language community gained the momentum necessary to seriously address policies for national foreign language standards and proficiency.

In the final years of the Clinton Administration, and with a federal government bitterly divided by partisan politics, educational excellence was relegated to the national back burner where education usually resided. Attacks on the Department of Education were renewed, new attacks were launched against the National Endowment for the Humanities (NEH), and the neoconservatives began to question the value and objectivity of Title VI. Attempts to reduce or eliminate programs such as NEH, NSEP, Title VI, FLAP, and other small programs that included, but were not exclusive to, foreign languages became regular, ongoing battles.

Nevertheless, the Clinton Administration and Congress did reauthorize the Higher Education Act in 1998, adding provisions to Title VI to promote technological innovation and cooperation, include more internships, and encourage outreach. Given the national politics of this period, legislative policy proposals, even for moderate change, had to be modest in order to achieve any improvement whatsoever. However, as the nation began a new century, the federal government was able to establish a number of administrative policies that benefited foreign languages and international education. In early 2000, the President put forth an Executive Memorandum ordering all federal agencies to determine and take steps to address their needs for foreign languages and international education. Following this memorandum, the Departments of Education and State began to hold meetings and discuss internal changes to improve the nation's knowledge of languages and global competence. In November, President Clinton announced the nation's first International Education Week. Secretary of State Madeline Albright and Secretary of Education Richard Riley held receptions, gave speeches, and availed themselves of their respective "bully pulpits" to preach the gospel of languages and international understanding. Then, as happens with some regularity, the administration changed, and thus so did national policies and priorities.

The Impact of 9/11 on Language Policy

Before turning to the policy initiatives that follow the terrorist attacks of September 11, 2001, we should note that policies to address the very language shortcoming 9/11 would dramatically demonstrate were already being discussed and considered. Over a year prior to the terrorist attacks in the Fall of 2001 and at the urging of JNCL/NCLIS, the House/Senate International Education Study Group chaired by Senators Thad Cochran (R-MS) and Christopher Dodd (D-CT) requested that the General Accounting Office (GAO) undertake a thorough study of the federal government's language needs and capabilities. This report, "Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency," was finally released in January of 2002. The report concluded, as had been expected, that the agencies studied by GAO all had major language "shortfalls." On September 14 and 19, 2000, a

year before 9/11, Senator Thad Cochran, Chairman of the Senate Subcommittee on International Security, Proliferation, and Federal Services, with the assistance of JNCL/NCLIS, held two sets of hearings on "The State of Foreign Language Capabilities in National Security and the Federal Government." In the first set of hearings, witnesses from Defense, Intelligence, State, and the FBI testified about the nature of the federal government's language "crises." At the September 19 hearings, Secretary of Education Richard W. Riley began by addressing the nation's need for "biliteracy" and discussing the Education Department's efforts to improve language education. The Secretary's remarks were followed by a panel discussion among Dr. Robert O. Slater, Director, NSEP; Dr. Dan E. Davidson, President, the American Councils and on behalf of JNCL; Martha G. Abbott, Foreign Language Coordinator, Fairfax County, Virginia; and Dr. Frances McLean Coleman, Einstein Fellow and teacher, Choctaw County, Mississippi.

While the testimonies pointed to teacher shortages and difficulties in articulation, all agreed that the capacity to teach languages existed, but that resources were seriously lacking. Thus began a range of discussions regarding languages in the U.S., but no serious policy proposals were forthcoming. The lack of immediate action is not surprising, given that normally the policy process in the United States is slow and incremental. The GAO report and the Senate hearings might have begun a period of deliberation that in the future would produce recommendations, amendments, and possibly even new legislation. However, every now and again, a major event occurs and serves to jump-start the policy process. The terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001, constituted such an event.

With the tragedy of 9/11 (which many think might have turned out differently had it not been for the enormous backlog of unaddressed intelligence materials, inadequately-trained personnel, and political indifference) there emerged a number of ongoing conversations on how to prevent subsequent attacks and what the United States must do to prepare itself internationally for the 21st century. At the forefront of many of the discussions concerning national security were needs for language proficiency and international understanding. Although the term "critical languages" quickly became a catch phrase to encompass a limited list of languages deemed critical to national security at the time, it also allowed languages to become a major issue in 21st century preparedness and competitiveness by ensuring the study of foreign languages a place in numerous pieces of math, science, and technology legislation, including the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (America COMPETES) passed in 2007. Government leaders once again remembered the importance of language and culture study for purposes reaching far wider than pure academic enrichment, which resulted in increased interest, conferences, initiatives, and policy developments over the next eight years that would create a new shape for the field of language professionals.

Much of this legislation in reaction to an increasingly volatile world, such as the Homeland Security Act introduced by Senator Richard Durbin (D-IL) in 2001 and the introduction by Representative Rush Holt (D-NJ) of the National Language Flagship Initiative, which established Flagship K-12 and higher education language instruction partnerships, came under the auspices of national defense/security. Thus, the

Department of Defense became a much more active player in considering and addressing language and international education in the United States. JNCL/NCLIS, in concert with the member organizations, has continued to work closely with Members of Congress to produce and refine such legislation and with NSEP, DoD, the Intelligence Community (IC), and Homeland Security in creating, implementing, and promoting such programs.

National defense legislation and policy initiatives promoting languages did not suddenly become short-term "hot button" issues just after 9/11, but have been persistently edging into legislation and education objectives in a variety of areas since then, such as the Department of Education's FY 2004 Plan, the International Studies in Higher Education Act of 2003, the National Security Language Act, and the International and Foreign Language Studies Act of 2004, among others. The FY 2004 Appropriations bill included a provision to establish the Abraham Lincoln Study Abroad Fellowship Act, the outcome of a recommendation from the Lincoln Commission Report to increase and diversify the group of American students who have the opportunity to study abroad. This has since become the Senator Paul Simon Study Abroad Foundation Act.

In 2004, the National Language Conference, where language specialists, business leaders, academics, and state and federal personnel and legislators came together to collaborate and discuss the nation's language needs and strategies to realistically address diplomatic, security, economic and education shortfalls, was held at the University of Maryland. As a result of this conference, the Department of Defense created its Language Transformation Roadmap (2005), strategizing and organizing ways to increase foreign language competencies within DoD in the coming years.

Language Policy 2005–Present

To continue the very important discussions taking place at such conferences as the National Language Conference, the American Council on the Teaching of Foreign Languages (ACTFL) held a National Policy Summit in January of 2005 entitled "An American Plan for Action," where government and business leaders, language experts, and academics would once more engage in setting priorities for language and international education in the United States, this time at the University of North Carolina Chapel Hill. One of the major victories of this summit was the creation and implementation of the NSEP Chinese K-16 Pipeline Flagship, a model for sequenced, articulated Chinese study beginning in elementary school and continuing through undergraduate study. This model/pilot has since been replicated in two other instances in Chinese and Arabic. Following closely on the heels of the National Language Conference and the National Policy Summit, both houses of Congress approved resolutions making 2005 the "Year of Foreign Language Study." In the Spring of that year, at the annual JNCL/NCLIS Legislative Day, Senator Daniel Akaka (D-HI) announced the introduction of a bill that called for a "National Coordination Council" for foreign languages to consider present and future national language policies and to allow the numerous pertinent government agencies to share information about language capabilities, resources, and needs with one another. While this legislation became somewhat controversial, it spawned the important idea of establishing a position for a federal representative who

would be responsible for the government's foreign language and international education programs and needs. This idea would later emerge in the form of deliberations about a Deputy Assistant/Assistant Secretary of International and Foreign Language Education in the Office of Postsecondary Education.

In January 2006, five years after the terrorist attacks on the World Trade Center and the Pentagon, President George W. Bush and Secretary of State Condoleezza Rice announced the National Security Language Initiative (NSLI) at a meeting at the State Department for the U.S. University Presidents Summit on International Education. According to the President and Secretary of State, NSLI would create and expand our nation's critical language and study abroad programs with the intention of developing more proficient speakers of languages important to national security. NSLI is a coordinated effort among four federal agencies (Department of Defense, Department of Education, Department of State, and Office of the Director of National Intelligence) for which President Bush allotted $114 million dollars (primarily existing funds) to address and implement critical language and culture study.

Soon after the NSLI announcement, the very prestigious Committee for Economic Development (CED) released a report entitled "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security," which emphasized beginning language study early and using international content across the school curriculum in the U.S. to maintain and strengthen economic competitiveness.

The year following the NSLI announcement and the release of the CED report proved to be a year of planning and preparation to implement the new programs and act on suggested strategies. During 2007 and the early months of 2008, JNCL/NCLIS saw and acted upon increased opportunities to include foreign languages in legislation, to increase funding for language programs such as FLAP, and to boost federal representation and support on behalf of the field. Senators Daniel Akaka (D-HI) and George Voinovich (R-OH) started the year with a hearing entitled "Lost in Translation: A Review of the Federal Government's Efforts to Develop a Foreign Language Strategy," which sought to gather and officially record input from the language field on the need for and importance of foreign language education in the United States. At the same time, but extending over several months, the National Research Council of the National Academies released its report, "International Education and Foreign Languages: Keys to Securing America's Future," which was requested by Congress for review and evaluation of the effectiveness of Title VI and Fulbright-Hays programs to better inform the reauthorization of HEA in 2008.

In May 2006, Representative Rush Holt introduced his Foreign Language Education Partnership Program Act, which would establish a competitive grant program for partnerships between LEAs and IHEs in articulated, sequenced foreign language study from kindergarten through the university level. JNCL/NCLIS and the Coalition for International Education (CIE) worked closely with Representative Holt's staff in writing this bill by ensuring constant contact, input, and reaction from the language profession and will continue to work diligently to garner support on its behalf. While the bill did not become law during the 110th session of Congress, JNCL/NCLIS is strongly encouraging its amendment in the next Congress' reauthorization of ESEA

(NCLB). Bills affecting language education that were successfully passed in Congress and signed by the President in the 110th Congress include America COMPETES, which expands AP and IB programs, includes scholarship programs for language majors who become teachers and a critical foreign language partnership program suggested by NSLI, and the College Cost Reduction and Access Act, which provides loan forgiveness for students pursuing teaching careers in "high need areas," including foreign languages.

In the final days of the 110th Congress, both Houses passed and the President, without any ceremony, signed, the long overdue reauthorization of HEA. Working with two Administrations, four Congressional Committee Chairs, and a variety of Members of Congress and staff from 1998 to 2008, JNCL/NCLIS worked from one legislative extreme (defeating provisions to create a highly intrusive International Education Advisory Council) to the other (defining "Critical Languages" in such a broad and comprehensive fashion as to allow a great deal of flexibility regarding which languages are studied and receive priority). Attempts to create an office of Assistant Secretary of International and Foreign Language Education resulted in the compromise development of a Deputy Assistant Secretary, which may open the door for future considerations. Some other significant accomplishments in the new version of HEA include foreign languages in the adjunct teacher corps, loan forgiveness for teaching in "high-needs areas," and the definition of foreign languages as an "area of national need." Within Title VI, most of the fine-tuning and improvements — such as increased outreach, more study abroad, and undergraduate involvement — recommended by the community when reauthorization was first addressed in late 2002 and early 2003, were accomplished in the end.

Conclusion

JNCL/NCLIS began its advocacy efforts in 1980 with the reauthorization of the Higher Education Act that incorporated NDEA into Title VI of one of the nation's most significant educational undertakings. JNCL/NCLIS has now reached the end of the fifth endeavor to accomplish HEA approval. This latest, largely successful series of amendments supporting languages in higher education is a perfect example of the ebb and flow of policymaking. Policy's incremental nature, as previously mentioned, is a result of the processes by which government and legislation function, with both positive and negative aspects. Policymaking and implementation require focus, diligence, and patience as ideas evolve into legislation, regulations, executive orders, and/or decisions, and then maintenance of these efforts as support is gained, reinforced, and continued. JNCL/NCLIS has existed for almost 30 years — created from the recommendation of a presidential commission, based on the belief that what we do is important, and committed to the effort to compete for the attention of policymakers and the public. These organizations, since their inception in 1980, have achieved numerous and significant accomplishments, through steps both small and large, for languages thanks to perseverance, understanding of policy and the process, and the support of their constituencies. The policy process is complex and complicated. None of the accomplishments mentioned here, such as the continuance of NDEA, the survival of funding for Title VI, the creation of the CIBERs or the NFLRCs, FLAP, NSEP,

NSLI, or the new Foreign Language Partnerships, have come to pass in exactly the same fashion. Each has been unique to its place in the policy process and is the result of numerous factors, such as need, knowledge, advocacy, leadership, involvement, commitment, inclusiveness and trust.

Some of the current discussions of language policies seem to be ignoring the lessons of previous policies by focusing on policy as an end rather than as a process, as singular rather than plural, as individual rather than consensual, and as academic rather than applied. A few of these approaches face or even create the real danger of being highly shortsighted and thus risk excluding a number of variables vital to the process, such as commitment, inclusiveness and trust. Distrust and disdain for policy, the process, and the other players is a guarantee of failure, or certainly of no more than limited success. Many of our policy and legislative successes have been the result of cooperation and respect for one another as academics, practitioners, and policy-makers and the willingness to work with one another within the policy process. With new and daunting challenges of the 21st century, continued cooperation and communication will be essential to future language policy efforts.

AN OVERVIEW OF MAJOR NATIONAL LANGUAGE STUDIES, PROGRAMS, LEGISLATION, AND OTHER ACTIVITIES SINCE WORLD WAR II

1946: Fulbright-Hays Act

In 1945, Sen. J. William Fulbright (D-AR) introduced a bill to Congress that called for the use of surplus war property to fund the "promotion of international good will through the exchange of students in the fields of education, culture, and science" (Fulbright, 1945 ¶ 1). On August 1, 1946, President Harry Truman signed the Fulbright-Hays Act (P.L. 584) during the 79th Congress to create the Fulbright Program. It originally allocated funds for job exchanges between educators from other countries during peacetime "to increase mutual understanding between the peoples of the United States and other countries, through the exchange of persons, knowledge, and skills" (National Security Education Program, n.d.). The Fulbright program now supports cultural exchange programs not just for scholars, but also for professionals and youth.

This program became the U.S. government's flagship international exchange program. It currently operates in 140 countries and has sponsored more than 210,000 U.S. and foreign grantees. The Fulbright program, managed through the Institute of International Education, is mostly funded through the Department of State (National Security Education Program, n.d.).

The Fulbright-Hays programs, not to be confused with the above-mentioned Fulbright programs, are largely funded through the Department of Education and were added in the 1961 version of the Fulbright-Hays Act.

1948: United States Information and Cultural Exchange Act (Smith-Mundt Act) P.L. 80-402

The United States Information and Cultural Exchange Act (Smith-Mundt Act) established the programming mandate that still serves as the charter for U.S. over-

seas information and established the framework for cultural and educational exchange programs. It also supported Voice of America, a U.S. organization that has broadcast news and information in numerous languages around the world since 1942, under the auspices of the Office of International Information at the Department of State (Fulbright-Hays Act, n.d.).

President Harry S. Truman signed this act into law on January 27, 1948.

Overlapping policies: It was updated and expanded in 1961 to be incorporated into Section 102(b)(6), commonly known as Fulbright-Hays, in the 1961 Mutual Educational and Cultural Exchange Act.

1954: Revision of the Convention for the Promotion of Inter-American Cultural Relations

The basic tenets of the Convention for the Promotion of Inter-American Cultural Relations of 1936 remained the same. These included the exchange of professors, teachers, and students among American countries as well as encouraging "closer relationships among the unofficial agencies that exert an influence on the formation of public opinion" (A-48 Convention for the Promotion of Inter-American Cultural Relations, 1954 ¶ 2). However, the 1954 revisions involved an amendment to develop a fellowship plan that each member government would provide to graduate students, teachers, and other qualified applicants to attend a higher learning institution designated by the country awarding the fellowship. This is one of the first embodiments of modern study abroad programs.

Each fellowship included tuition, textbooks, working materials, and a monthly allowance for lodging, subsistence, and other necessary additional expenses for the length of the academic year. The revisions were signed at the Tenth Inter-American Conference, held in Caracas, Venezuela March 1-28, 1954. Members consisted of 35 countries from all over the Americas (A-48 Convention for the Promotion of Inter-American Cultural Relations, 1954).

Overlapping policies: Registered with the United Nations on March 20, 1989 (No. 24379).

1957: The Soviet Union launches Sputnik I

Until Sputnik was launched, schooling in substantive disciplinary subject area had been a matter of state and local discretion, with virtually no federal involvement. This perceived threat from the Soviet Union provided impetus for the legislation on international education and foreign languages that became the National Defense Education Act (NDEA) in the following year (1958). The NDEA originally focused on relatively narrow goals in direct response to the Soviet Union's accomplishments and the spread of communism.

1958: National Defense Education Act (P.L. 85-864) and Title VI

The National Defense Education Act (NDEA) passed Congress in August of 1958 "to correct critical areas of shortage and neglect, which now carry highest priority in the national interest," according to House Committee on Education and Labor, Report No. 2157, and thus meet and protect national security needs, especially in light

of threats from the Soviet Union. "In passing NDEA, Congress recognized that the defense and security of the nation were inseparably bound with education" (Scarfo, R.D., p. 23). President Eisenhower signed it September 2 of the same year. The main areas of concern include science, math, and modern foreign languages.

Title VI of the NDEA provided funding to educational institutions and individuals in support of international education and research; its original mission was more narrowly focused solely on language. Title VI was originally called "Language Development" and established the Centers and Research and Studies (Part A) and Language Institutes (Part B). The initial language focus of Part A was specifically the less commonly taught languages (LCTLs). Part A's "Centers and Research and Studies" contained the predecessors to the current National Resource Centers (NRCs), Foreign Language and Area Studies (FLAS) fellowships, and International Research Studies (IRS) programs. Part B of the act focused on any modern foreign language in elementary and secondary schools and provided support to train K-12 foreign language teachers (Scarfo, R.D., 1998).

Overlapping policies: Title VI programs were supplemented with an internationally-focused dimension from the 1961 Fulbright-Hays Act's Section 102 (b) (6). Title VI was reauthorized in 1976, 1980, 1986, and 1992 and was amended in 1988. It was incorporated into HEA in its 1980 reauthorization and has since been called "Foreign Language and International Education Programs".

1959: Center for Applied Linguistics (CAL) Founded

In the environment of increased interest in language issues fostered by NDEA, Dr. Charles H. Ferguson, a pioneer in applied linguistics, created the Center for Applied Linguistics. "CAL's original mandate was to improve the teaching of English around the world; encourage the teaching and learning of less commonly taught languages; contribute new knowledge to the field by conducting language research to resolve social and educational problems; and serve as a clearinghouse for information collection, analysis, and dissemination and as a coordinating agency to bring together scholars and practitioners involved in language-related issues."

CAL's current mission is to "improve communications through better undertaking of language and culture." For the last fifty years, CAL has played a leading role, nationally and internationally, in research on language acquisition, language use, practical language applications, and effective language education.

1961: Mutual Educational and Cultural Exchange (Fulbright-Hays) Act (P.L. 402)

The Mutual Educational and Cultural Exchange (Fulbright-Hays) Act, which expanded and incorporated both the Fulbright-Hays Act of 1946 and Smith-Mundt Act of 1948, added Section 102(b)(6), commonly known as Fulbright-Hays on January 27, 1948. This section supplemented the Title VI programs mentioned above and establishes "academic, professional, youth, and cultural exchange programs" which awarded grants to U.S. and non-U.S. citizens to study overseas and in the U.S., respectively (Committee for Economic Development, 2006 p. 31). Some of these were Fulbright-Hays programs and some were Fulbright programs. The Fulbright-Hays programs are

funded and administered through the Department of Education, whereas the Fulbright Program is funded through the Department of State (O'Connell & Norwood, 2007).

There are currently nine Title VI programs and four Fulbright-Hays programs.

1962: Executive Order assigning Section 102(b)(6) of Fulbright-Hays Act to U.S. Department of Health, Education and Welfare

President John F. Kennedy issued the Executive Order assigning Section 102(b)(6) of the Fulbright-Hays Act to the U.S. Department of Health, Education and Welfare. The new assignment enabled the support of the following initiatives over time: Doctoral Dissertation Research Abroad, Faculty Research Abroad, Group Projects Abroad, Foreign Curriculum Consultants (FCC), and the Seminars Abroad program that was added in the 1960s. (Committee for Economic Development, 2006).

1965: Higher Education Act of 1965 (P.L. 89-329)

The main goal of the Higher Education Act of 1965 (HEA), according to the text of the legislation, was "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education" (McCants, J., 2003). It was part of President Lyndon B. Johnson's Great Society domestic agenda and mentions the importance of the necessity of language expertise in the U.S. It establishes a National Teacher Corps, creates scholarships, offers low-interest student loans, and gives money to universities. Title VI of NDEA was incorporated into the HEA during its 1980 reauthorization. It was signed in law on November 8, 1965

Overlapping policies: HEA of 1965 was reauthorized in 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008.

1965: Elementary and Secondary Education Act (P.L. 89-10)

The Elementary and Secondary Education Act of 1965 (ESEA), enacted April 11, 1965, was also part of President Lyndon Johnson's Great Society agenda. It provided federal funding through a partnership among federal, state, and local governments to target the most needy students and schools. The titles of the Act included financial assistance to LEAs in areas affected by federal activity and for the education of children of low-income families, supplementary educational centers and services, educational research and training, grants to strengthen departments of education, and general provisions (Ohio Education Association, 2007).

Overlapping policies: It has been reauthorized eight times, including the 1994 Improving America's Schools Act and the 2001 No Child Left Behind Act.

1966: International Education Act

President Lyndon B. Johnson signed into law the International Education Act, which authorized a broader federal role in international education. This aimed at expanding groups affected by federal support beyond the training of specialists to include generalists at the undergraduate level. Unfortunately, though enacted, no funds were ever appropriated for it (Committee for Economic Development, 2006).

Overlapping policies: Some of its provisions were included in Title VI in later reauthorizations.

1967: American Council on the Teaching of Foreign Languages is created

The American Council on the Teaching of Foreign Languages (ACTFL) was founded on September 1, 1967, born out of the Modern Language Association (MLA) to become a national organization for language teachers focused on the pedagogy of language, separate from literary criticism. Many members joined ACTFL in its early days to increase outreach, pedagogical research, and fund-raising in addition to membership in their local, regional, and multilingual organizations. Today, ACTFL's membership includes teachers of a diverse list of languages and all levels of education that seek to improve and expand foreign language education across the nation.

1968: Bilingual Education Act

Proposed by: Sen. Ralph Yarborough (D-TX)

Federal funding for the Bilingual Education Act of 1968 provided school districts with resources for educational programs, teacher training, development materials and parent involvement programs for multiple languages. It encouraged instruction in English and multicultural programs in the wake of the Civil Rights movement (Tollefson, p. 60).

The Bilingual Education Act began with a bill introduced in 1967 by Texas Sen. Ralph Yarborough and was the first U.S. legislation regarding minority language speakers. It was aimed toward addressing the needs of students limited in their English language proficiency in an attempt to provide minority language speakers with an education equal to that of their English-proficient peers (Cromwell, S., 1998). In the language of the federal law: "Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (Cromwell, S., 1998). Originally intended for Spanish-speaking students, this bill became part of the Bilingual Education Act (also known as Title VII of the Elementary and Secondary Education Act).

Overlapping policies: This title was revised in 2001 as the English Language Acquisition Act included in No Child Left Behind.

1969: "An Examination of Objectives, Needs, and Priorities in International Education in United States Secondary Schools"

This report, commissioned by the Office of Education and written by James Baker and Lee Anderson, examined the objectives, needs, and priorities in international education in U.S. secondary schools. It did not result in increased federal support for international education (Committee for Economic Development, 2006).

1972: Indian Education Act (Title IV of P.L. 92-318, Educational Amendments of 1972)

The Indian Education Act of 1972 (IEA), first introduced on February 25, 1971, marking a turning point in native language education in the U.S. With it came the "first federal program to support the preparation of indigenous teachers and the development of Native language teaching materials" (Tollefson, p. 292). This program was sup-

ported with more annual federal funding assistance than had ever been appropriated for Indian education programs. The IEA created new educational opportunities for Native American children and elders in the community. The passing of this legislation also brought issues of Indian education to the national level, many of which had previously been neglected.

1974: Lau vs. Nichols (414 U.S. 563)

Argued: December 10, 1973
Decided: January 21, 1974

A class action suit brought by non-English speaking Chinese students against officials in charge of the San Francisco Unified School District led to one of the first decisions to mandate basic English instruction to minority ethnic groups.

This decision established that failing to provide English language instruction to the approximately 1,800 non-English speaking students of Chinese ancestry in the San Francisco school system denied them the opportunity to meaningfully participate in the public school system and, therefore, violated 601 of the Civil Rights Act of 1964 (Lau v. Nichols, 414 U.S. 563,1974).

Lower federal courts had ruled that the San Francisco school district was not obligated to provide special instruction for minority students who could not understand English; however, a unanimous Supreme Court disagreed and overturned that ruling, mandating that English language instruction to minority ethnic groups be standard. Justice William O. Douglas delivered the decision on January 21, 1974.

1975: Indian Self-Determination and Educational Assistance Act (P.L. 93-638)

Sponsored by: Sen. Henry M. Jackson (D-WA)

The Indian Self-Determination and Educational Assistance Act provided maximum Native American participation in education and formalized the process by which tribes and other indigenous communities could contract with the federal government for funding and the operation of social and educational services. It also allowed Indian nations the choice of contracting to run and lead Indian schools or start tribal schools (Lynch, 1990). "In conjunction with the 1968 Bilingual Education Act, this legislation laid the legal and financial framework for reconstituting indigenous schooling as bilingual/bicultural education" (Tollefson, p. 292).

1976: Joint National Committee for Languages begins to meet as a forum

The Joint National Committee for Languages (JNCL) began to meet as a forum comprised of eight associations (MLA, ACTFL, AATF, AATG, AATSP, ATSEEL, AATI, TESOL) to discuss language policy issues of importance to the profession. The JNCL office would not be created until 1980.

1979: President's Commission on Foreign Language and International Studies

Convened by: President Jimmy Carter

The President's Commission on Foreign Language and International Studies (PCFLIS), convened during President Jimmy Carter's administration, defined the problem of Americans' "scandalous" incompetence in foreign languages, among many other points, and concluded that "nothing less is at issue than the nation's security" (Committee for

Economic Development, 2006). Its report, *Strength through Wisdom*, was issued in 1979 after interviewing various representatives from business, government, education, and other nonprofit institutions. Some direct results of the commission included the establishment of the National Council on Foreign Languages and International Studies (NCFLIS) in New York, and the Joint National Committee for Languages (JNCL) in Washington, D.C. as national spokespersons for language and international studies.

1980: NDEA's language programs included within HEA as Title VI

In 1980, as part of the reauthorization of HEA, the language programs of NDEA were incorporated into the HEA as Title VI. This later became the group of programs combined with Fulbright-Hays 102(b)(6) commonly referred to as "Title IV" dedicated to foreign language and international education programs.

1980: Joint National Committee for Languages is created

The creation of the Joint National Committee for Languages (JNCL) was a direct result of President Carter's Commission of 1977-1979, where it became clear that support for global education was inadequate. Though it began in 1976 as a forum of eight associations to discuss language policy, it was in 1980 that JNCL was established as a formal educational association with an office in Washington, D.C. Over the years, JNCL grew to become an organization comprised of representatives from more than 65 organizations from throughout the language profession. JNCL is a 501(c)(3) non-profit organization and is affiliated with the National Council for Languages and International Studies (NCLIS), a 501(c)(4) not-for-profit professional association.

JNCL hosts an annual Legislative Day and Delegate Assembly in Washington, D.C. where language professionals can identify community needs and to chart new directions in language policy. The organization increases public awareness about language policy, works to enhance JNCL's Washington representation through coalition membership; produces alerts, reports, and articles for the profession, policymakers, and the media; and maintains a website.

1980: National Council on Foreign Language s and International Studies is created

Also as a result of the President's Commission on Foreign Language and International Education, the National Council on Foreign Language and International Studies (NCFLIS) was created. NCFLIS was a nonprofit organization that served to emphasize the importance of U.S. communication among other countries and was a collaborative effort of private foundations, businesses, and some government agencies. NCFLIS advocated on behalf of expanding foreign language and international education and worked to influence related public policy initiatives. (National Council on Foreign Languages and International Studies)

1981: National Council for Languages and International Studies is created (originally the Council for Languages and Other International Studies)

The creation of the National Council for Languages and International Studies (NCLIS) was one of the direct results of President Carter's Commission on Foreign Languages and International Studies. The organization's creation aimed at raising

awareness of policymakers about the importance of international education for the good of not only the language profession but also the nation as a whole.

NCLIS is registered as a 501(c)(4) lobbying organization to engage in public advocacy on behalf of languages and international education. It was originally called the Council for Languages and Other International Studies (CLOIS). Beginning with 12 national language associations, NCLIS is currently comprised of over 60 members and is affiliated with JNCL. Among other things, NCLIS tracks the federal budget and appropriations to maintain and augment funding for language and international education programs and works with Members of Congress, congressional staff, and the executive branch to translate its priorities for language and international education into national policies and programs. NCLIS also provides legislative updates and advocacy training for its members.

1983: "A Nation at Risk" report is released

The "A Nation at Risk" report, released by President Reagan's National Commission on Excellence in Education, surveyed various studies that pointed to academic underachievement in the U.S. in the context of national and international standards. It stated that "if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war" ("A Nation at Risk", p. 5). In response, the Commission made 38 recommendations, one of which included the stance that college-bound students should complete two years of foreign language study as part of five main elements of high school education (Committee for Economic Development, 2006).

1986: National Foreign Language Center is created

Proposed by: Richard Lambert, Ph.D., University of Pennsylvania

Discussions with a number of national foundations for creating and implementing the National Foreign Language Center (NFLC) began in the mid-1980s as a direct result of the attention to foreign language and international studies garnered by President Carter's 1979 Commission on Language and International Studies. In order to describe and emphasize the need for a national strategy to enhance language capacity in the U.S., Dr. Richard Lambert conducted a study entitled "Points of Leverage," published by the Social Science Research Council in 1986. The study focused specifically on the need for a national strategy to enhance language capacity in the U.S. NFLC was officially created in 1986 through a multimillion-dollar start-up grant from various charitable foundations (National Foreign Language Center, 2008).

The goal of the center was to formulate public policy to enable the language teaching systems in the U.S. to be more responsive to national needs. Over the years, NFLC conducted surveys concerning the evolving foreign language needs of the economic, diplomatic, and national security sectors of the U.S. and organized numerous discussion forums about the same subjects in a search for applicable solutions.

Overlapping Policies: In 1987, the NFLC's Institute of Advanced Studies was set up thanks to a grant from the Andrew W. Mellon Foundation to support scholars conducting empirical research with the potential for directly influencing teaching and learning of foreign languages.

1986: Title VI of HEA is reauthorized to include National Foreign Language Resource Centers

Language Resource Centers (LRC's) were established as section 603 of Title VI of HEA to improve the effectiveness of the teaching of foreign languages by providing grants to higher education institutions. These grants were intended to "support the development of new materials, the development and application of proficiency testing, the training of teachers in the administration and interpretation of proficiency tests, the use of effective teaching strategies and new technologies, the publication of instructional materials in less commonly taught languages, and the dissemination of research results, teaching materials, and the development of improved pedagogical strategies" (U.S. Department of Education, n.d. *International Education and Foreign Language Studies*).

1987: Coalition for the Advancement of Foreign Language and International Studies is created

The Coalition for the Advancement of Foreign Language and International Studies (CAFLIS) was established as a central point for discussions regarding the importance of internationalizing higher education. CAFLIS promoted a proposal to create a National Endowment or Foundation for Foreign Language and International Studies, which would work with public and private colleges and universities, associations, and school systems to increase international competence.

After more than a year of discussion, CAFLIS released three white papers dealing with the creation of a National Foundation, recommending greater involvement in language and international studies at the state and local level, and increased involvement and commitment by businesses and the private sector in improving the nation's language skills and economic competitiveness.

1988: Foreign Language Assistance Program enacted by Congress

Foreign Language Assistance Program (FLAP) three-year grants are awarded to state and local educational agencies (SEAs and LEAs) to "establish, improve, or expand innovative foreign language programs in elementary and secondary school students" (U.S. Department of Education, n.d., *Foreign Language Assistance Program (FLAP)*). These include foreign language instruction in elementary schools, immersion programs, curriculum development, professional development, and distance learning. FLAP is one of the largest federal sources of foreign language program funding in U.S. schools. The grants are funded on both the LEA and SEA levels. FLAP was enacted as part of Special Projects in ESEA.

1991: National Security Education Program established

Proposed by: Sen. David L. Boren (D-OK)

The National Security Education Program (NSEP) was established under the David L. Boren National Security Education Act of 1991 to provide undergraduate scholarships, graduate fellowships and institutional grants. The purpose of NSEP, as initially developed by Senator Boren, was to create a larger and more qualified pool of U.S. citizens with foreign language and international knowledge, skills, and experiences in

order to serve in areas critical to U.S. national security needs. Boren Scholars and Fellows, in exchange for the funding they receive to pursue foreign language and international studies abroad, are committed to seek work in the federal government at the end of their studies (National Security Education Program, NDU).

NSEP is currently comprised of three main parts:

1) The NSEP David L. Boren Scholarships for Study Abroad, created for undergraduate students to study abroad in regions critical to U.S. interests but typically underrepresented in study abroad programs;

2) the NSEP David L. Boren Fellowships, designed for graduate students to specialize in area study, language study, or increased language proficiency critical to U.S. national security interests; and

3) the Language Flagship program which offers Fellowships for advanced training in Arabic, Central Asian languages, Korean, Mandarin, Persian or Russian (National Security Education Program, IIE).

1992: Title VI of HEA is reauthorized

This HEA reauthorization created the American Overseas Research Centers, which support centers abroad to promote research and exchange in language and area studies. It also added the Institute for International Public Policy (IIPP), which became a section in Part C, that increased the number of underrepresented minorities in international careers.

1992: Foreign Language Incentive Program

Under the Foreign Language Incentive Program (FLIP), which was included as the second part of FLAP in 1992, the Secretary of Education awarded grants each fiscal year to public elementary schools as an incentive for programs leading to communicative competency in a foreign language. These programs were "comparable to a program that provides at least 45 minutes of instruction per day for not less than four days per week throughout an academic year" (U.S. Department of Education, n.d., *Elementary School Foreign Language Incentive Program*). Although FLIP was a part of FLAP in the early 1990's, it was not included the last time ESEA was reauthorized.

1994: U.S. Office of Educational Research and Improvement conducts study of U.S.-based corporations with more than 400,000 employees

This study found that U.S. corporations were beginning to place a higher value on second language proficiency and established that exposure to multiculturalism and diversity in the college environment is positive preparation for employment in the global workplace (Committee for Economic Development, 2006).

1994: Improving America's Schools Act of 1994 (P.L. 103-382)

Title I of the Improving America's Schools Act of 1994 was comprised of amendments to ESEA, which included help for disadvantaged children to meet high standards, improving basic programs operated by LEAs, start up of family literacy programs, education of migratory children, prevention and intervention programs for neglected, delinquent, or at risk of dropping out youth, among others.

Title VII established the Bilingual Education, Language Enhancement, and Language Acquisition Programs, which included money for bilingual education, FLAP and the Emergency Immigrant Education Program. It also included Title IX that outlines assistance for Indian, Native Hawaiian, and Alaska Native Education programs (Improving America's Schools Act, 1994).

1994: Goals 2000: Educate America Act (P.L. 103-227)

Sponsored by: Rep. Dale Kildee (D-MI)

The Goals 2000: Educate America Act, signed into law on March 31, 1994 by President Bill Clinton, set targets for students leaving 4th, 8th, and 12th grades, and included the desirability of competence in foreign languages, civics and government, economics, arts, history, and geography (Goals 2000: Educate America Act). Sections (v) and (vi) of Goal 3 of this act, "Student Achievement and Citizenship," stated that students competent in more than one language will increase and that students will be more knowledgeable about diversity in the U.S. and the world at large. A main goal was that "quality bilingual education programs enable children and youth to learn English and meet high academic standards including proficiency in more than one language" (Goals 2000: Educate America Act, Sec. 7102(a)(9)).

1996: Standards for Foreign Language Learning: Preparing for the 21st Century

"Standards for Foreign Language Learning: Preparing for the 21st Century" was a report, first published in 1996, that set out content standards in foreign language education. These standards were agreed upon during the meeting of a collaborative eleven-member task force, comprised of representatives of nine nationally recognized foreign language associations that span a variety of languages, levels of instruction, program models, and geographic regions. The task force was conducted with the help of a three-year grant from the U.S. Department of Education and the National Endowment for the Humanities (National Standards for Foreign Language Education, n.d.).

Five major standards were established (the "5 C's" as they are commonly called), which were then further subdivided into more detail. These include communication, cultures, connections, comparisons, and communities. The published document has been used by teachers, administrators, and curriculum developers at both state and local levels to improve foreign language education in the U.S.

1998: New Visions in Action

The New Visions in Action (NVA) process began in 1998 by the American Council on the Teaching of Foreign Languages (ACTFL) and the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University (Special Projects, ACTFL ¶ 2). The purpose of NVA was to identify and implement necessary actions that would effectively refurbish the language education system in order to achieve the goal of language proficiency for all students in the U.S. It conducted a survey of language professionals in order to determine whether there was consensus on criteria for curriculum, instructional strategies, assessment practices, professional development, recruitment and retention programs. In addition to the survey, NVA produced

a series of papers, progress reports, and set up task forces to address the aforementioned issues (New Visions in Action, n.d.).

1998 Amendments to Title VI of HEA (P.L. 105-244)

Proposed by: Rep. Howard McKeon (R-CA)

Amendments to Title VI of HEA were signed into P.L. 105-244 on October 7, 1998. One of the findings of Section 601, "International and Foreign Language Studies" of Title VI, stated: "The security, stability, and economic vitality of the United States in a complex global era depend upon American experts in and citizens knowledgeable about world regions, foreign languages, and international affairs, as well as upon a strong research base in these areas." Thus, the main goals of these amendments were to establish a trained pool of foreign language-proficient citizens, increase materials necessary for promoting foreign language competency, and to internationalize the study of undergraduate and post-graduate students (Higher Education Act Amendments, 1998)

Amendments in this authorization of Title VI of HEA included the establishment of Language Resource Centers, to "establish, strengthen, and operate" a few national language resource and training centers to improve the ability to effectively teach and learn foreign languages in the U.S. In addition, the National Language and Area Centers and Programs were authorized. In practice, this translated into grants for IHEs that provide extensive foreign language and international studies programs. The money could go to activities such as curriculum planning materials and bringing visiting faculty, maintaining library collections, outreach grants and summer institutes, and graduate fellowships. It also provided money for undergraduate international studies and foreign language programs (Higher Education Act Amendments, 1998).

Another part of this reauthorization was the inclusion of the Technological Innovation and Cooperation for Foreign Information Access Program to promote original uses of technology to collect and distribute information from foreign sources.

April 2000: Executive Memorandum in Support of International Education

On April 19, 2000, President William J. Clinton issued an Executive Memorandum, which encouraged the support of international education, study abroad, teacher and scholar exchanges, and foreign language and culture study in the U.S. and essentially called for an international education policy. Clinton's memorandum stated that the administration is committed to:

- "Encouraging students from other countries to study in the United States
- Promoting study abroad by U.S. students
- Supporting the exchange of teachers, scholars, and citizens at all levels of society
- Enhancing programs at U.S. institutions that build international partnerships and expertise
- Expanding high-quality foreign language learning and in-depth knowledge of other cultures by Americans
- Preparing and supporting teachers in their efforts to interpret other countries and cultures for their students
- Advancing new technologies that aid the spread of knowledge throughout the world" (NAFSA, 2000, ¶ 2)

Both Secretary of State Madeleine Albright and Secretary of Education Richard Riley voiced their position in favor of this initiative and commitment to its objectives. (Clinton, W.J., 2000)

November 2000: International Education Week

On November 13, 2000, President William J. Clinton released Proclamation 7376, stating November 13-17, 2000 would be the first annual International Education Week (IEW) in the U.S. and encouraged Americans to observe and participate in the programs offered during this time.

IEW was coordinated nationally by a joint effort of the U.S. Department of State and the U.S. Department of Education and event sponsors include U.S. embassies abroad, educational institutions and nongovernmental organizations that host a variety of events from roundtable discussions and lectures to potluck dinners and open houses at universities. (International Education Week, 2001)

November 28, 2000: White House Conference on Culture and Diplomacy

The first White House Conference on Culture and Diplomacy was hosted by President and Mrs. Clinton and was chaired by Secretary of State Madeleine Albright. During this event, diplomats, artists, and scholars joined to discuss the integration of culture into U.S. foreign policy and to bolster "cultural exchange programs that serve as invaluable forms of international communication" (White House Conference on Culture and Diplomacy, 2000, ¶ 1). The conference included several panels of speakers, workshops, and plenary sessions where diplomacy, culture, language and communication, and other international issues were discussed.

In the closing plenary session of the conference, several priorities for the future were defined and included educating Americans to understand other cultures, increasing funding for Department of State cultural programs, and encouraging cultural partnerships between countries, among others.

2001: "Asia in the Schools: Preparing Young Americans for Today's Interconnected World"

This report released by the Asia Society addressed the lack of international knowledge of U.S. students, especially regarding Asia. It was the most thorough analysis ever done of the teaching and learning about Asia in the U.S. and found a huge gap between the "strategic importance of Asia…and Americans' disproportionate lack of knowledge about this vital region". To conduct the analysis, a Task Force on International Education was formed and charged with conducting an "inventory of each state's Asian and other and international resources to examine how these could be used to further education…" (Asia Society, 2001, p. 8-9).

2001: No Child Left Behind Act passed (P.L. 107-110)

Congress passed the latest reauthorization of the ESEA, the No Child Left Behind Act (NCLB). This federal education policy included foreign languages as a core subject area; however, testing of foreign languages for annual yearly progress or accountability was not required. This authorization of ESEA focused on accountability for all

students in math and reading and placed strict testing requirement on all students, even English language learners.

April 2001: Senate Resolution on International Education Policy

Proposed by: Sen. John Kerry (D-MA), Sen. Richard Lugar (R-IN)

Introduced on February 1, 2001 and passed in the Senate on April 6, 2001, Senate Concurrent Resolution 7 expressed the "sense of Congress that the United States should establish an international education policy" (Senate Concurrent Resolution 7, 2001). This policy addressed the needs of international education as necessary to further national security, foreign policy, economic competitiveness, and to promote mutual understanding and cooperation among nations, among other purposes.

September 11, 2001: Terrorist Attacks on the World Trade Center and the Pentagon

The tragic terrorist attacks on the World Trade Center and the Pentagon sparked a number of new policies to increase national security and international communication. It resulted in a number of policies dealing with critical languages and international study for the purpose of national security in the coming years.

December 2001: Homeland Security Education Act (S. 1799)

Proposed by: Sen. Richard Durbin (D-IL)

Introduced on December 11, 2001, the Homeland Security Education Act attempted to strengthen national security by improving elementary, secondary, and higher education needs in the U.S. It would have amended HEA by establishing grants for math and science education, to assess long-term math and science needs, and forgive interest payments on student loans for students obtaining undergraduate degrees in certain areas, including specified languages.

This legislation would have also amended ESEA to establish early language instruction, and create grants for institutions of higher education (IHEs) to develop innovative programs for teaching foreign languages. It would have amended the David L. Boren National Security Education Act of 1991 to make grants available for advanced proficiency in national security languages. Finally, it would have directed the National Research Council to conduct a study on the feasibility of creating a National Language Foundation.

January 2002: "Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls"

Requested by: Senators Thad Cochran (R-MI) and Christopher J. Dodd (D-CT); Representatives James A. Leach (R-IA) and Sam Farr (D-CA)

The U.S. General Accounting Office released a report entitled "Foreign Languages: Human Capital Approach Needed to Correct Staffing and Proficiency Shortfalls", which reviewed the use of foreign language skills in four federal agencies: U.S. Army, U.S. Department of State, U.S. Department of Commerce's Foreign Commercial Service, and the Federal Bureau of Investigation. The report assessed the use of foreign language skills by such agencies, and determined and evaluated their strategies to address shortages in language proficient personnel.

Results showed that there was indeed a shortage of language specialists and staff for positions in which language skills are important for overall job performance. This shortage led to a backlog in information that needed to be reviewed or translated. For diplomatic and intelligence personnel, this foreign language shortage "weakened the fight against international terrorism and drug trafficking and resulted in less effective representation of the U.S. interests overseas" (Christoff, J.A., 2002, p. 2).

September 2002: Fiscal Year 2003 Intelligence Authorization Act (P.L. 107-306)

Proposed by: Rep. Porter J. Gross (R-FL)

Congress passed the FY 2003 Intelligence Authorization Act to fund intelligence-related activities in 2003, to authorize NSEP's effort to implement the National Foreign Language Initiative (NFLI), and determine the need and feasibility for a Civilian Linguist Reserve Corps. The Reserve Corps would be comprised of U.S. civilian citizens with advanced proficiency in foreign languages important to national security that the U.S. government could call upon in times of shortage of proficient personnel in such languages.

November 2002: 2002 Global Geographic Literacy Survey

The National Geographic Education Foundation and Roper released results from the 2002 Global Geographic Literacy Survey, conducted to assess the competency of young adults in nine countries, including the U.S., in their knowledge of global geography. The study was a follow-up to a "groundbreaking study" by the National Geographic Society in 1988 that found a "poor level of geography knowledge among Americans in general and particularly among young adults (18-24 year olds)" (National Geographic Society and Roper ASW, 2002, p. 1).

The study showed a lag in U.S. young adults as compared to their international peers in geographic and current events knowledge. This study ultimately affected an increase in HEA funding related to language and global competency programs, especially in the Middle East and Central and South Asia.

January 2003: Global Challenges & U.S. Higher Education

The Coalition for International Education held the Global Challenges & U.S. Higher Education: National Needs & Policy Implications conference hosted by Duke University. The conference was prompted by the pending reauthorization of HEA, which would expire in 2003. The conference objective was to examine current and future needs for foreign language and international education and to contribute to the framework upon which the reauthorization would be constructed. Attendees and presenters represented various government agencies, as well as faculty from universities across the Unites States and participated in numerous plenary and breakout group discussions during the three-day event. (Global Challenges & U.S. Higher Education: National Needs & Policy Implications, 2003)

March 2003: U.S. Department of Education Releases FY 2004 Plan

The Department of Education FY 2004 plan included objectives that would "improve students' knowledge of world languages, regions, and international issues and build international ties in the field of education" (Committee on Economic

Development, 2006, Appendix 1:A). It also included a goal of increasing foreign language and area studies teaching in American colleges and universities.

June 2003: Asia Society/Goldman Sachs Foundation Award for Excellence in International Education

The Asia Society and the Goldman Sachs Foundation granted the first Award for Excellence in International Education to recognize best models for international education in the U.S. Since this first award, the Goldman Sachs Foundation and the Asia Society have given over $700,000 to schools, media organizations, IHEs, states, and individuals in order to help them develop international knowledge and skills (Goldman Sachs Foundation Prizes for Excellence in International Education, 2008, ¶ 2).

September 2003: International Studies in Higher Education Act of 2003 (H.R. 3077)

Proposed by: Rep. Peter Hoekstra (R-MI)

Rep. Peter Hoekstra introduced the International Studies in Higher Education Act of 2003 on September 11, 2003 that would have amended Title VI programs in HEA to enhance international education. A major and controversial new provision in this bill would have created an International Higher Education Advisory Board to oversee Title VI programs to make recommendations on the ways in which Title VI programs would be implemented.

This bill passed in the House of Representatives on October 21, 2003, but never passed in the Senate, and, consequently, died and was not reconsidered.

October 2003: The Complete Curriculum: Ensuring a place for the arts and foreign languages in America's schools

This report of the National Association of State Boards of Education (NASBE) Study Group on the Lost Curriculum, entitled "The Complete Curriculum: Ensuring a place for the arts and foreign languages in America's schools", addressed the importance of arts and foreign language education in the core school curriculum, which is sometimes marginalized or even eliminated due to accountability emphasis placed on other core academic subjects. "While NCLB includes subjects such as the arts, civics and geography as part of the core curriculum, there is a fear that states are focusing their attention and resources on the law's primary emphasis on reading, math, and science to the detriment of other curricular areas." (National Association of State Boards of Education, 2003)

This report made several recommendations that states were encouraged to pursue regarding arts and foreign language education, which include:

- Adopting high-quality licensure for arts and foreign language teachers that are standards-aligned;
- Ensuring adequate time for professional development;
- Ensuring expertise at the state level to provide support for the areas of arts and languages;
- Incorporating and increasing the numbers of credits for arts and foreign languages into graduation requirements;

- Incorporating arts and foreign language into curriculum in early education curriculum, standards, and requirements. (National Association of State Boards of Education, 2003)

Some other recommendations put forth by the report focused on advocacy and policy reform that would support and advance education in the arts and foreign languages. (National Association of State Boards of Education, 2003)

November 2003: Homeland Security Federal Workforce Act (S. 589)

Proposed by: Sen. Daniel Akaka (D-HI)

Introduced on March 11, 2003 and passed by the Senate on November 5 of that year, the Homeland Security Federal Workforce Act would have strengthened national security by assisting government agencies in addressing areas of need and form goals and strategies for recruitment and retention of federal employees possessing specialized critical skills, such as language proficiency.

December 2003: National Security Language Act (H.R. 3676)

Proposed by: Rep. Rush Holt (D-NJ)

The National Security Language Act was introduced by Rep. Rush Holt in December 2003 in order to strengthen national security by expanding and improving foreign language study in the U.S. The bill proposed to amend HEA by establishing grant programs to IHEs and LEAs in order to encourage early foreign language instruction. This bill contained provisions that would provide funding to market language study, identify heritage language communities in the U.S, and would give loan forgiveness to students who major in a critical foreign language and go on to teach or work for a federal agency.

The legislation also proposed to amend the David L. Boren National Security Act of 1991 to establish an International Flagship Language Initiative.

Overlapping policies: The National Security Language Act was reintroduced in 109th and 110th Congress.

January 2004: FY 2004 Appropriations include Abraham Lincoln Study Abroad Fellowship

Congress passed the FY 2004 appropriations, which included a provision to establish the Abraham Lincoln Study Abroad Fellowship program to increase the number of American students studying abroad, particularly in developing countries.

June 22-24, 2004: National Language Conference, University of Maryland

On June 22-24, 2004, the University of Maryland held the National Language Conference: A Call for Action, where federal and state agencies, businesses, academia, and language experts collaborated to discuss "strategic approaches to meeting the nation's language needs in the 21st century" and to "identify actions that could move the United States toward a language competent nation" (The National Language Conference, 2005, ¶ 4). The event was co-hosted by the Office of the Under Secretary of Defense and the Center for the Advanced Study of Language (CASL) in College Park, MD.

Conference sessions included presentations and discussions regarding the national need for language education, future needs for language proficiency, global competitiveness and national security, and practices for furthering language education in the U.S.

Overlapping policies: Led to the creation of Department of Defense Language Transformation Roadmap

July 2004: International and Foreign Language Studies Act of 2004 (S. 2727)

Proposed by: Sen. Christopher Dodd (D-CT)

On July 22, 2004, Sen. Chris Dodd introduced a bill that would amend Title VI of HEA to revise international and foreign language studies provisions. The International and Foreign Language Studies Act of 2004 would have made grants and other funding available to undergraduate students for language, area, and international studies, especially in less commonly taught languages. It also contained a provision authorizing the Secretary of Education to collect, analyze, and disseminate data that would have aided in achieving the other goals of this act.

December 2004: Intelligence Reform and Terrorism Protection Act of 2004 (P.L. 108-458)

Proposed by: Sen. Susan M. Collins (R-ME)

Introduced by Susan M. Collins on September 23, 2004, the Intelligence Reform and Terrorism Protection Act of 2004 reformed the intelligence community and activities. In addition to many national security initiatives, one of the provisions of this law required the FBI and CIA to develop and maintain language programs and for the Secretary of State to increase the number of language proficient Foreign Service Officers, especially in languages spoken in Muslim countries. The law would also increase exchanges and study in Islamic nations.

December 2004: Intelligence Authorization Act for FY 2005 (P.L. 108-487)

Proposed by: Rep. Porter J. Goss (R-FL)

Signed by President George W. Bush on December 23, 2004, the Intelligence Authorization Act for FY 2005 authorized funding for intelligence programs and activities for 2005. In this law, National Flagship Language Initiative (NFLI) was given a funding increase over that of 2004, which includes funding for participating institutions. Furthermore, it authorizes the Secretary of Defense and the Director of National Intelligence to implement programs to increase proficiency skills in critical foreign languages.

Overlapping policies: S. 2386, H.R. 4548

December 2004: Council on Competitiveness releases "Innovate America" Report

On December 15, 2004 at the National Innovation Summit, the Council on Competitiveness released its "Innovate America: Thriving in a World of Challenge and Change" report (later published in 2005). Samuel J. Palmisano and G. Wayne Clough, co-chairs of the National Innovation Initiative, presented the report at the Ronald Reagan Building and International Trade Center in Washington, D.C.

This report focused on the innovative initiatives that the U.S. can and should act on in order to maintain and increase competitiveness in the 21st century's global economy. Recommendations made by the report were divided into the categories of Talent, Investment, and Infrastructure, all three of which are centered around the idea of using creative collaboration for the purpose of supporting and growing the strength of the U.S. economy on a global level. (Council on Competitiveness, 2005)

Overlapping Policies: Recommendations from this report led to the creation of America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (America COMPETES).

January 2005: U.S. Department of Defense Language Transformation Roadmap

Proposed as: Strategic Planning Guidance for FY 2006-2001

The U.S. Department of Defense (DoD) Language Transformation Roadmap is both a result of the National Language Conference at the University of Maryland in June 2004 and a directive from the Strategic Planning Guidance for FY 2006-2011 to the Under Secretary of Defense for Personnel and Readiness. The Roadmap is a comprehensive guide to achieve the language goals and capabilities that would be necessary to support the previous year's Defense Strategy. The Roadmap is based on four goals. These include creating language and cultural expertise among certain DoD and military personnel; creating the abilities to find and utilize language abilities beyond these in-house resources; establishing what will become a Civilian Linguist Reserve Corps with 3/3/3 Interagency Language Roundtable rating in reading, writing and speaking respectively; and to establishing a process by which these language experts can be tracked for accession, separation, and promotion. (U.S. Department of Defense, 2005)

January 10-11 2005: National Language Policy Summit: An American Plan for Action

On January 10-11, 2005, the American Council on the Teaching of Foreign Languages (ACTFL) held the first National Year of Languages event, the National Language Policy Summit: An American Plan for Action. The event was hosted by the University of North Carolina Chapel Hill and attended by U.S. academic, business, government, and humanitarian leaders whose goal was to set priorities and establish a plan for language policies and initiatives in the U.S. in the coming decade.

A number of priorities were identified to promote language learning and increase effective language instruction in the U.S. The following are the priorities:

- "raising the American public's awareness of the need and value of learning languages and understanding cultures;
- "establishing at the federal level a National Language Advisor;
- "surveying businesses to identify their language and cultural needs;
- "partnering with CEOs of corporations to advocate for the importance of language and culture;
- "creating a fully articulated Chinese language program for students in grades kindergarten through college and subsequently expanding this model to other languages;

- "developing effective assessment strategies for measuring students' language learning;
- "implementing a civilian language corps; and
- "advocating for expanded language legislation" (Baucorn, 2005, ¶ 8).

Overlapping policies: NSEP Chinese K-16 Language Flagship; Civilian Linguist Reserve Corps

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February 2005: "Year of Foreign Language Study"/Year of Languages (S. Res. 28/H.R. Res. 122)

Proposed by: Sen. Christopher Dodd (D-CT)/Rep. Rush Holt (D-NJ)

Passed on February 17, 2005, the Senate resolution designated 2005 as the Year of Foreign Language Study in order to promote and expand such study in elementary and secondary schools, as well as IHEs, businesses, and government programs.

The House of Representatives' identical counterpart to the Senate resolution passed on March 8, 2005.

May 2005: National Security Education Program - K-16 Pipeline Project

On May 4, 2005, NSEP released the announcement of a Chinese K-16 Pipeline Project as the most recent component of the National Flagship Language Initiative (NFLI). This pipeline project focuses on developing an articulated and sequenced language program for students in elementary school through college with the goal of "graduating linguistically and culturally competent students" (National Security Education Program, 2005, p. 1).

This program responded to a number of the national language needs that were expressed at the 2004 National Language Conference at the University of Maryland. These needs included:

- "Increasing language skills and cultural awareness are national requirements that will be filled primarily at the state and local level.
- "Meeting the need for greater coordination within the elementary, secondary, and post-secondary educational system and a need for coordination at the national level.
- "Providing a national language strategy that is affordable and encompasses both bottom-up and top-down initiatives.
- "Recognizing that the rich population of multi-lingual Americans found in our heritage communities needs to be invited to participate in this national initiative" (National Security Education Program, 2005, p. 1)

With this announcement, the NSEP released a Request for Proposals (RFP) for IHEs working in collaboration with elementary, middle, and high school systems that already offer Chinese language instruction to establish such a Flagship program. The intention is to produce student speakers with a superior (ILR 3) level of proficiency in Chinese through the end of the pipeline project (National Security Education Program, 2005, p. 1).

Overlapping policies: National Language Conference, 2004; National Language Policy Summit

May 2005: National Language Coordination Act of 2005 (S. 1089)

Proposed by: Sen. Daniel Akaka (D-HI)

The National Language Coordination Act of 2005 would have established the National Foreign Language Coordination Council that would have developed and implemented a national foreign language policy. A National Language Director would have been appointed by the President to chair such a Council, and members would have included heads of numerous government agencies. Their primary objectives would have been to develop and oversee implementation of strategy, among other duties.

May 2005: International and Foreign Language Studies Act of 2005 (S. 1105)

Proposed by: Sen. Christopher Dodd (D-CT)

The International and Foreign Language Studies Act of 2005 would have amended HEA to extend the authorization of appropriations for Title VI international education programs. This would have included funding for international and foreign language studies, business and international education, and the Institute for International Public Policy (IIPP).

May 2005: United States-People's Republic of China Cultural Engagement Act (H.R. 3275)

Proposed by: Sen. Joseph Lieberman (D-DE), Sen. Lamar Alexander (R-TN)

Introduced on May 25, 2005, the United States-People's Republic of China Cultural Engagement Act would have established grants for Chinese language and cultural studies at the elementary, secondary, and higher education levels. The use of funding would have been broad in scope and potential programs would have included language, art, and cultural studies; Asian business education center programs; educational and governmental exchange programs; and assistance to nongovernmental organizations that facilitate exchanges.

Furthermore, this Act contained provisions that would strengthen U.S.-China diplomacy, revise visa requirements, and increase outreach to the People's Republic of China.

July 2005: Teaching Geography is Fundamental Act (H.R. 1228/ S.727)

Proposed by: Rep. Chris Van Hollen/Sen. Thad Cochran (R-MI)

This legislation would have created a geography education grant program for national nonprofit education organizations of a consortium under Title II (Teacher Quality Enhancement) HEA. The Act would have required grantees and sub-grantees to expand geographic literacy among children in grades K-12 by improving teachers' professional development programs.

October 2005: "Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future"

On October 12, 2005, the National Academies released a congressionally requested report entitled "Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future". This study and subsequent report (later published in 2007) addressed the concern that the U.S. is not produc-

ing students that are workforce ready and able to compete with their international peers in an increasingly global economy. The report was written by a 20-member committee with the purpose of examining the current status of U.S. education in science, math, and technology, as well as making proposals for increasing and stabilizing the traditionally privileged position of the U.S. in the global economy.

Ultimately, the authors of the report made four recommendations for improving and preserving the U.S.' economic position. These are:

- "Increase America's talent pool by vastly improving K-12 mathematics and science education…
- "Sustain and strengthen the nation's commitment to long-term basic research…
- "Develop, recruit, and retain top students, scientists, and engineers from both the United States and abroad…
- "Ensure that the United States is the premier place in the world for innovation" (The National Academies, 2005).

Additionally, the committee suggested 20 "implementation actions" that federal policy-makers should take to ensure high-quality jobs, increased competitiveness in math, science, and technology, and other changes that would allow the U.S. to improve its global leadership status (The National Academies, 2005). These recommendations resulted in the introduction and subsequent passage into law of the America COMPETES Act in 2007. (The National Academies, 2007)

Overlapping policies: "Innovate America" Report, America COMPETES Act

November 2005: "Year of Study Abroad" (S. Res. 308)

Proposed by: Sen. Richard Durbin (D-IL)

Passed on November 10, 2005, the Senate designated 2006 as the Year of Study Abroad. This resolution encouraged secondary schools, IHEs, businesses, and government programs to "promote and expand study abroad opportunities" and for the people of the United States to support these initiatives (Year of Study Abroad, 2005).

January 2006: National Security Language Initiative

Proposed by: President George W. Bush

On January 5, 2006, President George W. Bush announced the National Security Language Initiative (NSLI) at the U.S. University Presidents' Summit on International Education. The objective of NSLI is to increase the number and proficiency of speakers of languages critical to national security in the U.S. through a White House-coordinated effort of the Department of Education, Department of Defense, Department of State, and the Office of the Director of National Intelligence.

The proposal of NSLI included $114 million dollars to cover the costs of 14 programs that promote critical language and international studies. Some of these 14 programs existed prior to NSLI, but would receive more funding and change their focus to prioritizing critical languages, such as Arabic, Chinese, Russian, Japanese, and Korean, and the Indic, Iranian, and Turkic language families. The Initiative's programs encompass both student and teacher language instruction, teacher development, study abroad and exchanges, and critical language training expansion and articulation with the overall goal of increasing U.S. global communication abilities and resources. NSLI has reopened the

national discussion of the need for better language education beginning in the elementary years and continuing through university and adulthood and has resulted in a number of new policies and programs. (National Security Language Initiative (NSLI), 2007)

February 2006: Committee for Economic Development Publishes "Education for Global Leadership" Report

The Committee for Economic Development (CED) published "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security". This report emphasized the importance of language education in order to remain an economically stable country. "America's continued role as a global leader will depend on our students' abilities to interact with the world community both inside and outside our borders." (Committee for Economic Development, 2006, p. 1)

This report proposed three key recommendations that would help to expand foreign language and international education nationwide:

- International content should be taught across the curriculum at all levels;
- The language training pipeline should be expanded at all levels to address the shortage of Americans learning foreign languages, especially those critical to national security, and;
- National leaders should be involved in informing the public of the importance of improving foreign language and international studies education. (Committee for Economic Development, 2006)

January 2007: "Lost in Translation: A Review of the Federal Government's Efforts to Develop and a Foreign Language Strategy"

On January 25, 2007, Senators Daniel Akaka (D-HI) and George Voinovich (R-OH) of the Senate Committee on Homeland Security and Governmental Affairs held a hearing to officially address and record the importance and need for well-articulated language programs in the U.S. The witnesses included the Honorable Michael L. Dominguez, Ms. Holly Kuzmich, Mr. Everette Jordan, Ms. Rita Oleksak, Mr. Michael Petro, and Dr. Diane Birckbichler.

During this hearing, testimonies on the need for more foreign language education in the U.S. were presented by professionals representing the education, language, and business fields. Further discussion ensues due to questions asked of the witnesses by Sen. Akaka and Sen. Voinovich. Furthermore, Sen. Voinovich expressed his own perspective on the need for language education in the U.S. in stating, "I am deeply concerned that Americans are lagging behind much of the world in critical foreign languages, cultural awareness, and geographic knowledge. This lag can negatively impact our nation in very real ways, such as losing valuable business opportunities overseas, faulty intelligence from failing to promptly translate critical documents, or of misunderstandings in diplomatic communications." (Sen. George Voinovich, 2007)

This hearing took place approximately one year after NSLI was announced, which also allowed for an informal assessment of how its implementation was actually affecting the language field. Although some stated that progress was being achieved, others still expressed the need for better programs and more funding to involve

higher numbers of students at all levels of education. (Senate Committee on Homeland Security and Governmental Affairs, 2006)

Overlapping policies: NSLI, National Language Coordination Act of 2005 (S. 1089)

March 2007: "International Education and Foreign Languages: Keys to Securing America's Future"

Proposed by: Public Law 108-447

According to Public Law 108-447, Congress requested and received $1,500,000 to be used for "a contract with the National Research Council of the National Academy of Sciences to carry out an independent review of Title VI international education and foreign language studies and section 102(b)(6) Fulbright-Hays programs" (Consolidated Appropriations Act, 2005). The March 23, 2007 publication and report to Congress of the "International Education and Foreign Language: Keys to Securing America's Future" report by the National Research Council served as a culmination of that study.

"In particular, the study reviews the adequacy and effectiveness of these programs in addressing their statutory missions and in building the nation's international and foreign languages expertise — particularly as needed for economic, foreign affairs, and national security purposes" (The National Academies, 2007, ¶ 1). Generally, the report concluded that Title VI and Fulbright-Hays have made significant contributions to foreign language and international education in the U.S.; however, there were also recommendations for future improvements to increase the programs' effectiveness in higher education.

Some of these recommendations included the collaboration of National and Language Resource Centers with colleges of education in developing curriculum, materials, and teacher education. The creation of a position that would require presidential appointment and Senate confirmation within the Department of Education for oversight and strategic direction of Title VI/Fulbright-Hays and other foreign language and international education programs (as later proposed in H.R. 5179). It noted the need for a biennial report submitted by the Secretary of Education reporting on national needs, progress made, and strategies in these areas, as well as a new National Foreign Language Assessment and Technology Project. Also among the recommendations of the report was to maintain a national capacity in both commonly and less commonly taught languages. The report addressed issues such as articulation and long-term sequencing of language programs, time requirements, assessment, and the need for teachers and resources for language education. (O'Connell & Norwood, 2007)

Overlapping policies: H.R. 4137, H.R. 5179, S. 1642

May 2007: Foreign Language Education Partnership Program Act of 2008

Proposed by: Rep. Rush Holt (D-NJ)

On May 2, 2007, Rep. Rush Holt introduced the Foreign Languages Education Partnership Program, a bill that would have created articulated, sequenced language programs through partnerships between LEAs and IHEs. The legislation would have amended the ESEA by establishing a competitive grant to create foreign language study programs that would run from elementary school through college/university study.

The Secretary of Education would have been given the authority to make incentive payments to eligible partnerships to "develop and maintain model programs that support articulated language learning in kindergarten through grade 12" (Foreign

Language Education Partnership Program Act, 2007). The funds could have been used for program design and teaching strategies according to best practices and available research, curriculum and materials development, national assessment development and enhancement, teacher in-service and pre-service program development, and recruitment incentives for new teachers and students. The funds could also have been used to provide opportunities for maximum language exposure for students, dual-language immersion programs, scholarships for study abroad opportunities, activities that encourage whole-school and community involvement, effective and innovative use of technology, and certification and alternative certification programs.

This legislation was being considered in the House of Representatives' draft for the reauthorization of ESEA as a second part of the FLAP.

Overlapping policies: House of Representatives draft of the ESEA reauthorization

August 2007: America COMPETES Act passes into law (P.L. 110-69)

Proposed by: Sen. Harry Reid (D-NV) (S.761) and Rep. Bart Gordon (D-TN) (H.R. 2272)

On August 9, 2007, President George W. Bush signed into law the America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act (America COMPETES). The purpose of this legislation is to invest in innovation and education to improve the competitiveness of the U.S. in the global economy. The America "COMPETES" Act is an updated version of the National Competitiveness Investment Act introduced by Senators Frist and Reid in 2006.

America COMPETES is a bipartisan response to the National Academies' "Rising Above the Gathering Storm" report and the Council on Competitiveness' "Innovate America" report (see previous entries). Its objective is to increase research investment, strengthen educational opportunities in science, technology, engineering and mathematics from elementary through graduate school, and develop an innovation infrastructure. In addition to expanding Advanced Placement (AP) and International Baccalaureate (IB) programs and funding for math, science, engineering, and technology, the America COMPETES Act would develop and implement programs for bachelor's and master's degrees in critical foreign languages with concurrent teaching credentials.

Furthermore, it would expand critical foreign language programs in elementary and secondary schools in order to increase the number of students studying and becoming proficient in these languages through a Foreign Language Partnership Program provision. The legislation also proposes programs to develop and train more teachers in these subject areas. This law is relatively broad in scope and creates programs in a number of federal agencies.

Overlapping policies: "Innovate America" and "Rising Above the Gathering Storm" reports, H.R. 2111

September 2007: College Cost Reduction and Access Act becomes law (P.L. 110-84)

Proposed by: Rep. George Miller (H.R. 2669)

The College Cost and Reduction and Access Act of 2007 (CCRAA) was passed in both the House of Representatives and the Senate. It was signed by President Bush

on Thursday, September 27, 2007. The purpose of this legislation is to increase college financial aid and reduce loan costs in order to make college more affordable. The legislation makes changes to the Pell Grant program and alters the current HEA student loan program.

Of particular interest, this law provides student loan forgiveness to borrowers who serve in areas of national need as early childhood educators, nurses, foreign language specialists, librarians, certain highly qualified teachers, child welfare workers, speech language pathologists, National Service participants, and public sector employees. It also establishes a TEACH Grant program, which provides tuition assistance to undergraduate and graduate students who commit to teaching a high-need subject and in a high-need school for four years.

January 2008: International Education Leadership Act of 2008 (H.R. 5179)
Proposed by: Rep. Rush Holt (D-NJ)

On January 29, 2008, Rep. Rush Holt introduced the International Education Leadership Act of 2008 with the intent of establishing an Assistant Secretary for International and Foreign Language Education and an Office of International and Foreign Language Education within the Department of Education. The responsibilities of this office and the Assistant Secretary would include 1) encouraging and promoting foreign language and culture study at the elementary, secondary, and postsecondary levels in the U.S.; 2) administering all Department programs dealing with international and foreign language education and research; 3) coordinating with other international and foreign language programs in other Federal agencies, and; 4) administering and coordinating the Department of Education's activities in international affairs.

Overlapping policies: H.R. 4137

August 2008: Higher Education Opportunity Act of 2008 (P.L. 110-315)
Congress passes the latest reauthorization of the Higher Education Act of 1965, which was supposed to be accomplished in 2005. On July 29th, a House/Senate Conference Committee reported the *Higher Education Opportunity Act: Expanding College Access, Strengthening Our Future* to both congressional chambers. Two days later the Act was passed by both the House and the Senate and some highlights from the Committee's summary of the 1,158 page bill include:

- A number of general provisions deal with college costs, loan accountability, textbook costs, opportunities for minorities, veterans, and students with disabilities, campus safety, energy efficiency, and competitiveness;
- A broad definition of "critical foreign language" in Title I, General Principles, as suggested by JNCL-NCLIS;
- A new competitive grant program for math, science, technology, and critical foreign languages to serve as adjunct content specialists to support teachers in Title II, Teacher Quality Enhancement;
- Provisions for loan forgiveness for teachers in high need areas, including foreign languages, in Title IV, Student Assistance;
- Foreign languages as an "area of national need" in Title VII, Graduate and Post Secondary Improvement Programs;

- Increased and improved linkages and outreach for foreign languages and international studies to public and private sectors, cooperation with math, sciences, and technology, increased study abroad, and reinstated FLAS fellowship eligibility in Title VI;
- The creation of a new Deputy Assistant Secretary for International and Foreign Language Education in Title IX, the Department of Education Organization Act.

Specifically within Title VI (International Education Programs), the legislation would authorize new activities for grants to National Resource Centers, including instructors of less commonly taught languages and projects that promote use of science and technology in coordination with foreign language proficiency and strengthen outreach to SEAs and LEAs. It would reinstate the eligibility of undergraduates for Foreign Language Area Studies fellowships and amend the Undergraduate International Studies and Foreign Language program to allow up to 10% of grant funds to be used toward programs that promote language proficiency and cultural knowledge in study abroad. Furthermore, the bill would add provisions to increase systematic data collection, analysis, and dissemination. An amendment to create an International Higher Education Advisory Board was defeated. This new five year reauthorization was signed by President Bush on August 14, 2008 as Public Law 110-315.

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Guidelines for Preparation of Manuscripts

All articles submitted will be evaluated by at least two, normally three, members of the **Editorial Review Board.** Elements to be considered in the evaluation process are the article's appropriateness for the journal's readership, its contribution to foreign language education and the originality of that contribution, the soundness of the research or theoretical base, its implications for the classroom, and finally, organization, focus, and clarity of expression.

As you prepare your manuscript for submission to the NECTFL *Review*, please keep the following guidelines in mind:

1. We use the most recent **APA** [American Psychological Association] **Guidelines**, and not those of the Modern Language Association (MLA) or the *Chicago Manual of Style*. Please use the latest edition (5th ed., 2001) of the *Publication Manual of the American Psychological Association* as your guide. For models of articles and references, examine The NECTFL *Review*, the *Modern Language Journal*, or a recent issue of *Foreign Language Annals*. These journals follow the APA style with minor deviations (and those being primarily changes in level headings within articles). Citations within articles, bibliographical entries, punctuation, and style follow the APA format very closely. You can visit the following web sites, which give you abbreviated versions of the APA guidelines:
   a. APA Style Resources: http://www.psychwww.com/resource/apacrib.htm — this excellent site offers links to several other sites that offer guidelines for using the 5th edition of the APA guidelines.
   b. APA Research Style Crib Sheet: http://www.docstyles.com/apacrib.htm — this site by Russ Dewey at Georgia Southern University, offers a summary of rules for use of the APA style.
2. Do *not* submit a diskette with article you are submitting. Instead, submit your article electronically to rterry@richmond.edu. Please follow these guidelines carefully to expedite the review and publishing process:
   a. Use a **PC-compatible** word-processing program, preferably **Microsoft Word 2000 or a later version**.
   b. Do **not** use the rich text format.
   c. Use a font size of **12 points** and **use only one font throughout** — we require **Times New Roman**.
   d. Use italics and boldface type when necessary, but **do not use underlining**.
3. Please think carefully about the title of your article. Although "catchy" titles are permissible, even desirable in some cases for conference presentations, the title of your article should be more academic in nature, allowing the reader to determine at once what subject the author(s) will be addressing. It should be brief, preferably without subtitles, and no longer than **12 words**.
4. **Effective July 2006, we now require an abstract of your article**.
5. Articles will not be accepted if they appear to endorse or sell software, hardware, books, or any other products.
6. **Do not include the names of the author(s) of the article on the first page of the actual text**.
   a. On the **first page** of the submitted article, authors should provide the following information:
      i. The title of the article
      ii. Names and titles of the author(s)

iii. Preferred mailing addresses
iv. Home and office phone numbers
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vi. E-mail addresses
vii. For joint authorship, an indication as to which author will be the primary contact person (not necessarily the first author listed on the manuscript itself).
   b. The first page of the manuscript itself should have the title only, followed by the abstract, then the text.
   c. It is essential that there be no direct references to the author(s) in the manuscript to be read by the reviewers. Any "giveaways," such as references to a particular institution, when it is obvious that the institution is that of the author, should be avoided as well.
   d. If your article is accepted for publication, you will be able to make the necessary changes in the final manuscript. For the present, however, authors should refer to themselves in the third person and refer to studies or projects at "X Middle School" or "X University."
   e. The APA guidelines suggest ways that authors can achieve this necessary degree of anonymity. We do understand, however, that references to certain websites may necessarily reveal the identity of the authors of certain articles.
7. Include a short biographical paragraph (this will appear at the bottom of the first page of the article). Please include this paragraph on a separate page at the **end** of your article. This paragraph should include the following information (**no longer than 4-5 lines**):
   a. Your name
   b. Your highest degree and what school it is from
   c. Your title
   d. What level(s) you have taught in your teaching career: K-12, elementary school, middle school, high school, community college, college/university, other.
   e. Your credentials.
      Example:
      Charles Bovary (Ph.D., Duke University) is Professor of French and Foreign Language Pedagogy at the University of Montana. He teaches/coordinates …. His research …. He has published ….
8. Please note that the length of manuscripts averages approximately 20-25 double-spaced pages, including notes, charts, and references. This does not mean that a slightly longer article is out of the question.
9. Authors will receive galley proofs of their article prior to publication. At this stage, **no major changes can be made in the manuscript**. Authors are to read the galley proofs, verifying the accuracy of the citations (including the spelling of names, page numbers, and publication dates); the accuracy of the format of the references; punctuation, according to the APA Guidelines; spelling throughout the article. Upon receipt of the galley proofs, authors are expected to inform the Articles Editor of any corrections that need to be made within **two weeks. Under no circumstances can major textual changes be made at this stage**.
10. Please consult the **Checklist for Manuscript Publication**. Promising articles have been rejected

Guidelines for Preparation of Manuscripts *(Continued)*

because authors did not spend enough time proofreading the manuscript. Proofreading includes not only reading for accuracy but for readability, flow, clarity. Using the Checklist will help ensure accuracy. Authors are encouraged to have several colleagues read the article before it is submitted.

These guidelines and the accompanying checklist are based on similar documents prepared by Maurice Cherry, Editor, **Dimension**, a SCOLT publication.

Robert M. Terry, Articles Editor,
NECTFL **Review**
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A Checklist for Manuscript Preparation — NECTFL *Review*

Here are a few reminders, most of which are taken directly from the APA Guidelines:

1. Please remember to use the "spell check" and "grammar check" on your computer before you submit your manuscript. **Whether you are a native speaker of English or not, please ask a colleague whose native language is English to proofread your article to be sure that the text sounds idiomatic and that punctuation and spelling are standard**.

2. Remember that with the APA guidelines, **notes** (footnotes or endnotes) are discouraged — such information is considered to be either important enough to be included in the article itself or not significant enough to be placed anywhere. If notes are necessary, however, they should be **endnotes**.
   a. **Do not use automatic footnoting or end noting programs** available with your computer. Simply use raised superscripts in the text and superscripts in the notes at the end. Automatic endnote/footnote programs present major problems as we prepare an article for publication.
   b. **Do not use automatic page numbering**, since such programs often prove to be impossible to remove from a manuscript.

3. Please **double-space everything** in your manuscript.

4. The **required font** throughout is **Times New Roman 12**.

5. There should be **only one space after each period**, according to APA format.

6. **Periods and commas** appear within quotation marks. **Semi-colons and colons** should appear outside of quotation marks. **Quotation marks and exclamation points** appear inside the quotation marks only when they are part of the actual quoted material. Otherwise, they should appear outside of the quoted material (as, for instance, when the author of the article is asking a question or reacting strongly to something).

7. **All numbers above "nine" must appear as Arabic numerals** ["nine school districts" vs. "10 textbooks"].

8. Please remember that **page number references in parentheses** are not part of the actual quotation and must be placed outside of the quotation marks following quoted material.

9. Use **standard postal abbreviations** for states in all reference items [NC, IL, NY, MS, etc.], but not in the text itself.

10. Please **do not set up tabs at the beginning of the article** (i.e., automatically); rather you should use the tab key on your computer each time you begin a new paragraph, which is to be indented only 1/4 inch.

11. Please note the differences between the use and appearance of hyphens and dashes. Note that **dashes** (which should be used sparingly) should appear as the correct typographic symbol (—) or as two hyphens (--). If your computer automatically converts two hyphens to a dash, that is fine. APA guidelines, as well as those for other style manuals, suggest that commas, parentheses, and other marks of punctuation are generally more effective than dashes.

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The *NECTFL Review* encourages articles of interest to instructors, researchers, and administrators at all educational levels on theory, research, and classroom practice in language teaching. Articles dealing with pedagogical strategies, materials and curriculum development, language teaching technology, the teaching of literature, assessment, community awareness projects, and international studies would be equally welcome; the foregoing list illustrates the range of concerns that might be addressed in submissions. We welcome manuscripts from teachers at all levels, pre-K through university, and from teacher educators.

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Designing an Intermediate Spanish for Reading Class

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Abstract

This paper discusses the design of a new intermediate-level course, Spanish for Reading, the purpose of which was to deliver language instruction in a class that enrolled 50 students. The integration of technology in this large-enrollment course was essential as it made it possible to teach the material without compromising the pedagogical soundness of the course. The design of this course provided an opportunity both to explore the use of technology to extend the students' learning experience beyond the classroom and to reflect on pedagogical issues. At the end of the semester, the students who took this technology-enhanced course provided feedback on the quality of the online materials and the combination of face-to-face and online instruction.

Introduction

One obstacle that faculty often encounter in their effort to deliver pedagogically sound instruction is that administrative needs do not always align with pedagogical objectives. As of late, meeting administrative needs usually involves accomplishing tasks within the limits of overextended budgets. As budgets are shrinking year after year, we often hear about 'sustainability,' which in academic administration business-rhetoric translates into affordable instruction. There are three events that have catalyzed an unprecedented push for the course redesign (Twigg, 1999, p. 24), namely, adverse economic factors, information technology availability, and the promise of technology, frequently sold as the panacea of affordable education. The administrative body of the University of North Carolina at Charlotte (UNCC), like most administrations of state universities, has also experienced financial strains that have made it look for alternatives to traditional teaching models. Nationwide, it has been a common practice to alleviate financial stress by increasing the ratio of the number of students per instructor (Noble, 2002, p. 28). This strategy, however, has often proven impractical in those foreign language classes whose focus is the development of skills such as speaking and writing, which require time-consuming instruction. Furthermore the testing of these skills does not lend itself to automation in the form of multiple-choice tests. Nevertheless, when presented with the challenge of finding a way to deliver instruction to more students of Spanish at what the administration consid-

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ered a reasonable cost, that is, teaching more students without increasing the budget, the Department of UNCC revisited the issue of delivering instruction to larger classes. The outcome of departmental efforts to resolve the crisis was to redesign an existing third-semester Spanish for Reading class, which fulfilled a general education requirement and was in high demand. A determining factor to target this class was our perception that automating different teaching routines would be more feasible for a reading-focused class than for a class focusing on other types of skills. This conservative approach was calculated in light of the literature reporting that instructional technology integration often fails as a result of miscalculating the availability of both infrastructure needed and support (Forsblom & Silius, 2004, p. 22).

"As budgets are shrinking year after year, we often hear about 'sustainability,' which in academic administration business-rhetoric translates into affordable instruction."

The present article describes the pedagogical objectives of an intermediate Spanish for Reading class that was designed to deliver instruction to 50 students and the use of instructional technology as the central factor in achieving the course objectives.

Reflections on the pedagogy underpinning Spanish for Reading

Reading in a second language at the third-semester level is more complex than giving students something to read and having them read it. Students at this level have a very limited vocabulary, which greatly impairs their reading comprehension (Qian, 2002; Laufer, 1997). However, since these students are already literate in English, have the cognitive development to learn about how to learn, and are comfortable with computer-assisted reading materials, carefully crafted instruction can facilitate the reading process as well as vocabulary acquisition (Grabe, 2004; Kuehn, 2001; Upton & Lee-Thompson, 2001).

The structure and focus of the course were designed within the framework of pedagogical objectives that needed to be achieved while increasing class size from 20 students — the average number in Spanish second-year classes — to 50 students. As the course was taking shape, it became clear that the objectives defined for the existing Spanish for Reading course would have to be redefined in a more concrete fashion and that the testing would have to be redesigned so that instructors could expedite grading.

The existing course enrolled 20 students per section and there was virtually no coordination across the six sections that were offered at the time, nor was there a common set of objectives or a common syllabus or textbook. There was also variation across sections regarding the role of instructor-/student-use of English and Spanish in the class dynamics. The different sections did have in common that instructors would often use translation activities and global reading comprehension ques-

tions to verify students' understanding. Another feature that all the sections had in common was that grammar topics were a substantial component of the course.

The redefinition of objectives was approached by asking the following questions:

1. What did we want learners to accomplish in terms of the type of content in the readings?
2. What role would be assigned to grammar instruction?
3. What were reasonable expectations as far as improving reading ability in general?
4. How could technology contribute to different aspects of the course?

In order to answer these questions we considered it important to determine whether a similar course had already been designed by other institutions. Equally relevant to answering these questions were both to review research findings in the area of reading in the foreign language and to review materials commercially available or developed by other educational institutions.

Course materials

In fall 2004, the only Spanish for Reading courses offered by most universities were taught at the graduate level; since then, other universities have included this type of course at the undergraduate level.[1] The reading courses usually offered for graduate students who need to meet a language requirement were inadequate models for our purpose because they focused on texts that were too difficult for third-semester students and did not provide the appropriate pedagogical support to guide readers who have just completed one year of college Spanish. The work by Stack (1987), a French textbook, provided a good model for the type of materials that were needed for the redesigned intermediate Spanish for Reading course, however there was no comparable textbook in Spanish.

The most substantial body of research and curricular material on reading in a foreign language at different levels is found in English as a foreign or as a second language (ESL/EFL). Although English is a Germanic language and Spanish is a Romance language, the two languages use the same alphabet and have a corpus of some 14,000 words whose spelling is similar in both languages (Thomas et al., 2006). These similarities between the two languages make it possible to draw inferences from ESL/EFL literature that can be applied to teaching reading in Spanish as a foreign language.

Reading courses are common in ESL/EFL (Gebhard, 2005, pp. 208) and therefore there are a variety of textbooks designed for teaching just reading (Robledo & Dolores, 2005; Kay & Gelshenen, 2004; Valcourt & Wells 1999). These textbooks, coupled with ESL/EFL research on reading and vocabulary acquisition (Peregoy & Boyle, 2005; Folse 2004; Nation, 2001; Meara, 2002; Schmitt, 2000), provide good models of types of activities that can be created around a reading passage when those activities are not provided in the textbook.

> *"Reading in a second language at the third-semester level is more complex than giving students something to read and having them read it."*

In the end, a low-intermediate text[2] was used as the main reading source for the redesigned class. In addition to reading passages, the chapters in this textbook include grammar, vocabulary, and speaking sections typically encountered in intermediate textbooks. This text features several elements that seemed attractive for the target course. One positive aspect is its thematic focus on different countries in Latin America, with each chapter dedicated to one specific country, exposing students to information that is relevant to the target language. Another positive aspect is the re-occurrence of vocabulary and structures, as every chapter features passages discussing general aspects of the country's geography, politics, and history, and biographical passages about writers, singers, and other prominent figures. The chance for students to encounter vocabulary items and structures repeatedly was important as it was likely that our students' reading rate would be far from the optimal fluent reader's rate of three-hundred words per minute (Nuttall, 1996, p. 56), therefore re-encountering vocabulary items and structures repeatedly could aid the vocabulary and structure acquisition process (Kuhn, 2005, pp. 142-143). The genre of the readings in the chosen textbook, mainly focused on historical and biographical information, had the potential to facilitate the reading since cognates appeared frequently; furthermore, neither the nature of the information nor its presentation demanded a great deal of inferencing, a top-down reading process that requires a high level of reading fluency (Bengeleil & Paribakht, 2004, p. 240; Bialystok, 1981, p. 26).

> *"…research suggests grammar explanations are more effective within the context of a communicative event"*

The role of grammar instruction

While this textbook had grammar sections, explicit grammar was seldom discussed in class and, when addressed, it was always in the context of a reading passage. The rationale behind the limited role assigned to explicit grammar instruction was that research suggests grammar explanations are more effective within the context of a communicative event (Jean, 2005, p. 18). Grammar explanations in the textbook often elaborated on details that were not relevant to the goal of the class, which was to provide reading input via cultural texts about general information and to focus only on grammar directly tied to the structures encountered in the reading materials. An example of the type of grammar details that were considered irrelevant was the information regarding the singular-/plural-*you*. The reading passages were mainly written from the third-person perspective, therefore providing explicit explanations about the singular-/plural-*you* was considered irrelevant to the reading input.

Learning objectives

With regards to reading improvement, vocabulary development was at the center of instruction since research has shown that vocabulary knowledge does have an impact on reading (Hacquebord & Stellingwerf, 2007, p. 208; Dixon, LeFevre, & Twilley, 1988, p. 471). Another important piece of information regarding vocabulary and reading is that, at least in the area of receptive vocabulary acquisition — vocabulary that

learners understand when they read — we could expect students to increase their vocabulary at an average of 300 word families in one semester (Laufer, 1998, p. 265), i.e., in about 45 hours of instruction. We needed to determine the amount of reading that students could do outside of class, so these figures were considered to help estimate roughly the average reading speed after two semesters (90 contact hours). We estimated the average reading speed of third-semester non-native students to be at eight to sixteen words per minute. We arrived at this figure by considering that eighteen-year-old fluent native-readers' vocabulary size is within the range of 10,000 to 18,000 word families (Laufer, 1998, p. 265) and their reading speed when reading a non-specialized text is about 250 words per minute, whereas the vocabulary size of third-semester Spanish students is between 600 and 1,000 words (Dexter, 1928, p. 274). Regrettably, neither Laufer's 1998 longitudinal study nor Dexter's 1928 research has been replicated. P. Nation, P. Meara, and K. S. Folse (personal communication, October 29-November 2, 2008) indicated that they were not aware of recent studies of similar characteristics in ESL/EFL, and this writer has not come across similar recent studies in other languages such as French or German. Therefore, taking these two studies as points of reference, we estimated that students would need, on average, an hour to read passages of 400-500 words outside of class plus an additional half hour to complete reading comprehension activities.

In defining the type of testing and how much to test, a crucial consideration was to keep grading time under control as the enrollment in this class was 50 students, double the average number of third-semester classes. This increase in enrollment had an impact not only on grading time but also on time spent on other aspects of class management such as answering students' queries outside of class, keeping track of grades, recording attendance, and arranging for make-up tests when needed. Another important consideration was that the tests needed to be achievement tests, that is, tests that would measure how the material covered in the course was being assimilated throughout the semester, as opposed to reading proficiency tests, which measure overall reading competence independently from the contents of a specific course. These two considerations made it advisable to design multiple-choice tests that would draw closely on multiple-choice activities designed to guide daily readings and to probe students' reading comprehension. These activities were designed to reflect different levels of comprehension and reader-text interaction and to encourage vocabulary acquisition (Irwin, 1991, pp. 137, 182). The different levels were categorized as follows (see appendices A and B for sample questions):

1. **Global comprehension.** Questions in this category focused readers' attention on the main ideas communicated in the target piece.
2. **Comprehension of word endings.** This type of question was geared to raising readers' awareness of grammatical information embedded in the words, such as endings that clearly communicate that a word is semantically linked to a verb within the same sentence, for instance the adverb ending -*mente* as in *lógicamente* (logically) or *rápidamente* (rapidly).
3. **Comprehension of relationships among words.** By answering this type of question, readers were made aware of the relevance of understanding relation-

ships among words. For example, these questions would focus readers' attention on gender and number agreement as a device to bind certain lexical pieces together.

4. **Comprehension of vocabulary.** Vocabulary comprehension questions made students aware of how much vocabulary they knew and guided their vocabulary study.

5. **Vocabulary development through semantic networks.** By drawing attention to the relationship of a certain vocabulary item in the text with other vocabulary items in the language, students were made aware of the depth of their knowledge about that particular item. An example of this kind of question would be one that prompts students to circle all the items that are semantically related or to cross out the one that does not relate to the rest in the group.

6. **Vocabulary development through antonyms.** These questions had students identify the vocabulary item that was the antonym of a given word or expression.

7. **Vocabulary development through synonyms.** The format of this question was similar to the type described immediately above, but the goal was to identify a synonym among a number of options.

8. **Dictionary look-up.** With this type of question, students were able to understand the importance of using the dictionary in a logical manner as opposed to picking the first item listed for a given entry.

9. **Reading strategy.** These questions encouraged students to be more efficient readers by reminding them of basic reading procedures such as scanning, reading short passages two or three times without interruption, if possible, and using a dictionary only after the uninterrupted reading phase or when a word proved to be key to comprehending the message.

The role of technology

In order to enhance the face-to-face teaching format of the class, the course was accompanied by a web site (see http://www.languages.uncc.edu/cgodev/ 2050/) that facilitated the management of various of its aspects, such as keeping students engaged with the material, providing timely feedback on their work, and keeping grading time within reasonable limits. One element crucial to the effectiveness of the class was the assurance of good communication between instructors and their students; this issue was a matter of concern because of the high student-instructor ratio. Research on the interaction between students and their instructor suggests that students' success is in part a function of how accessible instructors are perceived to be (Arbaugh, 2001, p. 45). With so many students in the class, many of whom were non-traditional and commuter students, instructors could not count on the time-honored practice of one-to-one interaction as the sole means for keeping students engaged. In order to ensure that students kept pace with the class even when they were absent, the instructor set up a web page (see http://www.languages.uncc.edu/cgodev/2050/) where students could consult the syllabus, the daily lesson plans and the homework, and where they could complete the online machine-graded reading activities.

> *"…the automated feedback built into these activities made it possible for students to process the reading and correct any comprehension errors without the intervention of the instructor."*

As indicated earlier, one major concern was to be able to teach this 50-student class without taxing the instructors' time. This goal was accomplished by creating online interactive activities[3] that guided students in their interaction with the texts while reading. These activities aided readers' comprehension by drawing their attention to different text features (see appendices A and B), thereby prompting them to become aware of vocabulary, word structure, and relationships among words. Such awareness is likely to have accounted for at least part of the students' success (Ellis, 2005, p. 306), as the automated feedback built into these activities made it possible for students to process the reading and correct any comprehension errors without the intervention of the instructor. In addition, the electronic format of the readings allowed for mouse-over vocabulary glosses that assisted readers in minimizing dictionary look-up interruptions of their reading process, thereby facilitating comprehension (Gettys, Imhof, & Kautz, 2001, pp. 93, 98).

Moreover, the instructors' grading time was also managed by the provision of scannable multiple-choice tests and quizzes, thus leaving up to the instructor the decision to grade in-class assignments individually or to provide in-class feedback. The multiple-choice quizzes included questions and readings from the online machine-graded materials and materials discussed in class exclusively. The tests differed somewhat from the quizzes in that they included a 90% component from the online machine-graded materials, whereas the remaining 10% component was made up of questions and a corresponding reading passage that the students had never seen before.

Student feedback

An important component to gauging how well the redesigned class had accomplished its goals was to have some insight on student perceptions of their experience with the computer-assisted reading activities. Therefore at the end of the semester the students were surveyed via an online questionnaire administered anonymously by the Faculty Center for Teaching and E-Learning. The survey was completed by 25 students and included 14 questions about the students' experience with the online activities (see survey and results in Appendix C). Responses to questions 1 through 4 and 9 unequivocally show that the majority of the students rated their interaction with the online course-component as positive, which may be an indication that the way technology was integrated in the course was successful in its pedagogical goals. The students' response to question 11 reiterates their perception that the online activities helped to enhance their learning experience as compared to that of a traditional face-to-face course. The majority of the students agreed that the click-on vocabulary translations in the reading passages were useful, which corroborates results from Bouvet and Close (2006).

Questions 12 and 13 aimed at gaining insight about the level of difficulty of the course as perceived by the students, as well as their overall perception of how much they learned in the redesigned Spanish for Reading course. The majority of the students agreed with the statement that they had put a good deal of effort into the course, which indicates that the course presented a certain degree of challenge. Only eight percent of the students strongly disagreed with the statement that they had put a good deal of effort into the course. As for question 13, all the students responded that they had learned a lot in the course.

An additional outcome for future consideration is the fact that responses to questions five through seven indicate a strong sentiment favorable to a class experience that involves some degree of face-to-face instruction. While students found the computer-assisted reading activities useful, many of them felt that those activities could not entirely replace the interaction with their instructor. The response of the students in this class is consistent with research results that compare students' performance and attrition in the three instruction delivery formats, namely, fully face-to-face, hybrid, and fully online. Roval and Jordan's (2004) study of the three instructional formats suggests that students in fully online courses, especially those who need periodical face-to-face reinforcement, tend to feel isolated. The lack of human interaction is also cited by the students who participated in Willging and Johnson's (2004) study as one of the reasons for withdrawing from fully online courses.

"While students found the computer-assisted reading activities useful, many of them felt that those activities could not entirely replace the interaction with their instructor."

Conclusion

The redesign of the Spanish for Reading class was triggered by the administrative need to deliver instruction within the limits of a budget that could not be increased. Not only did we find a way to economize on resources but, in trying to find a solution to a financial problem, we also found ourselves improving the pedagogy of the course. The redesign process yielded reflection on a number of pedagogical questions relevant to reading in a second language courses and to the enhancement of the teaching and learning experience through computer-assisted reading activities.

The most important outcome of the redesign of our existing Spanish for Reading course was that students were provided with improved instruction, which incorporated systematic and detailed guidance to aid comprehension for every text read. This systematic guidance was nonexistent in the former class model. Once the texts were digitized, students could check vocabulary merely by running their mouse over vocabulary items, and different areas on the text could be flagged to focus students' attention on specific segments from vocabulary to morphology, syntax, or connections among ideas in different parts of the reading text. The online questions associated with the text could also be randomized any time students wanted to review the questions. This randomization prevented the comprehension process from being biased

> *"Not only did we find a way to economize on resources but, in trying to find a solution to a financial problem, we also found ourselves improving the pedagogy of the course."*

by the order of appearance of the questions and also gave students motivation to reread the texts, a practice that has been found to be beneficial to develop reading fluency (Blum & Koskinen, 1991, p. 196). The students' perception that the computer-assisted reading activities were helpful in achieving their academic goals for the class provided some measure of confirmation that the course redesign, as far as technology integration was concerned, seemed to have met student needs.

The potential of information technologies for enhancing reading input (Lai & Zhao, 2005), as showcased in the redesigned Spanish for Reading class, may inspire language programs to reevaluate the place that the development of reading skills in the foreign language currently has in the curriculum. In first year Spanish, reading skills receive only limited attention compared to the development of listening skills. This lack of attention is reinforced by the fact that, while textbooks include a listening lab in their ancillaries, they do not include a reading lab. Information technologies make it possible to provide students with a reading lab that guides them through the reading process, thereby extending in-class instruction. The role of the instructor in a reading class enhanced by the use of information technologies is complemented by the reading lab, which provides structure to the reading event. The instructor, in turn, facilitates the learning process by providing additional activities around the target reading materials either prior to or after the students' interaction with the online materials, that is, the reading lab work.

> *"while textbooks include a listening lab in their ancillaries, they do not include a reading lab."*

In conclusion, the process of redesigning the Spanish for Reading course and the ensuing examination of objectives and means to achieve them suggest that any course in the curriculum may be improved in its objectives and pedagogy as designers endeavor to adapt the course to a new teaching formula. Redesigning a course may also be a good approach to evaluating an entire program in order to achieve principled articulation, as the success of a program may depend on this articulation to accomplish a set of overall learning outcomes.

Notes

1. The following universities, and there may be others, now include a reading-focused Spanish class at the intermediate level: University of North Carolina at Charlotte, Indiana State University, Ohio State University, Boston University, Vanderbilt University, Wake Forest University, University of Southern California, and University of Kentucky.

2. The text used as the main source of reading was *Spanish for Life* by M. Carol Brown and Kathleen C. Moore, published by Heinle & Heinle in 2000.

3. The software used to create the online interactive activities was Hot Potatoes Version 6.0. See www.halfbakedsoftware.com.

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APPENDIX A

SAMPLE READING AND QUESTIONS

Chile y su patrimonio paleontológico

[1] El *patrimonio* paleontológico es también un patrimonio nacional que *cae en* la categoría de monumento del tipo natural, **[2]** en él *quedan* los *restos* de un organismo *vivo*, **[3]** que *ha conservado* su estructura en forma completa o parcial *a través* del tiempo (miles o millones de años) *por medio de* un cuerpo sólido (*pieza*).

[4] Los fósiles son las *pistas* del pasado, **[5]** son una la ventana a mundos extintos y a ecosistemas *desconocidos*. **[6]** El número de fósiles *catalogados* es *escaso* ya que los fósiles no son fáciles de encontrar. **[7]** La *aparición* de un fósil es una *peculiaridad* **[8]** y si la pieza *se pierde* y no *llega a* manos de la ciencia, es probable que *jamás nos*

enteremos de la existencia de ese *ser vivo*, **[9]** *perdiendo* con esto la oportunidad de reconstruir *capítulos* pasados de la historia de la vida, **[10]** que *nos llevarían* a entender mejor el presente, *permitiendo* una proyección al futuro.

[NOTE: Each main idea is flagged with a **[number]** that is later on used as a reference in the reading comprehension questions that follow.]

1. Global comprehension
   Idea [1] implies that there are other national legacies in addition to the paleontological legacy.
   a) true
   b) false

2. Detailed comprehension of word endings
   The words *natural* [1], *parcial* [3] convey the notion of
   a) quality or characteristic
   b) action
   c) object or abstract idea

3. Detailed comprehension of relationships among words
   In idea [1] *que*
   a) refers back to *patrimonio*
   b) means "than"
   c) means "what"

4. Detailed comprehension of vocabulary
   In idea [1], the key word that levels paleontological legacy with other national legacies is
   a) *también*
   b) *patrimonio*
   c) *nacional*

5. Vocabulary development through semantic networks
   Indicate which of these groups are related in meaning.
   a) *patrimonio, herencia*
   b) *tiempo, monumento*
   c) *sólido, organismo*

6. Vocabulary development through antonyms
   One of these words is the antonym of *escaso* in idea [7].
   a) *poco*
   b) *mucho*
   c) *insuficiente*

7. Vocabulary development through synonyms
   One of these words is the synonym of *jamás* in idea [8].
   a) *siempre*
   b) *alguna vez*
   c) *nunca*

8. Dictionary look-up
   Look up the word *pista*. In idea [4], the meaning of this word relates to one of the following examples.

a) *estar sobre la pista = to be on the scent*
b) *dame una pista = give me a clue*
c) *pista de tenis = tennis court*

9. Reading strategy. Look for key words that may help you determine the genre of the text.
   9.1. Indicate which of these words is the most frequent one in the reading.
      a) *paleontología*
      b) *esfuerzo*
      c) *profesionalización*
   9.2. The general topic that best describes this reading is
      a) history
      b) literature
      c) science

APPENDIX B
TRANSLATION OF APPENDIX A
(NOTE: This translation is provided for the reader's convenience. Italics have been removed from the translation of the paragraph and the syntax does not always parallel that of the source text)

SAMPLE READING AND QUESTIONS
Chile and Its Paleontological Patrimony

[1] Paleontological patrimony is also a national patrimony that falls in the category of monument of Nature. **[2]** In it there remain vestiges of a live organism, **[3]** which has maintained its structure in whole or in part through time (thousands of millions of years) by means of a solid body (piece).

[4] Fossils are clues to the past, **[5]** they are a window into many extinct worlds and into unknown ecosystems. **[6]** The number of cataloged fossils is scarce for they are not easy to come across. **[7]** Encountering a fossil is a rarity **[8]** and if the piece gets lost and does not reach the experts, it is likely that we will no longer find out about the existence of that particular being, **[9-10]** thus missing the opportunity to reconstruct past chapters of life history, to understand the present better, and to make predictions for the future.

[NOTE: Each main idea is flagged with a **[number]** that is later on used as a reference in the reading comprehension questions that follow.]

1. Global comprehension
   Idea [1] implies that there are other national legacies in addition to the paleontological legacy.
   a) true
   b) false
2. Detailed comprehension of word endings
   The words *natural* ('natural') [1], *parcial* ('partial') [3] convey the notion of
   a) quality or characteristic
   b) action
   c) object or abstract idea

3. Detailed comprehension of relationships among words
   In idea [1] *que* ('which')
   a) refers back to *patrimonio* ('patrimony')
   b) means "than"
   c) means "what"
4. Detailed comprehension of vocabulary
   In idea [1], the key word that levels paleontological legacy with other national legacies is
   a) *también* ('also')
   b) *patrimonio* ('patrimony')
   c) *nacional* ('national')
5. Vocabulary development through semantic networks
   Indicate which of these groups are related in meaning.
   a) *patrimonio* ('patrimony'), *herencia* ('heritage')
   b) *tiempo* ('time'), *monumento* ('monument')
   c) *sólido* ('solid'), *organismo* ('organism')
6. Vocabulary development through antonyms
   One of these words is the antonym of *escaso* ('scarce') in idea [7].
   a) *poco* ('little')
   b) *mucho* ('a lot')
   c) *insuficiente* ('insufficient')
7. Vocabulary development through synonyms
   One of these words is the synonym of *jamás* ('ever') in idea [8].
   a) *siempre* ('always')
   b) *alguna vez* ('sometime')
   c) *nunca* ('never')
8. Dictionary look-up
   Look up the word *pista* ('clue'). In idea [4], the meaning of this word relates to one of the following examples.
   a) *estar sobre la pista = to be on the scent*
   b) *dame una pista = give me a clue*
   c) *pista de tenis = tennis court*
9. Reading strategy. Look for key words that may help you determine the genre of the text.
   9.1. Indicate which of these words is the most frequent one in the reading.
      a) *paleontología* ('paleontology')
      b) *esfuerzo* ('effort')
      c) *profesionalización* ('professionalization')
   9.2. The general topic that best describes this reading is
      a) history
      b) literature
      c) science

APPENDIX C

SURVEY RESULTS

n=25

	Strong Disagree %	Disagree %	Agree %	Strong Agree %
1. The way online activities were used in this course provided high quality instruction	8	4	36	52
2. The online activities helped me to understand the grammar	12	4	40	44
3. The online activities helped me to learn vocabulary	8	0	20	72
4. I would have learned the same without the online activities	12	84	4	0
5. I would have liked to take this course if it had been delivered completely online	0	28	28	44
6. I would have liked to take this course if two-thirds of it had been delivered online and the remaining third was just one class meeting (i.e., one hour) per week	0	8	56	36
7. This course does not need face-to-face contact hours with an instructor	0	40	40	20
8. I found useful the marking of the readings with the click-on vocabulary translations	4	4	32	60
9. The online format was well suited for this course	0	0	24	76
10. I would recommend this course to others	0	0	28	72
11. The online activities helped to enhance my learning experience compared to a traditional, fully on-campus course (i.e., all face to face).	0	4	64	32
12. I put a good deal of effort into this course	8	0	76	16
13. I learned a lot in this course	0	0	84	16

	crosswords %	multiple choice %	fill-in-the-blanks %	combination of all three types %
14. The type of online activity that was most helpful was	0	52	0	48

Integrating Songs with Internet Resources and Educational Software into the French Classroom

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Abstract

In light of the standards, research insights, best instructional practices, and modern technology, the author demonstrates the integration of French songs with Internet resources and story-based techniques. This integration makes use of the website YouTube and various types of educational software in the classroom. Incorporated with technology, the use of songs is an effective means of promoting language learners' social, cognitive, language, and cultural growth. The reviewed songs and artists represent a variety of Francophone areas, cultures, and musical genres. Some of them are not currently well represented in the French classroom and curriculum. The article invites teachers to reflect on the place and role of songs combined with Internet resources and software programs in the language classroom. The suggestions provided may be of relevance to the teaching and learning of other languages.

Background

This article demonstrates how songs can be integrated into the classroom by using the website YouTube, Internet resources, and various types of educational software programs to foster French learners' social, cognitive, language, and cultural development. Classroom practices show that many students relate positively to music, so they view songs used in the classroom as entertainment rather than work and find learning vocabulary and grammar through songs amusing rather than tedious. However, despite the number of examples available to teachers, songs are not always used effectively in the language classroom. Textbooks do not consistently incorporate songs, and teaching materials do not offer enough variety of musical presentations. Also, modern technological tools can be used with songs in innovative and effective ways. These new technologies range from sharing and viewing video clips of songs on the Internet, producing and using podcasts, and listening to songs in MP3 format and creating song-based exercises and activities with presentation, hypermedia, video editing, and concept mapping software programs. Unfortunately, such technologies are not often included in the curricular materials, activities, and lesson and unit plans that implement songs.

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> *"Textbooks do not consistently incorporate songs, and teaching materials do not offer enough variety of musical presentations."*

Songs are a rich linguistic and cultural resource and should be afforded a more prominent place in language curricula. Using a song in the classroom should not be viewed purely as a singing exercise nor as a simple way to create a fun classroom environment. With the educational benefits and opportunities that contemporary technologies can offer, the use of songs should also become a meaningful and purposeful way of fostering learners' development and creativity by exposing them to authentic and diverse examples of the target language and culture. The inclusion of songs increases the students' motivation and enjoyment of learning the language and culture. It emphasizes and develops a variety of language learners' intelligences and learning styles (Gardner, 1999; Oxford, 1990). It also facilitates the students' language acquisition, since they are engaged in completing the tasks of searching for and evaluating information that is interesting and relevant to them (Laufer & Hulstijn, 2001). Moreover, it provides an effective connection to those students from the Millennial Generation, born in or after 1982. Many of this generation are now in our foreign language classes, and they tend to learn better via collaborative learning, the use of technology, peer connection, structured hands-on learning, and opportunities for personal creativity (Spodark, 2008).

In this article, I first look at how the standards, research insights, whole language and story-based approaches, text-based factors of song selection, and modern technological tools can guide the teacher in integrating songs into the foreign language classroom. Second, based on the example of a French song, I demonstrate and discuss the use of songs with various types of educational software programs along with whole language and story-based techniques. Third, the article illustrates the integration of French songs with the website YouTube and other relevant Internet resources. At the end, I propose that teachers reflect on guiding questions to help them address multiple classroom goals as they incorporate songs with technology in their classrooms. Teachers of various languages may find the article's suggestions applicable to their own teaching contexts.

Aiming at Language Proficiency and the Target Culture

The integration of songs with the Internet and various types of educational software in the classroom should aim at developing the learners' language proficiency and facilitating an exploration of the target culture. At the Novice level of language proficiency, students can create lists of words and phrases and communicate minimally with formulaic and rote utterances, while at the Intermediate level, they can create with language, initiate, maintain, and bring to a closure simple conversations by asking and responding to simple questions (Swender, 1999). For example, in the context of a song, Novice-level students can be asked to make and share a list of the words (e.g., nouns, adjectives) that describe a particular character of the song. Learners at the

Intermediate level can play the roles of the song's characters by preparing and using the statements and questions in communicative situations. At the Advanced level, students are able to narrate and describe in major time frames and deal effectively with an unanticipated complication, while Superior level learners can discuss topics extensively, support opinions, and hypothesize and deal with a linguistically unfamiliar situation (Swender, 1999). For instance, Advanced-level students can be asked to retell in paragraph discourse what happened to the song's characters and invent an ending for a song that they will discuss with a partner. Learners at the Superior level can be asked to give and support their opinions about the meaning that the song can convey.

Identifying the perspectives, practices, and products of the target culture should also guide the students' learning of a song. Teachers and learners should understand the connections among these aspects of the target culture, recognize the value and role of literary and cultural texts to interpret and reflect upon the perspectives of the target cultures, and integrate knowledge of other disciplines into foreign language instruction (ACTFL, 2002; NSFLEP, 1999). The exploration of the target culture develops the learners' sociocultural competence. As a part of communicative competence, it is "knowledge about context, stylistic appropriateness, nonverbal factors, and cultural background knowledge" (Shrum & Glisan, 2005, p. 14). As Vygotsky (1986) pointed out, language and thought are interrelated. By making the sociocultural context understandable to students, foreign language teachers affect students' comprehension of the content of a song and, thereby, enhance the quality of language learning and memory retention. Language learners, for their part, should realize that songs and music represent how people from the target culture make sense of the world and express their collective identity as a people and nation: "Language is a resource. Language is thought; language is culture; language is identity" (Wink & Putney, 2002, p. 54). Studying manifestations of national identity sets a framework for teachers to develop in their language learners the skills of comprehension, interpretation, and presentation in the target language. "Music brings language alive. Songs provide chunks of language complete with shadings of meaning and emotion. They give context to grammar and syntax and purpose to speech." (Diamond & Minicz, 1994).

Benefits of Incorporating Songs

Foreign language educators across languages and levels may consider various reasons for and ways of integrating songs into their classrooms. Many benefits arise from the incorporation of songs in the foreign language curriculum. It enriches student learning (Auger, 2003; Curtain & Pesola, 1994; Lo & Li, 1998; Poritsky, 1990; Sibarah, 1999), leads to better pronunciation and intonation (Spicher & Sweeney, 2007), increases recall of vocabulary, and improves listening

"The integration of songs with the Internet and various types of educational software in the classroom should aim at developing the learners' language proficiency and facilitating an exploration of the target culture."

> *"A song can be presented as a literary product similar to a story, folktale, or legend."*

and speaking skills (Anton, 1990; Lipton, 1994). It also enhances the teachers' own presentation of the target language and culture (Alberic, 1994; Failoni, 1993; Kramer, 2001; Mariagrazia, 1996; Watson, 1989). With respect to French songs, Humblin (1987) demonstrates that the integration of popular French songs into the curriculum provides opportunities for students to learn about social, historical, and cultural aspects of the French language. Abrate (1983, 1988) shows that there are different ways to incorporate popular French songs into French classroom for various domains of language study, such as listening comprehension, vocabulary, grammar, conversation, composition, culture, history, and literary study. Julien (1988) encourages the use of contemporary French songs for language instruction, and provides guidelines for choosing and teaching songs and class exercises that exploit the instructional potential of songs. Andrew (1987) shows that translating French songs can be an enjoyable activity. Weinberg (2007) analyzed web-tracking data taken from a website dedicated to French songs for an advanced French comprehension university course during two terms. The variation in time spent on task and in online behavior as students completed activities was analyzed. Data showed that the students with the lowest marks did not necessarily spend the least amount of time on online, nor did the most diligent workers improve their skills the most.

Whole Language and Story-Based Approach

The PACE Model is a story-based approach to teaching grammar that can be effectively used to integrate songs into the foreign language classroom. PACE is an acronym for four phases of contextualized vocabulary and grammar teaching: Presentation of meaningful language, Attention, Co-construction of an explanation, and Extension activities. This model engages learners in focusing on form in the context of a meaningful text. The presentation of meaningful language, such as is found in a song, should be conducted in a holistic, thematic, contextualized, and interactive way. It should not be based on isolated and disconnected sentences whose purpose is to illustrate a target form. A song can be presented as a literary product similar to a story, folktale, or legend. Such an approach enables the teacher to capture learner interest and create comprehension through negotiation of meaning.

The second stage of PACE "focuses learners' attention on some aspect of the language used during the Presentation" (Adair-Hauck, Donato, & Cumo-Johanssen, 2005, p. 197). The third step of the model leads learners and teacher to Co-construct grammatical explanations, while the Extension activities phase enables students "to use their new grammar skill in creative and interesting ways" and to "allow creative self-expression" (pp. 198-199). PACE advocates a participatory approach to teaching and learning grammar that reconciles both explicit and implicit approaches to learning. In an implicit approach, analyses of grammatical structures are done by learners themselves, while in an explicit approach, the explanation is provided for learners by the teacher or the textbook.

When engaged in the PACE model, learners use both top-down and bottom-up processing skills to reconstruct meaning and recognize structures. They are also engaged in several communicative modes, such as the Interpretive ("interpretation of meaning in oral and printed texts"), Interpersonal ("active negotiation of meaning among individuals"), and Presentational ("formal, one-way communication to an audience of listeners or readers") modes (Shrum & Glisan, 2005, pp. 155-156). In addition, to facilitate the processing of the song's meaning, vocabulary, and structure, learners can consistently be exposed to communicative activities before, during, and after listening to or reading the lyrics of the song. Other reading strategy models, such as a story-grammar training (Pressley & Woloshyn, 1995), can guide the teacher in emphasizing story elements of the song, such as its setting, characters, and a possible problem and solution.

Text-Based Factors of the Song Selection

When selecting a song for the classroom, the teacher has to take into consideration the textual features of the song. The factors that are used to select a particular text, such as its length, content, and organization (Riley, 1993; Roller, 1990), should guide the teacher's evaluation of a song's lyrics. Teachers might choose relatively short songs with memorable themes, especially for beginning and younger language learners, since longer texts might lead to challenges with retention. A theme might be memorable when it represents a tradition, a holiday, an image, an action, or the like. The attractiveness of, as well as familiarity with, the song's major topic may influence how actively, meaningfully, and successfully learners will be engaged in interpretation processes. A text should hold the attention and interest of the language learner if it has the characteristics of a story, is meaningfully connected to the learner's experiences, and reflects powerful images, characters, or events. In his Episode Hypothesis, Oller (1983) posited that "text (i.e., discourse in any form) will be easier to reproduce, understand, and recall, to the extent that it is motivated and structured episodically" (p. 12).

Modern Technological Tools and Internet Resources for Song Usage

YouTube

Founded in 2005, YouTube (http://www.youtube.com) is a website that allows uploading, viewing, sharing, searching, and commentary on videos (http://en.wikipedia.org/ wiki/YouTube). Videos on YouTube are posted by subscribers and can reflect a wide variety of topics. Numerous videos are video clips or presentations of songs. Language teachers can use the features and resources of YouTube to engage their students in learning about songs, and the target language and culture.

MP3 Songs

Various songs and albums in MP3 format can be found on a variety of Internet sources. MP3 songs in French can be downloaded instantly from Amazon (http://www.amazon.com), the iTunes store, and stores such as FNAC of France (http://www.fnacmusic.com) or Archambault of Quebec, Canada (http://www.archambault.ca), directly to an iTunes library or Windows Media Player. MP3 songs

can be effectively used for listening exercises and with presentations and projects about songs and singers. For some songs, karaoke versions exist.

Presentation, Hypermedia, Concept Mapping, and Video Editing Software Programs

The song's content, coupled with the capabilities of various types of software, such as presentation, hypermedia, concept mapping, and video editing software, are the vehicle for the teacher's song-based activities. This type of software enables the teacher to implement the principles of effective language learning and teaching. PowerPoint (Microsoft Corporation) is an example of presentation software. A presentation program serves to generate presentation content and displays information in the form of a slide show. A PowerPoint presentation consists of a number of individual pages called slides. The program enables presenters and users to insert text, images, links, audio, video clips, and other objects into slides and create various effects. HyperStudio (Sunburst Technology Corporation) is a hypermedia program. HyperStudio projects are called stacks and consist of individual pages referred to as cards. In hypermedia, text features, links, annotations, images, sounds, audio, and video can be combined to create a generally non-linear and interactive way of presenting information. For example, by using the same HyperStudio card, a user can simultaneously scroll up and down through a large text inserted in a textbox, make appear and disappear text annotations in the form of small textboxes and images, and watch an embedded video or listen to an embedded audio recording of the text. To provide students with interactive and immediate feedback, the teacher can use sounds available in the program's media library, teacher pre-recorded audios, or teacher pre-written texts. The use of hypermedia capabilities can help students become autonomous and creative learners through various individual, group, and whole class activities. The Inspiration software program (Inspiration Software, Inc.) is a tool for concept mapping. It allows the teacher to build a variety of graphic organizers, such as concept maps, diagrams, and webs, by using visual and linear thinking. Students associate ideas, concepts, data, and other information with images and techniques. Apple's iMovie (Macintosh platform), Microsoft's Windows Movie Maker (Windows platform), and Sony's MovieShaker (Windows platform) are video editing programs. They allow users to record and edit videos with various features, such as effects, transitions, and narration.

> *"The music and work of Khaled represent the musical genre Raï which is a combination of western-type popular music and traditional Algerian musical rhythms."*

Through the use of these types of software and their products, teacher creativity and imagination may be heightened and thus play an important role in developing original, interesting, and engaging ways to integrate songs. The above-mentioned programs can be used in conjunction with each other to help teachers incorporate songs with story-based techniques. The use of such programs can also enhance students' information processing and make the language input more comprehensible for them, thereby maximizing

the use of songs in the classroom. The comprehensibility of the language input is an indispensable condition for successful language learning (Krashen, 1982).

To demonstrate how a song can be presented through whole language and story-based techniques, in conjunction with the software programs described above, the following section describes the integration of a pop song "Aïcha" (Goldman & Khaled, 1996, track 16) into the French classroom.

Integrating a French Song "Aïcha" with Educational Software and Whole Language and Story-Based Techniques

"Aïcha" is performed by a popular French and Algerian singer Khaled (formerly Cheb Khaled). This singer and song are chosen because the artist and his work have a unique connection to the singer's homeland, its musical genres, people, and history. They are not well represented in the French curriculum or classroom, despite the fact that their inclusion can only enrich both. The music for the song is composed by a famous French singer and composer of French popular music, Jean-Jacques Goldman. The music and work of Khaled represent the musical genre Raï which is a combination of western-type popular music and traditional Algerian musical rhythms. Raï was developed in the cities of Algeria, and was prohibited by Islamic fundamentalists, so Khaled had to leave Algeria for France in order to compose and perform. To learn about the life and the work of Khaled, students can consult a variety of Internet sites (see the Appendix). The song and the related activities can be appropriately adapted to the students' proficiency and grade levels.

The main character of this song is a man who sings about his strong feelings and love for a woman called Aïcha. He is prepared to offer her the entire world – its most expensive and delicious things – in exchange for her attention and love. However, Aïcha does not want all of these material things and, instead, requires that the man would daily give her the same rights and respect that he has, which is the expression of true love. The music is catchy and the lyrics use simple but beautiful and poetic images. The song contains examples of the two French past tenses, the *passé composé* (*elle est passée à côté de moi* [she passed by me]) and the *imparfait* (*comme si je n'existais pas* [as if I did not exist]), and the imperative (*écoute-moi* [listen to me], *regarde-moi* [look at me]). The vocabulary of the song describes foods, the physical world, and precious objects. A portion of the song is sung in Arabic, a native language of the singer.

Getting Students' Attention with PowerPoint or HyperStudio

Pre-listening/reading activities can be used to anticipate the content of the song and activate learners' background information. The use of extra-linguistic cues, such as acting and visuals integrated with technology, fosters language learning (Chun & Plass, 1996). Students guess and predict the meaning of the song based on its title, "*Aïcha*", and visuals representing key words from the lyrics (*soleil* [sun], *vent* [wind], *or* [gold], *miel* [honey], *ébène* [ebony], *bijoux* [jewelry], *cou* [neck]). The title and the visuals are inserted into the PowerPoint slides or HyperStudio cards and displayed on the classroom screen. Images appear before the students can see the words' written forms in the target language. With this approach, the teacher enhances students' critical thinking and guessing skills (Chun & Plass, 1996; Paribakht & Wesche, 1997). The

teacher also teaches students the song's vocabulary, such as the key verbs (*passer* [to pass by], *regarder* [to look], *écouter* [to listen]) and key nouns (sun, wind, gold, honey, jewelry). When using the target language, learners of lower levels of language proficiency (Novice, Intermediate) can be expected to provide single words or short phrases, while more Advanced-level students can elaborate on and justify their guesses by providing detailed narratives.

Listening to the Song and Presenting the Lyrics with PowerPoint

A variety of during-listening/reading activities can be used with learners at different levels of language proficiency. The following are some examples.

First, students listen to "Aïcha" without seeing its lyrics. As the song is playing, the visuals illustrating the key words appear on the PowerPoint slides and follow the order of the lyrics. The purpose of this activity is to continue to engage learners in the practice of guessing the meaning of the song based on extra-linguistic cues. After listening to the song, the teacher asks students to share their impressions in relation to the song: *Qu'est-ce que vous avez aimé le plus dans cette chanson (dans cette musique, dans ces paroles, chez ce chanteur)?* [What did you like the most about this song (melody, lyrics, performer)?] *Comment pourriez-vous décrire cette chanson?* [How would you describe this song?] *Quelle est l'idée principale de cette chanson?* [What is the main idea of this song?]. Then, the teacher asks learners to listen to the song again to try to understand additional details as he/she retells the lyrics of the song by using the same visuals on PowerPoint and incorporating Total Physical Response (TPR) techniques which facilitate comprehension checks. This activity can be conducted across proficiency levels, although for learners at higher proficiency levels, the importance of TPR techniques decreases.

Next, the teacher can ask learners to listen to the song and read its lyrics which appear simultaneously with corresponding visuals on the classroom screen. Scheduling the appearance of the text segments in PowerPoint is a program feature that is especially effective for teaching a song. This activity is primarily suitable for students of lower proficiency levels (Novice, Intermediate). The learners' goal is to match the sound, images, and text in order to expand their understanding of the song. One way to present the lyrics is to make words and lines appear one after another after they are heard on the recording so that language learners can develop skills of matching audio and written input. Another way is to make a particular portion of the text appear immediately before students can hear it.

A variety of post-listening/reading activities can enable the teacher to engage students in practicing the song's content.

Exploring the Annotated Lyrics, Audio, Characters, and Plot with HyperStudio

With this program, the lyrics are embedded in a scrollable textbox on a HyperStudio card. For key words and expressions in the lyrics, vocabulary (nouns, adjectives), grammar (tenses and modes) and culture (behavior, style) annotations are created by the teacher. Small textboxes and visuals that are linked to the selected words and expressions in the lyrics serve as annotations. The purpose of the annotations is to scaffold the learner by giving supporting information, explanations in the

target and native languages, translations and examples. By clicking on the linked word, the user makes an annotation appear. Clicking on it again makes the annotations disappear. Learners also explore lists of key words that are pre-recorded by the teacher. By clicking on a word, students can listen to the recording and then repeat it.

Students are asked to explore the annotated lyrics individually or in groups, for example, in a language lab. The teacher copies HyperStudio cards on the lab computers. Learners read and study the annotations. Afterwards, students are asked a variety of related questions that are written on a card. By clicking on the word "answer," one brings up answers on the screen. In the textboxes, students also collaborate with each other to write about the main characters of the song (*Décrivez l'homme/le chanteur. Comment est le caractère de la femme?* [Describe the man/the singer. What is the personality of the woman?]), summarize the song (*Faites un résumé de la chanson.* [Summarize the song]), and imagine a development (*Qu'est-ce qui va arriver aux personnages? Est-ce qu'ils vont se marier?* [What will happen to the characters? Will they get married?]). As necessary, students skim and scan the lyrics for specific information.

KWL and Venn Diagram with Inspiration Program

While exploring the song, students complete a KWL diagram created by the teacher with the Inspiration software program. The title of the diagram is an acronym based on the three questions that learners have to answer about a particular topic, such as "What do I Know?" (K), "What do I Want to know?" (W), and "What have I Learned?" (L). Students write their answers in the three corresponding columns of the diagram. At the beginning of the song's exploration, in the columns "K" and "W" of the diagram, students write what they might know, guess, and want to know about Khaled, Algeria, and North Africa, their people, culture, music, and life, which activates learners' background knowledge of the target language and culture. At the end, in the column "L," students report what they have learned from the song and its exploration. While beginners can use both the target and native languages, advanced learners should be encouraged to use only the target language.

With the Inspiration software program, learners create and complete a Venn diagram. The purpose of using a Venn diagram is to show differences and commonalities between two elements (e.g., individuals, places, countries, cultures, stories, songs). The Venn diagram consists of two circles that intersect. One circle is used to describe one element, the second circle represents the other element, and the area where both circles intersect is used to list commonalities between the two elements. For the song, students describe the geographical and cultural environment in which they themselves live (one circle) as well as the environment in which the song takes place (the other circle). In the area where both circles intersect, learners describe similarities between the two environments. Learners complete the diagram on a computer in a language lab, or on a hard copy, individually or in groups. Afterwards, the teacher engages the class in discussing the answers.

Making a Music Video Karaoke Clip

After learning the song, students create and show a music video clip of the song in which they perform a karaoke version of the song. Before choosing a song and this activity, the teacher needs to see if a karaoke version of the song in MP3 format is

available. The class is divided into groups. Each group prepares a music video clip. In the clip, learners are asked to sing the song and include elements of role-play and dance in it with specifically chosen props and clothes to illustrate the song's plot and meaning. Students have to demonstrate that they can be good singers and actors. A class contest is conducted to give awards in several categories: best clip, best singing, and best acting. To practice their clip with the karaoke song, students use the MP3 file of the song (Studio Group, 2006, track 5) on their iPods or computers. To work on the project, students are given time in class and can also meet outside the class. To create a clip, students use a digital video camera and a video editing program, such as Apple's iMovie, Microsoft's Windows Movie Maker, or Sony's MovieShaker. Students create a role-play in which they try to depict the relationship that exists between the man, the singer, and the woman, Aïcha. The actual students' singing can be recorded beforehand by using the audio recording features of HyperStudio or movie editing programs. The recording can also be made real-time as the actors play their roles. To illustrate the integration of Internet resources with songs, the following section describes how students can learn about French songs by using YouTube and other relevant Internet sites.

Exploring French Songs with YouTube and the Internet

By using YouTube and other relevant Internet sites, teachers can engage their students in the selection and exploration of videos of various Francophone singers from several French-speaking areas of the world: Jacques Brel (Belgium), Mes aïeux [My ancestors] (Quebec, Canada), Yves Montand (France), and Zachary Richard (Louisiana, United States), among others. The following songs performed by the above-mentioned artists may be considered for such an exploration: *Le plat pays* ["The Flat Country"] by Jacques Brel (Brel, 2007, disc 1, track 6), *Dégénérations/réel du fossé* ["Degeneration/Reality of the Ditch"] by Mes aïeux (Mes Aïeux, 2004, track 1), *Sous le ciel de Paris* ["Under the Sky of Paris"] by Yves Montand (Montand, 2008, track 12), and *La maudite guerre* ["The Damned War"] by Zachary Richard (Richard, 2008). Before giving the names of specific songs to the students, the teacher needs to check on the availability of their videos on YouTube. New videos can be uploaded and old ones can be taken out from the site at any time. As an alternative, instead of assigning them to the students, Francophone areas, singers, and songs can be chosen by the students. The students, under the teacher's guidance, can review the Francophone areas, songs, and singers they know and then research them on the Internet.

The previously-mentioned artists and songs are recommended because, in a variety of unique ways, they intimately connect to the culture and history of the Francophone area they represent and describe. Some of those places, like the province of Quebec in Canada, and, especially, Paris, are well represented in the French curriculum and classroom. However, some others, like the state of Louisiana in the United States and West Flanders in Belgium, are overlooked and need to be explored more. Jacques Brel is a Belgian artist, singer, and composer of Flemish descent. He was born in 1929 in Schaarbeek, which is a district of the Belgian capital, Brussels. He left his native country to go to Paris when he was in his twenties. In France he became a star. However, the artist never forgot his native land. He said: *J'aime les Belges* ["I like

Belgians"] (Brel, 2008). In his song *Le plat pays* (Brel, 2007, disc 1, track 6), Brel talks about West Flanders, a western province of the Flemish region in Belgium where the artist's family originated. The song was performed both in French and Dutch. In that region, as well as in neighboring parts of the Netherlands, there are many open fields and few trees. Brel is in love with the place and its people, and this work represents his unique style in which the melody and the lyrics reveal his most intimate emotions and opinions.

Mes aïeux is a folk group from Quebec, a French-speaking province of Canada. In their work, they often make references to characters from Quebec's folklore. They also address the topics of politics and modern life. The selected song *Dégénérations/réel du fossé* (Mes Aïeux, 2004, track 1) talks about changes in the life of different generations of Quebec and how young generations have lost their roots. The melody and rhythm are catchy and appeal to students.

"By using YouTube and other relevant Internet sites, teachers can engage their students in the selection and exploration of videos of various Francophone singers from several French-speaking areas of the world…"

Yves Montand is a famous French actor and singer. Born in Italy, his family immigrated to France when Yves was a child. In France he became a movie star and a popular singer. He deeply cared about his political ideas and views. Montand also wrote numerous songs about Paris, a city he loved so much. His song *Sous le ciel de Paris* (Montand, 2008, track 12) describes Paris, its residents, and their love for their city.

Zachary Richard is a singer and songwriter from Louisiana. His family, ethnic, and cultural roots come from Acadian refugees. In his work and life, Zachary Richard seeks fervently to preserve the Acadian culture. The musical styles of Zydeco, Cajun music, and New Orleans rhythm and blues influenced Richard's music. He has written numerous songs about Louisiana, its people, and history. The song *La maudite guerre* (Richard, 2008) refers to the Great Expulsion of 1755 when thousands of Acadian families were expelled from their lands and homes in the maritime provinces of contemporary Canada. Some settled in Louisiana, which was the foundation and beginning of Cajun culture in that region. The song underlines the suffering and devastation that a war can bring. It tells a story of a young man who comes back home after the war to learn that his girlfriend left him and his house was destroyed.

To better understand the artists' work and the selected songs, students can also be asked to search for, listen to, and view available videos for the artists' other songs (see the Appendix for examples). For example, in *Les Flamandes* ["Flemish Women"] (Brel, 2007, disc 1, track 5), Jacques Brel described Flemish women and societal expectations toward them and in his *Les Flamingants* ["Flemish Nationalists"] (Brel, 2008) the Flemish singer and songwriter criticized Flemish nationalists and their ideas. *Le repos du guerrier* ["The Rest of the Warrior"] (Mes Aïeux, 2004, track 5), *Qui nous mène?* ["Who Leads Us?"] (Mes Aïeux, 2006, track 10), *Ça va mal* ["It Is Going Badly"] (Mes Aïeux, 2004, track 2), and *Train de vie* ["A Way of Life"] (Mes Aïeux, 2004, track 10) are some other songs

> *"By integrating unique, not often used, interesting, and representative songs into standards and proficiency, the language teacher addresses learners' diversity, fosters communication, and develops learners' linguistic and sociocultural competencies in the target language and culture."*

written by Mes aïeux about Quebec's history, its people, and modern life there. In his songs *À Paris* ["In Paris"] (Montand, 1998, track 9), *Mon manège à moi* ["My Carousel"] (Montand, 1998, track 1) or *C'est si bon* ["It Is So Good"] (Montand, 1998, track 7), Yves Montand describes his love for the French capital, its residents, and its atmosphere. In the songs, *Au bord du lac Bijou* ["At the Shore of Lake Bijou"] (Richard, 1997, track 4), *Invitation des Mardi gras* ["Invitation to Mardi gras"] (Richard, 1974, track 1), *Ma Louisiane* ["My Louisiana"] (Richard, 1974, track 3) and *Réveille* ["Wake Up"] (Richard, 2008, track 11), Zachary Richard described Louisiana, its people and traditions.

In groups, students can be asked to use all suggested songs and to search for available video on YouTube to select one to serve as the basis for a presentation. Since there are usually numerous videos posted for each singer and song on YouTube, groups have to find the best ones (see the Appendix for examples). After selecting the best video for the singer and the song, each group evaluates and rates it on a scale of 1-5 by using the following criteria: quality of the clip, quality of music, quality of lyrics, and quality of the performance. Groups analyze how the target culture, its perspectives, products, and practices are presented in the video. To learn about the artists, students can consult a variety of websites (see the Appendix). Students can also search for videos about the singer, the singer's country and musical style. In the search engine on YouTube, students type key words, such as the names of the artist, song, country, and musical genre. By going to a variety of websites (see the Appendix), students find, translate, and analyze the song's lyrics.

Conclusion

Foreign language practitioners and curriculum developers, such as textbook writers and publishers across languages and grade levels, should be encouraged to incorporate a variety of songs and related song-based activities with Internet resources and various types of educational software programs as an integral part of their curriculum. By integrating unique, not often used, interesting, and representative songs into standards and proficiency, the language teacher addresses learners' diversity, fosters communication, and develops learners' linguistic and sociocultural competencies in the target language and culture. In light of this, foreign language professionals have to reflect on the integration of particular songs with Internet resources and various educational software programs into a lesson or unit, and the teaching and learning processes in general. The following questions can guide them in this process to address multiple classroom goals:

1. What is the purpose of using a particular song with the Internet and various software programs in a lesson? How do the song-based activities support the teacher's teaching objectives?
2. Does the use of a song and related song-based activities with the Internet and software support, enrich and develop language learners' multiple intelligences?
3. Can the use of a song and song-based communicative activities with the Internet and software develop learners' knowledge of and proficiency in the target language? Do song-based activities enhance learners' cognitive and social development, as well as the comprehension of and use of different language skills and communicative modes in the target language?
4. Do learners acquire insight into the perspectives, practices, and products of the target culture through songs combined with the Internet and software?
5. Does the use of songs with the Internet and software contribute to the creation of a meaningful learner-centered community of language learners in the classroom? Does language practice and learning with songs and technology contribute to the learners' enjoyment of the target language and the learning process in the classroom?

The incorporation of a variety of songs and related curricular song-based materials and activities with Internet resources and various types of educational software programs into classroom practices can make language learning an invaluable educational experience leading to an individual's growth as a language learner. It can introduce meaningful context and content, bring exciting practice and thoughtful focus on language learning theories, and integrate authentic and multi-sensory materials and related activities into the classroom. It can also lead students to an increased interest in foreign language study and foster an appreciation of other cultures and languages.

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Appendix

Internet Resources

Internet Sites Dedicated to Song Lyrics:
    http://www.metrolyrics.com/
    http://www.mp3lyrics.org/
Internet Sites Dedicated to French Songs:
    http://french.about.com/od/music/French_and_Francophone_Music.htm
    http://www.paroles-musique.com/
    http://www.utm.edu/staff/globeg/atelmusique.shtml
    http://www.geocities.com/foursov/
    http://people.southwestern.edu/~prevots/songs/
    http://www.mamalisa.com/?t=el&lang=French
    http://platea.pntic.mec.es/~cvera/ressources/recurfr9.htm
Internet Sites with Video Resources (in French):
    http://beta.dailymotion.com/fr
    http://www.tv5.org/
Internet Sites Dedicated to:
Jacques Brel:
    http://www.jacquesbrel.be/index2.cfm?lg=EN (official site)
    http://www.artistdirect.com/nad/music/artist/card/0,,407793,00.html (biography, songs, movies, links)
    http://en.wikipedia.org/wiki/Jacques_Brel (an article in English)
    http://fr.wikipedia.org/wiki/Jacques_Brel (an article in French)
    http://www.youtube.com/watch?v=PPBE75O9tkU (*Le plat pays* ["The Flat Country"])
    http://www.youtube.com/watch?v=b1aeGVpcXrA&feature=related (*Les Flamandes* ["Flemish Women"] with English subtitles)
    http://www.youtube.com/watch?v=-15HLa5-cDM&feature=related (an interview in French)
Khaled:
    http://khaled-lesite.artistes.universalmusic.fr/ (official site)
    http://www.khaledmania.com/ (biography, discography, audio, video, fan forum)
    http://www.facebook.com/pages/Cheb-Khaled-King-Of-Ray/10995698427 (Facebook)
    http://en.wikipedia.org/wiki/Khaled_(musician) (an article in English)
    http://fr.wikipedia.org/wiki/Cheb_Khaled (an article in French)
    http://www.youtube.com/watch?v=iIyyPsqRweE ("Aïcha")
    http://www.youtube.com/watch?v=OXMoUDa8pbM&feature=related ("Aïcha" with subtitles)
    http://www.youtube.com/watch?v=DatdLyV68fY&feature=related ("Aïcha" with a role-play)

Mes Aïeux :

    http://mesaieux.qc.ca/flash/ (official site)

    http://en.wikipedia.org/wiki/Mes_A%C3%AFeux (an article in English)

    http://fr.wikipedia.org/wiki/Mes_A%C3%AFeux (an article in French)

    http://fr-fr.facebook.com/pages/Mes-Aieux/37599710088 (Facebook)

    http://www.myspace.com/mesaieux (MySpace)

    http://www.youtube.com/watch?v=w9UYaWVOarM (*Dégénérations/réel du fossé* ["Degeneration/Reality of the Ditch"])

    http://www.youtube.com/watch?v=crDWEhaWJWU ("*Train de vie*" [A way of life])

Yves Montand:

    http://www.yvesmontand.com/index.html (biography, music, films, links)

    http://filmsdefrance.com/FDF_ymontand.html (biography and films)

    http://www.rfimusique.com/siteen/biographie/biographie_6043.asp (biography)

    http://en.wikipedia.org/wiki/Yves_Montand (an article in English)

    http://fr.wikipedia.org/wiki/Yves_Montand (an article in French)

    http://www.youtube.com/watch?v=xPpxxZSskkw&feature=PlayList&p=EE143DADF1DE13E0&playnext=1&index=22 ("*Sous le ciel de Paris* ["Under the sky of Paris"])

    http://www.youtube.com/watch?v=LMoLn-NT-NA&feature=related (*C'est si bon* ["It Is So Good"])

    http://www.youtube.com/watch?v=0do-UYWZKoY&feature=related (*À Paris* ["In Paris"])

    http://www.youtube.com/watch?v=DWnn8byIHJM (an interview in French)

Zachary Richard:

    http://www.zacharyrichard.com/ (official site)

    http://en.wikipedia.org/wiki/Zachary_Richard (an article in English)

    http://fr.wikipedia.org/wiki/Zachary_Richard (an article in French)

    http://www.youtube.com/watch?v=UJfaxymQd3A&feature=related (*La maudite guerre* ["The Damned War"] with the lyrics)

    http://www.youtube.com/watch?v=7DvuQjOo9xs& feature=related (an interview in French and *La maudite guerre* without the lyrics)

    http://www.youtube.com/watch?v=vC7i9KoWrV4&feature=related ("*Réveille*" [Wake Up])

Reviews

Edited by Thomas S. Conner, St. Norbert College

The Northeast Conference makes available in its **Review** evaluations of both products and opportunities of interest to foreign language educators. These evaluations are written by language professionals at all levels, and representing all languages. The opinions presented by reviewers and by respondents (publishers, tour operators, webmasters, association leaders, etc.) are their own and in no way reflect approval or disapproval by the Northeast Conference.

We will accept reviews of:

- Software
- Videos and films
- Textbooks, instructional packages, and ancillaries
- Websites

- Grant opportunities
- Programs of study, both abroad and in this country, targeting both educators and students
- Reference materials
- Other

Amon, Evelyne, Judith Muyskens, and Alice C. Omaggio Hadley. *Vis-à-vis.* 4th edition.

New York: McGraw-Hill, 2008. ISBN: 978-0-07-328945-8. Accompanied by an Instructor's Annotated Edition, a Workbook/ Laboratory Manual, an Instructor's Manual, Testing Program, audio CDs and audiotapes, integrated video, and online ActivityPak.

Vis-à-vis is a superb comprehensive, two-semester, college-level introduction to French and, in my opinion, one of the very best of its kind on the market today. Like its three predecessors, the fourth edition of *Vis-à-vis* comes with a zillion ancillaries, most of which, fortunately, are both extremely well conceived and easy to use. All the various components fit together like the pieces of a giant life-like three-dimensional puzzle. No doubt each of the sixteen chapters is rather on the long side (thirty pages or so), so the instructor will want to pick and choose judiciously from the abundance of materials and activities offered (or consider incorporating the last part of *Vis-à-vis* into a third-semester course, which is what I usually end up doing, finishing up *Vis-à-vis* in the third semester and throwing in some literature and film for good measure). In the past I found that I seldom had time to do the video in class, but it was available on CD-ROM and students could watch it in the language lab. Now that the "old" CD-ROM has been replaced by the ActivityPak online learning program, I no longer will have this problem and, presumably, students will do a lot of these well-integrated activities on their own. (NB: The CD-ROM that comes with the program contains the Blogs, which I will discuss below.)

Vis-à-vis is based on what veteran authors Evelyn Amon, Judith Muyskens, and Alice C. Omaggio Hadley call a "balanced four-skills approach to learning French through a variety of listening, speaking, reading, and writing activities, while introducing students to the richness and diversity of the Francophone world" (*Instructor's Edition* xiii). The organization is clear and user-friendly almost to a fault, and the *Instructor's Manual* is exemplary in its attention to practical matters. Inexperienced instructors entering the profession will find in it a gold mine of suggestions about everything from teaching and scheduling to testing and grading.

The 469-page text (not counting an assortment of appendices), making it *exactly* the same length as the third edition (!) text, is divided into sixteen chapters, each consisting of four *leçons*, easily located through a color-coded tabbing system, along with a central two-page cultural section (replacing the former *Correspondance* section) titled *Le blog de…* (named after the fourth edition's new recurring characters — Léa, Hassan, Juliette, and Hector). Chapters in the fourth edition no longer feature an opening e-mail or postcard from the "old" recurring characters (seasoned users of *Vis-à-vis* mourn the passing of Caroline, Sophie, Michel and Malik, who have moved on, graduated, got a life, or whatever — Godspeed) but still retain a beautiful color picture and clear chapter outline detailing the communicative objectives of the chapter, along with the vocabulary, grammar and culture, all of which are well integrated with each other to teach a given theme (e.g., school, likes and dislikes, food, travel, media and society, to name only a few). Students like to know what is going to be covered in each chapter, especially since chapters are so long, and need to be reminded of what they are going to be doing in the next chapter. The lavish color photograph at the outset is spectacular, but I for one still miss the short e-mail or postcard of yesteryear that used to set the tone of the chapter and taught invaluable idiomatic expressions.

Releasing fundamentally very similar "new" editions every three years or so is like a last minute gate change in a large airport — exasperating, to say the least, for weary travelers such as myself because it necessitates the updating of syllabi and exams; and it is impossible for students to obtain used copies of the text (something that actually deters more than just a few of those who are financially strapped from enrolling in French). However, this reviewer feels that the fourth edition of *Vis-à-vis* is a significant improvement over the third and is sufficiently revised to merit the epithet "new." Fortunately, topics have not been shuffled around much, if at all, making it relatively painless for instructors to make the transition to the new edition. And the changes make it worthwhile.

The fourth edition has retained most features of the third:

• the text is divided into sixteen chapters, each consisting of four distinct *leçons*;
• vocabulary, grammar, and culture are perfectly integrated;
• exercises are abundant and varied;
• the four skills approach informs every aspect of this program;
• the cultural video footage is up-to-date;

• the ancillaries are so numerous (and so well designed) that even a hardened addict to "supplements" like myself is left gasping for air!

Although the fourth edition retains so many features of the third, I cannot stress enough all the changes made in it which underscore how hard the *Vis-à-vis* team works to integrate new content and technology. Coverage of the Francophone world has been significantly expanded, especially in the context of the *Blog de…* section in each chapter; in the all-new Video program, shot entirely on location, the new recurring characters introduce us to life in their native France, Martinique, Morocco and Canada (the *Bienvenue* section in each chapter contains up-to-date cultural vignettes); the new, revised *Reportage* readings explore cultural, social, and historical topics addressing the interests of today's students and are integrated with the content of the blogs (which students can explore on their own in the new Online Learning Center mentioned above); five new readings add to the contemporary character of the text and provide a good introduction to life across the Francophone world; finally, the online ActivityPak (which is also available for sale) replaces the former CD-ROM and offers students a potpourri of activities, games, and videos that review important grammar and vocabulary in context.

With regard to content, the only notable change I can see is that the *passé composé* is now presented in two separate chapters (7 and 8), rather than in one single chapter (8). Interestingly, this is the way it used to be in the second edition. Why this shuffling around? Additionally (and I fail to understand the reason), the authors decided to drop the review section, *Révisez*, which followed chapters 4, 8, 12 and 16, in previous editions and helped students review significant material from preceding chapters. However, the *Workbook/Laboratory Manual* retains this very useful feature.

As for the *Workbook/Laboratory Manual*, it is virtually unchanged from the third edition, except for the *Blog de* section, which replaces the *Correspondances* section in both text and Workbook/Laboratory manual. The format remains the same, and the veteran user of *Vis-à-vis* will breathe a sigh of relief, knowing that s/he will not have to redo the entire class syllabus. The exercises in the *Workbook/Laboratory Manual* have undergone some cosmetic changes (mostly for the better) and are basically the same, but they are splendid; it is hard to imagine how they could be further improved. The same goes for the audio program, which correlates perfectly with the audio portions of the *Workbook/Laboratory Manual*. This reviewer is of the opinion that Lab exercises are an integral part of any first-year program; I regularly assign most of the oral exercises, which, though sometimes tedious, give students the opportunity to improve their oral comprehension skills. I should point out that there is also the Online Workbook/Laboratory Manual, developed in collaboration with Quia, which provides "an enhanced and interactive version of the book version, including instant feedback, automatic grading and scoring, and a grade report feature that can be viewed online or printed" (*Instructor's Edition* xxi).

Also, on a more positive note, teachers now have the option to include a reader, the recently published *C'est la vie* (2005), a wonderful anthology of short stories specifically designed with the "high beginners" (*Instructor's Edition* xxi) in mind,

those proverbial *faux débutants* who always make up a sizeable portion of our first-year French students. This nifty reader by Evelyn Amos and Carolyn Nash consists of four original stories that bring the Francophone world to life through the experiences of students and young professionals in France, Guadeloupe, Belgium, and Canada. (It was reviewed in the pages of *The NECTFL Review*, no. 57, Spring 2005). I recommend that all instructors take a close look at this reader and try to make room for it in their syllabus; they will not be disappointed. Last year, I used one of the stories as an experiment, just to see how my students would respond, and their response was so positive that I have made *C'est la vie* required reading in the second semester of my first-year French course. The stories are so cleverly written that even the proverbial undergraduate sitting in the back row of your classroom wearing a baseball cap (backwards, *noblesse oblige*) can begin to make sense of them a month or two into the course and, what is more, want to know what the other stories are about. Just for the hell of it! Imagine that.

Just under half the readings (*Lectures*), which thankfully still come at the end of each chapter, are new; and *Lectures* from preceding editions have been revamped with new pictures. Let me point out that it is not a bad thing to keep readings that are up-to-date and capable of interesting the average 18-year-old American student. One complaint I have had in the past has been that many readings were not only dull but impossible to use in the classroom without resorting to major pedagogical acrobatics. I am happy to report that this situation has been remedied.

The new *Bienvenue* cultural video selection appears after every fourth chapter and presents cultural footage from various Francophone cities and regions throughout the world (Paris, Québec, Dakar, Brussels and Fort-de-France, and, new to the fourth edition, Louisiana, Morocco, Switzerland and Tahiti). The video is available on DVD, as well as in the ActivityPak at the *Vis-à-vis* Online Learning Center (www.mhhe.com/visavis4) These short video clips present a "day in the life" of each city and are linguistically more accessible to first-year students than many of the segments in previous editions. Overall, the video is simply superb and is integrated with the *Blog de…* section in each chapter: Léa, Hassan, Juliette, and Hector strike me as very "real" people and talk and behave the way "real" people do. The camera work and acting are first-rate, and the backdrop is always appropriate and culturally relevant to the chapter theme. Moreover, each video segment is accompanied by a host of follow-up activities. It is too bad that the authors have not included the scripts from the appendices in the *Instructor's Annotated Edition*, as was the case in the first two editions of *Vis-à-vis*; these were immensely useful to this instructor, who often needed to do some last-minute prep at home before class and who now must face the prospect of carting more than one component of the *Vis-à-vis* program home with him every day or perhaps keeping a copy of the *Instructor's Manual* (where, thankfully, the script is still available) on the kitchen table. Joking aside, it is nice to have at one's disposal in the teacher's edition of the text as much of this material as possible.

Furthermore, the *Vis-à-vis* Online Learning Center (www.mhhe.com/visavis4) has been updated and seems better integrated with each chapter, providing interesting links to Francophone sites throughout the world. This valuable online resource includes: daily French news feeds; self-correcting quizzes for each vocabulary presentation and structure in every chapter; links, keywords, and

search engines for the *On est connecté* feature referenced in the textbook; audio files for the *A l'écoute sur Internet* listening comprehension activities found at the end of each chapter in the textbook; and, finally, audio files for the complete Audio Program that accompanies the *Workbook/Laboratory Manual*.

Last but not least, I only discovered a little more than a handful of petty errata throughout the entire program (impressive when one considers that *Vis-à-vis* consists of a zillion different parts and that yours truly is a stickler for detail), but I expected as much from a text that has been around, in one form or another, longer than most of our students have been alive.

I teach the first-year sequence and have been a faithful user of *Vis-à-vis* (and the seven editions of its predecessor *Rendez-vous*) ever since I entered the profession in the mid-1980s. However, I have also used several other well-known first-year programs and therefore have a frame of reference. When I reviewed the second and third editions of *Vis-à-vis* for *The NECTFL Review*, I focused on the chapters I happened to be doing in class at the time. For the sake of consistency I will proceed the same way here and consider chapter 7 (which I just finished in French 101) and chapter 12 (in French 102), in order to examine a few specifics and discuss the changes made in the third edition.

The title of Chapter 7, *Les Plaisirs de la Cuisine*, remains the same, as does the chapter content and organization of material. This chapter continues the study of French food and introduces students to the delights of French cuisine. In the preceding chapter — on the vagaries of the *article partitif* — students learned basic food items and how to order a meal in a restaurant. Since prices were listed in euros, this is as good a time as any to introduce a cultural unit on the euro. In chapter 7 it is time to go shopping in the neighborhood stores and then cook a gourmet meal on one's own. The chapter's grammar lesson is unchanged and focuses on interrogative and demonstrative adjectives and the verbs *vouloir, pouvoir,* and *devoir*. The grammar and vocabulary exercises are the same as in the first three editions, but most cultural items (menus, photos, cultural vignettes, etc.) are new and introduce students to typical French dishes such as *fricassé de poulet aux champignons* and *côtes d'agneau*. Teaching French food is tricky, and the authors take a rather standard approach, relating it to pertinent grammar constructions such as the partitive article; however, the focus is consistent, thorough, and, I think, manageable even at the first-year level. The *Blog d'Hassan* takes us on a visit to a North African market in the Place Monge in Paris and the *Reportage* section, immediately following, introduces students to a variety of typical dishes from around the Francophone world. A lot of these skits are really useful, since they cover everyday themes such as shopping, ordering a meal in a restaurant, and finding one's way about town, and in many cases echo the chapter theme.

Chapter 12, *La Passion pour les Arts*, provides an introduction to the arts in France and, happily, still includes a review of the main *époques* and some of the masterpieces one associates with, for example, the medieval period or the seventeenth century. The grammar lesson continues the study of direct and indirect object pronouns, as well as the use of prepositions with verbs (which used to be covered in a later chapter). Most of the material remains unchanged from the previous two editions, and the reading selection is still Jacques Prévert's well-known

poem *Déjeuner du matin*, which, when one thinks of it, might find a better home in Chapter 8 in a future edition (which teaches the *passé composé, justement*). In the *Blog de…* section, Juliette talks about how she learned to paint at a young age and in the *Vidéoblog* section gets together with a friend on the Pont des Arts just across from the Musée d'Orsay.

The *Instructor's Manual* contains helpful suggestions about how to use the text and its many ancillaries; even a seasoned teacher will find them useful, especially the ones about scheduling. The sections on language proficiency and ACTFL's guidelines help instructors implement assessment on a daily basis and contain many helpful suggestions about how instructors can use French in the classroom during every class. Finally, the accompanying Testing Program is exceptionally well conceived and provides a comprehensive selection of quizzes, exams, and dictations.

There are maybe three or four other comparable programs on the market today that do the job and teach students what they need to know to become proficient in French. If you are using one of them, fine. You probably do not want to complicate your life and have to set up the introductory year from scratch again. Dealing with new editions every three or four years is enough for most folks. Besides, why change a winning strategy at half time! However, if you are not happy with your current text or are looking for something that might inject a healthy dose of adrenaline in your students, then you might want to consider *Vis-à-vis*. Clearly it is a winner, and judging from my semester-end class evaluations, I can honestly say that the students love it.

Tom Conner
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Publisher's Response

McGraw-Hill is delighted to have the opportunity to respond to Professor Conner's review of the fourth edition of *Vis-à-vis*, a program he has used faithfully over many editions. He describes the program as "one of the very best of its kind on the market today." *Vis-à-vis* is a balanced, four-skills program with an emphasis on Francophone culture; the fourth edition has expanded the cultural coverage in both the print and digital components.

In his review, Professor Conner begins with an overview of the program, including its "zillion ancillaries" which are "extremely well conceived and easy to use," and highlights in particular the Instructor's Manual (a "gold mine for instructors"), and the Workbook/Laboratory Manual ("[the exercises] are splendid.") He also recommends *C'est la vie*, an anthology of short stories for high beginners, which can be used as a companion to *Vis-à-vis*.

Professor Conner briefly mourns the loss of in-text characters from previous editions, but welcomes the new cast that appears in the chapter openers, the "Le Blog de…" sections, and the videos themselves in the fourth edition. He calls the videos "superb," pointing out that the characters talk the way "real" people do, and

he graciously acknowledges the efforts of the *Vis-à-vis* team to integrate new content and technology into the program. Readers who are in search of a new introductory French text will find an excellent overview of *Vis-à-vis* and its ancillaries in this review.

McGraw-Hill World Languages is committed to publishing high quality foreign language print and digital materials, and we are proud to include *Vis-à-vis* and its ancillary program among our many titles. We again thank Professor Conner for sharing his review of *Vis-à-vis* with the readership of *The NECTFL Review*.

Katherine K. Crouch
Sponsoring Editor, World Languages
McGraw-Hill

Auralog. *Tell Me More Campus Online* (French, Intermediate, and Intermediate Plus Levels).

Phoenix, AZ: Auralog, 2008. ISBN: 978-2-7490-1303-9. For more information, look at www.tellmemore.com.

For college instructors who want to move to online language teaching, *Tell Me More Campus* provides a well-designed, flexible, and technologically sophisticated solution. The Auralog Company has been in the business of computer-assisted language teaching since 1987, and has made interactive speech recognition technology the cornerstone of its language learning programs. It is the integration of this technology, whereby students not only listen to a recording of their voice compared to one made by native speakers, but also see a visual representation of both in the form of a computer-generated graph, that most distinguishes this product from similar programs. Part of its larger market consists of students learning outside of a classroom setting, often without an instructor; however, Auralog has adapted to such an environment very well with *Tell Me More Campus*. Although it more than adequately replaces the grammar and much of the vocabulary portion of a traditional French textbook, most instructors will want to supplement its rather meager cultural content with additional materials and look elsewhere for suitable classroom activities. Also, there is no literature component; if intermediate French serves as a gateway to literature classes, then teachers will have to require students to purchase one of the many anthologies available on the market to complement the program. Because the intermediate level builds on the knowledge that was learned in the Auralog beginning level (and prepares for the advanced levels), this program would probably be most effective if it were used at all levels of language instruction in a department.

Students can take an interactive online placement test in order to identify the appropriate level at which to begin. It consists of 64 questions that mix grammar, vocabulary, and listening comprehension. Many of the questions and multiple-choice answers are recorded rather than written, making this test easier for students who are used to the particular emphasis placed on listening comprehension. For students who have had less practice with listening than with the other language skills, this will be a challenge; in addition, there is a time limit

for answering each question, which might contribute to "test anxiety." In spite of these reservations, I have no reason to doubt that this placement test succeeds in placing students at the appropriate level of the Auralog program. Still, since the program is likely to be only one of several components of a course, departments will want to keep their current instruments for determining placement within their curriculum, as opposed to placement within this particular program.

There is also a 90-minute long "Achievement Test" that can be taken repeatedly, with format and scoring modeled on the European *Test of English for International Communication* (TOEIC). It is a comprehensive test, also heavily weighted towards listening skills (five of the seven sections are audio-based and primarily test listening comprehension; two of them test grammar and vocabulary with multiple-choice and fill-in-the-blank questions provided mostly in written format, and one of them tests reading comprehension). By taking the achievement or placement tests repeatedly, students can measure their progress on an 800-point scale. It might be useful to take the test at various points during the year, such as the end of each quarter or semester, in order to measure progress. Like the placement test, the achievement test relies heavily on listening comprehension skills and allots a limited amount of time for each question or series of questions, characteristics that require some getting used to. For grading purposes, instructors will want to design their own "chapter tests," midterms, and finals that cover elements from the program as well as other materials used in their course.

The "intermediate" and "intermediate plus" French programs consist of almost thirty hours of exercises that students can complete at their own pace. Alternatively, instructors can select among the various components of the "modules" that make up the program, create customized assignments, and e-mail them to students as homework. The modules at the intermediate level consist of exercises and materials presented in twelve thematic "chapters," as well as six additional short cultural readings. Each "chapter" begins with a brief video and interactive dialogue; a vocabulary list and accompanying exercises (e.g., listening to new words, then searching for them in a grid; fill-in-the-blank exercises; organizing words by theme, etc.); pronunciation exercises; grammar explanations, followed by appropriate exercises, such as sentence scrambles, conjugation, and writing exercises; and, finally, a dictation. The six "cultural modules" interspersed throughout consist of short texts followed by a series of reading comprehension questions. They certainly convey interesting cultural information, but the amount of reading provided is far less than what most classes at this level require. Not only will college instructors want to supplement this program with a literary anthology, as noted above, but most likely they will also want to incorporate additional thematic readings as well. The exercises are useful and engaging, comparable to the better online workbooks available today; the ones that most distinguish *Tell Me More Campus* from other online programs, however, are those that use speech recognition technology.

The grammar explanations are minimal, yet clear, and cover the structures appropriate for each level. If English is chosen as the portal language, the grammar explanations are in English; if French, they are in French. Instructors can require French as the portal language; if they do so, however, the vocabulary lists will no longer appear with English translations. This might not be a problem, pro-

vided the instructor explains and contextualizes vocabulary during class. Either way, the instructor will have to go elsewhere for help with classroom activities.

Auralog has done a commendable job of adapting what is fundamentally a program in individualized instruction and making it work in other learning environments. *Tell Me More Campus* provides comprehensive instruction in grammar, vocabulary, and cultural content appropriate for university language classes. Its biggest strength compared to other products on the market is its technologically sophisticated method for training the student's ear to the particularities of spoken French (through the high proportion of audio-based exercises) and teaching students how to reproduce them accurately with the voice recognition software. As long as an instructor supplements the program with additional readings (both literary and cultural), classroom activities, and in-class grammar lessons that reinforce and expand the explanations in the program, *Tell Me More Campus* can be an effective foundation for the intermediate French curriculum.

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Publisher's Response

Thank you for this kind and insightful review. The pedagogical experts and linguistic team at Auralog are passionate about producing a product that facilitates learning a language and supports all the needs of instructors. Since this review was written, the *Tell Me More Campus* program has seen some changes. In an effort to address the ever-changing needs of our students, Auralog has partnered with Europe's leading television news agency, EuroNews. Students studying English, French, Spanish, German, and Italian now receive a 15-30 minute weekly language lesson that includes news footage presenting an important current events topic.

Tell Me More will continue to develop to include more advanced reporting and tracking functionalities, printable workbooks and additional exercises, as well as more detailed catalogues listing all our various products.

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Barnett, Barbara P. and Eileen M. Angelini. *La France Diviseé.*

Videocassette and DVD — Carbondale, IL and Rosemont, PA: American Association of Teachers of French and the Agnes Irwin School Holocaust Project, 2001. Study Guide — Carbondale, IL and

Rosemont, PA: American Association of Teachers of French and the Agnes Irwin School Holocaust Project, 2002. Film Website: www.francedivided.com.

La France Diviseé (France Divided) is a 36-minute documentary film in French with subtitles available in either French or English but which can also be viewed without subtitles. It is written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini and was made possible primarily through a Title VI grant from the U.S. Department of Education to the American Association of Teachers of French.

The film explores the two ways France was divided during World War II — not only between the German-occupied zone in the north and the Maréchal Pétain-controlled "free" zone in the south, but also between those in France who collaborated with the Nazis and the Vichy government, or at the very least contributed to the hardships experienced by those Jews who remained in France, and those who helped the Jews, such as Righteous Gentiles and members of the Resistance.

The film is primarily composed of first-person oral testimonies of seven French citizens: four Holocaust survivors (one deportee who returned from a series of concentration camps and three children who were hidden in different parts of France), two historians, and a leader of the French Resistance. Each interviewee's account of the period differs dramatically by virtue of his or her personal experiences and, thereby, paints a complex and compelling picture of French complicity and resistance during World War II.

Charles Baron's parents were arrested in 1942, sent to the Drancy internment camp, and deported to Auschwitz. Baron was arrested two months later and spent three years in various German concentration camps. He has written articles, given lectures, accompanied groups to Auschwitz, reviewed books on television and radio, and received numerous medals from the French government, including the *Légion d'honneur.*

The theme of the film is the fate of Jewish children who lost most if not all of their family members, and were often left alone to fend for themselves, to be hidden, or to be sent to the countryside. Their experiences vary, presenting both positive and negative accounts of how they were treated by their fellow citizens because they were Jewish. Madeleine Gerber was on her own at age nine, following the deportation of her mother to Auschwitz. As a hidden child, she spent two painful years with a family of farmers who, according to Gerber, took her in for the money they received and then mistreated her. Constantly frightened, she received little food and frequent beatings. Janine Godkine was an adolescent when the Germans invaded France. Fearful that someone would detect her father's accent, Janine and her family left Paris. They were hidden during the war by a courageous Catholic family in Châteauroux. Régine Barshak lived rather peacefully in Paris with her parents and younger brother until age 17 when the Germans arrived. She and her family were arrested in 1942 by the French police and taken to Drancy, but her mother convinced the authorities to release their French-born daughter. Régine and her brother spent the war years "in hiding" with a non-Jewish aunt in Alsace.

Serge Klarsfeld — president of *L'Association des Fils et Filles de Déportés Juifs de France* — is an historian, attorney, and author. He, along with his mother and sister, hid from the Gestapo in Nice in 1943; his father, however, was arrested and sent to his death at Auschwitz. Klarsfeld is one of the foremost historians of the fate of Jews in France during World War II and is the author of more than a dozen books, including *Le Mémorial de la Déportation des Juifs de France*. His and his wife Beate's efforts to find and pursue Nazi war criminals everywhere were the object of the TV motion picture *Nazi Hunter: The Beate Klarsfeld Story.* Gérard Bollon — historian, research assistant at the Collège du Chambon-sur-Lignon, and secretary of *La Société d'Histoire de la Montagne* — has written extensively on Protestant Resistance during World War II in the Cévennes region of Central France. According to Bollon, at least fifteen Protestant pastors were responsible for hiding Jews and opposing the Vichy government. Farmers in the area sheltered thousands of Jewish children during the war years and rarely spoke of their courageous deeds.

One of the strengths of the video is the fact that the interviewees include not only Holocaust survivors, but also one of the legendary figures of the French Resistance, Lucie Aubrac. In 1941, she helped create the underground newspaper *Libération* and spent the war years working tirelessly to defeat the Nazis and liberate France. She is a well-known author who has written extensively about the Resistance, including her memoirs *Ils Partiront dans l'Ivresse*, and is the subject of the motion picture *Lucie Aubrac*. She died in March 2007 near Paris at age 94.

The film concludes with brief excerpts from the actual footage of two historic public statements made by the French government and the Catholic Church. In 1995, President of the French Republic Jacques Chirac apologized for the role played by the French government in the deportation of Jews in France during World War II. In 1997, Bishop of Saint-Denis Olivier de Berranger apologized for the silence of the Catholic Church during the German occupation and asked the Jewish people for forgiveness.

Finally, brief biographical updates are provided on each of the interviewees, tracing their lives through the present.

The film was shown at the 13th annual New York Jewish Film Festival in 2004 and is available in both DVD and VHS format for $25. An indispensable twenty-page study guide for teachers is sold separately for $5 and includes an historical introduction by Princeton University professor David Bellos, as well as information about the interviewees, a chronology, a glossary, comprehension questions, class activities, and additional classroom resources. More pertinent information may be found at the film's official Website, at www.francedivided.com.

My reaction to the film is two-fold. On a pedagogical level, the video is especially good at addressing the Connections and Communities goal areas of the *ACTFL Standards for Foreign Language Learning in the 21st Century* and is developmentally and language proficiency-level appropriate for high school and college/university French students at the intermediate through superior levels. The subject, however, is useful not only to learners of French but also to students of history and the social sciences. This video would broaden students' knowledge

and deepen their understanding of the Holocaust by educating them about the round-up, deportation, and overall fate of Jews in France during World War II, as seen through the eyes of the people who experienced these events first-hand. Thus, it would have been helpful if this truly interdisciplinary film were also available in an English language version. On a personal level, I was deeply touched by the first-hand accounts of the human tragedy that the interviewees, their families, and the Jewish people in general lived through during France's "dark years" of wartime occupation. The music that accompanies the film, composed by Murray Savar, is also moving and strikes an intimate chord to accompany this tragic period in French history.

As Barnett and Angelini point out: "the sensitive issue of the role that the French played in the deportation of Jewish French citizens and in resistance to the policies of the occupying forces continues to be discussed today, allowing this video to be not only a chronicle of past events, but a reflection of an on-going analysis of what actually happened in France during this period."

This timely, enriching, and powerful film not only is a significant contribution to the profession but also is a valuable educational resource that I would strongly encourage teachers to consider incorporating into their classes.

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Publisher's Response

We would like to thank Dr. Elvira Sanutullova-Allison for her wonderful review of *La France Divisée*. She truly captures the importance of first-person testimonies in bringing to life this difficult period in French history and encouraging students to remember the courageous individuals who helped save men, women and children, as well as their country's honor. We hope that young people today will stand up against all forms of racism and discrimination and that this film will help them to understand how the actions of one can save many.

Teachers who wish to acquire this non-profit DVD may contact Barbara P. Barnett at bbarnett@agnesirwin.org or the American Association of Teachers of French (AATF) at www.frenchteachers.org. It is important to note that the DVD format of *La France Divisée* allows for three types of viewing: with English subtitles (perfect for introductory French courses or interdisciplinary courses taught in English); with French subtitles (ideal for intermediate to advanced French language courses where students' listening comprehension is enhanced by the ability to read the text simultaneously in French); and, with no subtitles (suitable for native and near-native speakers only).

Eileen M. Angelini
Barbara P. Barnett
Authors, co-directors, and co-producers of *La France Diviseé*

Belz, Julie A. and Steven L. Thorne, eds.
Internet-Mediated Intercultural Foreign Language Education: AAUSC Issues in Language Program Direction/A Series of Annual Volumes.
Boston: Thomson Higher Education, 2006. ISBN: 1-4130-2992-2.

The American Association of University Supervisors and Coordinators of Language Programs (AAUSC, http://www.aausc.org) has been in existence since 1980. It was created to be the professional organization for teachers in charge of postsecondary language programs (especially beginning and intermediate language), including those teachers who direct and train language teaching assistants (both American and from other countries) and teach FL methodology to students planning to instruct at the postsecondary level. This is a disparate group of teaching professionals whose positions vary enormously from institution to institution. AAUSC holds sessions at the ACTFL (American Council on the Teaching of Foreign Languages) convention every year, as well as occasional sessions at other major FL conferences; it also publishes a newsletter, runs a new mentor program, and, since 1990, produces an annual volume that provides useful research articles for language program directors. One of these volumes is under review here. Julie A. Belz and Steven L. Thorne have edited and contributed to an excellent volume whose focus is Internet-based and intercultural foreign language education and intercultural speech and speakers.

Belz and Thorne's introduction discusses the need for a volume like this — one that views the Internet as a medium for intercultural learning and communication in foreign languages. They begin by citing a number of works that have had a broader base and have sought to give examples of how computer-based (or mediated) technology can be used successfully for language learning, including another AAUSC volume, edited by Judith Muyskens in 1997. They also list a number of useful journals in this broader area (although they omit *The IALLT Journal*, which may have seemed too specialized for their purposes). However, they rightly insist that no volume before this one has been produced to explore exclusively, and in depth, questions relating to Internet-mediated intercultural foreign language education (ICFLE). Quoting István Kecskes in his editorial in the inaugural edition of *Intercultural Pragmatics*, they define an intercultural perspective as one that "focuses on interactions among people of different cultures" (ix) and is opposed to a cross-cultural one that takes a particular idea or concept shared by several cultures and compares the various cultures by focusing on this idea. In this work, they center on experiments in the foreign language classroom to show how the Internet can be used as a medium to bring about interactions among people of different cultures.

The volume is organized into three sections: the pedagogy of ICFLE, research on ICFLE, and new developments in ICFLE. Thorne opens the pedagogy section with a chapter that serves as a sort of prologue to the work as a whole. He explores questions related to what he would see as a necessary shift from communicative com-

petence as one of the prime goals of foreign language educators to intercultural competence, and he shows how the Internet can be a key mediator in this competence. He discusses ICFLE pedagogies and pedagogical frameworks in this chapter and provides the necessary philosophical and educational framework for understanding the other chapters in the volume, as well as the volume as a whole.

Chapter Two, by Beth Bauer, Lynne deBenedette, Gilberte Furstenberg, Sabine Levet and Shoggy Waryn, is an excellent follow-up to Thorne's opening chapter. They describe the *Cultura* project developed at the Massachusetts Institute of Technology, which has sought to promote intercultural dialogue between French learners in Massachusetts and English learners in France by means of a very carefully constructed Internet site. The project has been successfully presented at a number of foreign language conferences where it has excited audiences. This chapter is one of the clearest in the entire work and gives readers at all levels the chance to see what intercultural communication (and competence) is all about.

The section of the book on the pedagogy of ICFLE ends with Andreas Müller-Hartmann's chapter about using telecollaboration to teach intercultural communicative competence as a model for language teacher education. Müller-Hartmann discusses how a telecollaboration experiment that involved pre-service teachers in Germany and the United States showed that the teachers had to learn how to work in a new way before they could even begin telecollaboration. Thus, this experiment showed that telecollaboration is not an obvious choice for teachers, and that those using it need to have learned how to work in it beforehand.

Chapter Four begins the next section, which is on research in ICFLE, with Robert O'Dowd's chapter on student ethnography as mediated through e-mail and videoconferencing. He presents a very interesting experiment that involved learners in Germany and the U.S. using ethnographic interviewing techniques facilitated by Internet mediation. He examines the data in all of their forms from this experiment and concludes that German students were less willing to accept alternate cultural beliefs and behaviors than American students and even considered some of them inferior. O'Dowd examines this conclusion and analyzes reasons for this reaction. Quite clearly, he has used this Internet mediation experiment to come to conclusions of interest to a very wide group of researchers and not only language educators.

In Chapter Five Paola Dussias presents a very clear rationale for using telecollaboration for language learning. She had two groups of Spanish learners in the experiment she describes. One group worked with native Spanish speakers from Spain via telecollaboration. The members of the other group worked with American students whose proficiency was similar to theirs. Using the OPI (ACTFL's oral proficiency interview) to evaluate the two groups of learners, both before and after their experiences, Dussias demonstrates that the telecollaborative group showed marked gains compared to the "control" group. While it may be argued that native speakers would certainly be of more help to learners than non-native speakers, what is important in this study is that it shows that native speakers can help, even at a distance, through less than state-of-the-art telecollaboration. This is quite a significant finding.

In Chapter Six, the section on research concludes with Lina Lee's essay showing that networked collaborative interaction (NCI) is a powerful tool for language learning. She focuses on symmetric communication between native teachers of Spanish and non-native learners. She shows that lexical misunderstandings are the easiest to correct, with native teachers almost always choosing to "recast" their phrases into ones that students (eventually) understand. However, she also shows that syntactical and grammatical misunderstandings can be resolved through NCI, and she demonstrates the wide-ranging use of this tool for learning languages.

In Chapter Seven, dealing with new developments in the field, Jeffrey Schneider and Silke von der Emde focus on misunderstanding and breakdowns in communication. They conducted an experiment using German and American students and they show that the tension caused by misunderstandings and breakdowns was actually valuable in creating an atmosphere for learning. They also show that a coherent focus on intercultural content is essential for creating successful learning projects, as is the provision of time to reflect.

In Chapter Eight, Belz describes how a corpus of German and English words developed over the last five years at Pennsylvania State University through the telecollaboration of two hundred speakers of German and English has become a valuable resource for language learning analysis. Over a million "tokens" (in the sense of "type" and "token") have emerged from this corpus. In her conclusion, she shows how this experiment underlines what others in the volume contend, namely that it is not educational simply to let students loose into cyberspace without the guidance of teachers. Any telecollaborative project needs strict monitoring, coherent frameworks, and careful planning.

In the ninth and last chapter of the volume, Robert Train summarizes all the preceding chapters. He emphasizes aspects that are shared by the various contributors as well as aspects that might remain unnoticed when readers focus too much on the technology and not the pedagogy discussed in each chapter of the volume. He also points out that by showing the varieties of native discourse and register, the Internet deconstructs the notion that there is only one type of target language and that all target language conforms to certain norms. Thus the Internet calls into question uncritical approaches to language learning, teaching, and acquisition that assume there is only one register, level, or type of target language.

This volume is a pioneering and ground-breaking work that explores in great depth many of the theoretical and pedagogical questions that arise from using the Internet for intercultural communication, intercultural competence, and foreign language education. I heartily recommend this work for what I view as its intended audience: researchers in second language acquisition and education. Its arguments are strong, its research well-focused and often compelling, its notes and bibliography outstanding.

However, this volume is certainly not for all readers of the *The NECTFL Review*. Whereas a couple of chapters are easily accessible to language educators, the rest are not. I have used this book for the last two summers in my online graduate education class on technology and language learning at the State University of New York at Stony Brook. We read and discussed a variety of texts in that

course that varied a great deal in difficulty. Most of the students were in their twenties and came from the Master of Arts in Teaching program at Stony Brook. However, even this group of students had problems understanding much of the material in the book. The level of language used in many of the chapters is quite heavily research-based and, to some students, seems like so much impenetrable jargon. Certain students also found this to be the most difficult book in the course, even more difficult than a theoretical work like Jerome Bruner's *Actual Minds, Possible Worlds* (Harvard University Press, 1985). Other students with a strong background in linguistics found that taking the time to sort through the language and to reread key passages helped them appreciate the work a great deal more. Some students even found a couple of the chapters to be the most compelling texts they had read on the use of technology in language teaching.

So, to conclude my review, while I would say that this book is not for everybody, it will certainly reward those who have the educational background to understand it and the time to carefully consider its arguments. There is no other book like it on the market today, which is reason enough to recommend it.

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Publisher's Response

Founded in 1980, AAUSC is a professional organization dedicated to improving second language instruction by developing language training programs, promoting research in second language acquisition, and establishing a forum for exchanging ideas, experiences and materials among language programs in higher education. Since 1990, AAUSC has published an annual volume, *Issues in Language Program Direction*, which focuses on topics of interest to language program directors (LPDs): L2 grammar, student and teacher belief systems, study abroad, teacher education, L2 assessment, course articulation, language technology, national standards, intercultural competence, etc. Thus, the volume addresses primarily LPDs in their roles as researchers, administrators, and instructors, who create undergraduate curricula, supervise the teaching of lower-division courses, and teach methodology to graduate students. By extension, the volume also addresses instructors who teach in undergraduate programs, including full- and part-time faculty, instructors, and graduate student TAs. Drawing heavily on research in second language acquisition studies, the volume relates theory to practice. Over the years, LPDs have moved beyond the first two years of the basic language sequence to work broadly in their departments' curriculum. The volume series reflects this broadening of the LPD's role in language and literature departments, in that the topics of recent volumes consider issues relating to courses across instructional levels, from novice to advanced.

Future issues of the volume will explore the impact of the National Standards as well as the MLA report, "Foreign Languages and Higher Education: New Structures for a Changed World." Both the National Standards and the MLA report

have recently challenged language departments and professionals to find new ways to bridge the gap between conventional language instruction and more advanced "content" courses, to better integrate and articulate language instruction with the goals and mission of a liberal arts education, and to pursue new ways for language instruction at all levels to contribute to students' development as global citizens. And, finally, in response to the growing importance of less commonly taught languages, such as Chinese, Arabic and Hindi, future volumes will also include more authors who represent a greater diversity of language programs.

Carl Blyth
AAUSC Series Editor
Lara Semones
Executive Editor
Heinle World Languages

Bianco, Paola and Antonio Sobejano-Morán, eds. *El burlador de Sevilla y convidado de piedra* by Tirso de Molina.

Newburyport, MA: Focus, 2005. ISBN: 1-58510-142-7.

Paola Bianco and Antonio Sobejano-Morán have created a welcome new edition of Tirso de Molino's classic drama of the Spanish Golden Age, *El burlador de Sevilla y convidado de piedra*. Their edition is versatile since it may be used in upper-level high school courses (Spanish IV, V, or AP), as well as in intermediate (fourth semester) and in introduction to literature courses at the college level. Bianco and Sobejano-Morán's edition is part of a series from Focus Publishing that makes classic Spanish literature accessible to non-native students. The editors provide the full text of the original *Burlador de Sevilla* of 1622, accompanied by an introduction, and glossed text with notes, footnotes, written exercises for review and analysis, a bibliography of essential studies on Tirso de Molina, the *Burlador de Sevilla*, and an overview of the history of Spanish literature.

The edition opens with a thirteen-page "Introducción" that is both sophisticated and accessible. Divided neatly into four sections ("Vida," "Teatro," "Prosa," and "*El burlador de Sevilla y convidado de piedra*"), the introduction provides a solid framework on Tirso de Molino's life and literary works; his theatrical output in relation to other masters of Golden Age theatre, such as Lope de Vega and Calderón de la Barca; and a brief summary of *El burlador de Sevilla*, followed by the play's unique features and an introduction to the Don Juan figure. Each section of the introduction provides a thorough overview peppered with details to pique the reader's interest.

Included in the "Vida" section on Tirso's life are his entrance into the Orden de la Merced in the convent of Guadalajara at the age of sixteen, followed by his studies there and in Toledo and Salamanca; his time in the Dominican Republic from 1616 to 1618; tensions between Tirso and the church, exemplified in the sanctions imposed on him by the Spanish government in 1624, which prohibited

him from writing works of theatre and profane verse; his entrance into the convent of Trujillo, where he later became *comendador*; his return to the convent of Madrid; and his later deployment to Cuenca as punishment for refusing to give up his books of profane literature in the convent.

The section entitled "Teatro," meanwhile, contextualizes Tirso's important place in the "ciclo de Lope" as a bridge between the theatrical innovations established by Lope de Vega and the later psychological Baroque drama of Calderón de la Barca. Among the distinguishing features of Tirso's theatre included here are the emotional and psychological development of his characters as individuals; the use of lively dialogue, satire, and humor; and the psychological development of female characters, who often figure as protagonists in his plays. This section also contains a detailed discussion of the various types of theatrical works penned by Tirso. These include his biblical plays, such as the psychological thriller *La venganza de Tamar* (1623); hagiographic works, or "comedias de santos," such as the *Santa Juana* trilogy (1614) and *La ninfa del cielo* (1617); theological pieces, such as *El burlador de Sevilla* (1622) and the classic *El condenado por desconfiado* (1622); historical plays, such as *La prudencia en la mujer* (1622); the "comedias de carácter," such as *El vergonzoso en palacio* and *Marta la piadosa* (1614-15); and his plays of intrigue, or "comedias de intriga," such as *La villana de Vallecas* (1620) and the delightful *Don Gil de las calzas verdes* (1615). The editors include the basic plot lines and distinguishing characteristics of the best plays in each of these categories, but at times fall prey to the temptation of providing too much detail, making this section a bit lengthy and tedious to navigate. Nonetheless, this section did bring back many fond memories of these plays for this reviewer, and the basic plots provided here will likely tempt many students to explore further Tirso's intriguing and satisfying *oeuvre*.

The brief section of "Prosa" provides titles and a few distinguishing features of Tirso's best-known prose works, such as the frame-tale collection of *Los cigarrales de Toledo* (1635), which includes a variety of short stories, plays, and lyrical poetry, and *Historia de la Merced* (1639), a history of Tirso's religious order that reveals biographical information about the author and the evolution of his literary style.

The final section of the "Introducción" is "*El burlador de Sevilla y convidado de piedra*," a detailed discussion of Tirso's timeless and most important work. Included in this section are a general plot summary of the play; Tirso's creation of the Don Juan character and its defining characteristics; the play's moral, sociopolitical, and ideological value and its over-arching theme of divine justice and punishment; the psychological dimension and depth of the figure of Don Juan; and the omnipresence of the Don Juan myth in literature, musicals, the plastic arts, and film across cultures and time.

Immediately following the "Introducción" is the original and complete text of *El burlador de Sevilla*. Bianco and Sobejano-Morán have glossed passages of vocabulary and phrases that would be difficult for the reader unfamiliar with Spanish Golden Age drama. The notes accompanying these passages are clear and concise and are provided in a shaded box at the bottom of each page for quick and easy reference. The editors juxtapose part or all of the original phrase and its

contemporary equivalent. For example, in Act One (*Jornada Primera*) the gloss on the line "mas ha de ir tan bien vendida" is, "Mas ha… vendida: alguien pagará las consecuencias si yo pierdo la vida" (3). For "Industria me ha de valer" (5) we find "Industria. . . valer: debo ser ingenioso," while "la espada en la mano aprieta" (7) appears as "La espada. . . aprieta: con la espada en la mano." As can be seen, the editors have chosen contemporary language and word order that is clear and concise, while respecting the meaning of the original text. These notes also include modern or more common lexical equivalents for vocabulary that might be unfamiliar to the student reader of today or that has a different orthography. Examples include "Brío: valor" (4), "Mocedad: juventud" (6), "Majadero: tonto" (10), "Menester: necesario" (113), "De regocijo: de estar alegre" (99), and "Escura: oscura" (112).

The editors have also enriched this edition with footnotes that clarify meaning or provide literary and cultural context and appear immediately underneath the glosses. Since there are only 88 footnotes for 120 pages of text, they appear sparingly and enhance the reader's understanding without becoming a distraction. They are in clear and succinct Spanish, so the student can quickly grasp them and return to the original text. For example, after Don Octavio learns that his wife, the duchess Isabela, was found with another man in their bedroom, he exclaims "¡Ah, veleta!" (16). The footnote provides both the literal meaning of this term, as well as Octavio's metaphorical use of it, which reflects the frustration and shame he feels from what he believes to be his wife's infidelity: "*Veleta*: objeto que indica la dirección del viento. Aquí, y en la frase siguiente, se refiere a la inconstancia de la mujer" (16). Another example occurs in the final scene of the play as Don Juan's servant Catalinón remarks to his master that the plate of stew Don Gonzalo has placed before them must contain "uñas de sastre." The footnote explains that tailors (*sastres*) were known for being miserly, thus revealing Catalinón's tongue-in-cheek humor with regard to Don Gonzalo's hospitality and the comic relief Catalinón provides in the role of *gracioso*: "*Uñas de sastre*: en lugar de uñas de vaca. Hay una crítica a los sastres, conocidos por su avaricia (MacCurdy y Parr)" (115).

Following the play itself is a section of questions and exercises designed to help students review key events and relationships in the play and push them to higher-level thinking and analysis. The section is divided into three parts, each covering an act of the play. Each of these parts begins with a "Cuestionario," which contains 10 or 11 brief, plot-oriented questions. For Act One, for example, we find "¿Cómo engañó don Juan a Isabela?" and "¿Qué actitud revela Tisbea frente a sus pretendientes?" (121). Each "Cuestionario" is followed by a different exercise: for Act One there is a series of true or false statements; Act Two has a multiple choice activity; and for Act Three there are sentences that students must complete. These three parts are followed by a series of questions under the heading "Análisis crítico." These questions require more in-depth analysis and thought, as well as a synthesis of major events and their relationship to underlying themes and criticism. For example, "Desde el punto de vista religioso, don Juan es una persona subversiva y heterodoxa, [sic] ¿cómo se manifiesta su oposición a la iglesia y/o a los dogmas de la religión católica?" (126). Another question asks, "El ofrecimiento de la mano, en señal de petición o consentimiento de matrimonio, se registra en varios momentos de la acción dramática. Coméntelos. Asimismo,

explique cómo muere don Juan y qué relación tiene su muerte con las promesas que hace las mujeres" (127). This section closes with four longer essay questions under the heading "Ensayo" that ask students to go beyond the play itself and compare and contrast elements of *El burlador* with other works of literature, forms of art, or political figures of early modern Spain. As with all sections and notes throughout the edition, this section is entirely in Spanish. Finally, there is a one-page bibliography of essential studies and editions of *El burlador de Sevilla* for further reading about the play and its author and Spanish literature in general, including works by Juan Luis Alborg, Américo Castro, and James Parr.

Paola Bianco and Antonio Sobejano-Morán have produced a noteworthy student edition of Tirso de Molino's classic drama *El burlador de Sevilla y convidado de piedra*. Their edition is complete, succinct, and sensibly annotated, making Tirso's timeless and universal play accessible to advanced high school students of Spanish, as well as to college students at the intermediate to advanced levels.

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Publisher's Response

It might seem strange that we wish to compete with inexpensive, imported editions of these works, available through any number of foreign language book distributors. However, we developed this series in part because of my conviction that there is a chasm between the highly structured readings of first and second year language courses and real literature. This edition of *El burlador de Sevilla* is part of a series designed to bridge that gap for native speakers of English, providing minimum but important linguistic clues and a cultural context to give them a solid introduction to literature. We have been pleased with the feedback from teachers and are grateful for this very positive review. Professor Ellis understands the objectives we set out to accomplish and describes all the strong points of this classroom edition of *El burlador de Sevilla*.

Ron Pullins
Focus Publishing

Brucia, Margaret A. and Gregory N. Daugherty. *To Be A Roman: Topics in Roman Culture.*

To Be A Roman will prove to be an excellent resource for teachers of Latin, Roman Civilization, or Roman History, whether at the middle-school level or at the first- or second-year college level. The book gives a clear, accurate and well-researched profile of Roman life and society.

Brucia and Daugherty divide their presentation into twenty chapters. The first nineteen of these cover key topics in Roman life from the family to law, from measuring time to religious rituals. Each chapter is concise, written in accessible language, introduces students to important Latin terms, and delivers an excellent overview of the particular topic, with neither too much nor too little information; there is also a fine selection of illustrations to add a visual stimulus to the learning process. The authors address all the essential themes students should be familiar with in order to comprehend the basic elements of Roman society.

At the end of each of the first nineteen chapters, there are very useful exercises (mainly matching, fill-in-the-blank, multiple-choice, crossword, and short-answer quizzes) that students can use to reinforce what they have learned and, in fact, put that new knowledge into action in different ways. For instance, in the chapter on leisure activities, the authors provide rules for several of the Roman board and ball games and encourage students to try these games out for themselves, in essence "to do as the Romans did!"

Chapter Twenty contains an up-to-date bibliography of books, Websites, movies, mini-series, and fictional literature, all of which can help students and instructors enhance their understanding of the Roman world and how it has been perceived by modern society.

This review is brief because whole-heartedly positive. The authors make no pretensions to provide more than they promise and do an excellent job of delivering on their promises. Again, it is recommended that this book be used as a supplement to other texts in a language, civilization, or history course; this reviewer believes that *To Be A Roman* will certainly serve to spark student interest in further researching the themes it covers.

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Byrnes, Heidi, Heather D. Weger-Guntharp, and Heather Sprang, eds. *Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment.*

Washington, D.C.: Georgetown UP, 2006. ISBN: 978-1-58901-118-2. Pp. 218.

Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment represents an important contribution to the research agenda on advanced language learning. Part I of this volume addresses "Cognitive Approaches to Advanced Language Learning," Part II examines "Descriptive and Instructional Considerations in Advanced Learning," and Part III explores "The Role of Assessment in Advanced Learning."

In Chapter I, Byrnes provides an introduction to the research on advanced language performance and the advanced language learner, as well as an overview of the content of the eleven chapters that follow.

Part I (Chapters 2-6) explores cognitive approaches to advanced language learning. In Chapter 2, Langacker addresses the conceptual basis of grammatical structure. The author argues that language is all about meaning — residing both in conceptualization and mental construction. He then discusses how cognition and language, as well as social and cultural realities, interact to shape our perceptions. In Chapter 3, Von Stutterheim and Carroll investigate whether or not advanced language learners access language-specific features such as selection, organization, and expression in producing a coherent text such as a narrative, a description, or a series of directives. The authors demonstrate that advanced language speakers tend to draw on first language principles in the process of producing a coherent text in the target language. Carroll and Lambert also discuss research on text structure in Chapter 4. The authors compare the extent to which advanced language learners use the principles of information structure of their target language, in contrast to their native language, in producing extended discourse. Findings suggest that even advanced second language speakers continue to use the knowledge of information organization and information structure of their native language in producing second language discourse. In Chapter 5, Behrens describes research suggesting that certain features of advanced second language production and translation into the first language share the same language-specific constraints on conceptualization. Strauss demonstrates the benefits of adopting a cognitive grammar framework for directing learners' attention to the form, meaning, and use of difficult-to-acquire linguistic structures in Chapter 6.

Part II (Chapters 7-10) examines the effect of instruction on advanced language performance. In Chapter 7, Pavlenko addresses the dearth of studies on what constitutes second language narrative competence, as well as the teaching of narrative abilities in second language programs. The author outlines three components of second language narrative competence — narrative structure, elaboration and evaluation, and cohesion — which are difficult for language learners to acquire. She then provides the reader with strategies for teaching narration. Paribakht and Wesche examine the factors that contribute to success or failure at lexical inferencing in Chapter 8. The authors discuss the role of explicit instruction in directing learners' conscious attention to the development of lexical inferencing strategies. In Chapter 9, Rinner and Weigert address the relationship between curriculum and advanced language learning. The authors state that one of the major obstacles to program articulation is that instructors base their course design and materials selection on the erroneous premise that language development is complete after the beginning language sequence. Rinner and Weigert then describe a program that integrates content and language acquisition through genre-based pedagogies. In both "Culture of Soccer" and "German Business Culture," one genre, the newspaper interview, provides the framework for incorporating both cognitive and linguistic features that relate to the development of advanced language learning. Abbuhl examines the effect of instruction and feedback on the development of advanced-level legal discourse in Chapter 10. The author demonstrates that second language students benefit from instruc-

tion that directs their attention to the linguistic and "pragmalinguistic" features of a persuasive legal argument.

Part III (Chapters 11-12) examines the role of assessment in advanced language learning. In Chapter 11, Norris describes the two most important areas of assessment within the advanced foreign language education agenda: assessment as a measurement tool in research on language learning and assessment of learners as a key feature in language programs. He concludes with a discussion of how to enhance assessment practices in order to better understand and foster advanced language learning. Shohamy addresses the need to rethink or redefine assessment procedures for advanced language proficiency (ALP) in Chapter 12. She discusses the considerable criticism of rating scales such as the ACTFL OPI. Given the important connections among teaching, research, and assessment, the author states that language testers must work together to develop appropriate assessment methods for new and emerging definitions of ALP.

The studies in this well-written volume highlight the most important theoretical and practical issues in advanced language learning. The volume challenges the second language researcher and practitioner to rethink his or her understanding of advanced language performance as well as his or her approach to advanced language learning and teaching. *Educating for Advanced Foreign Language Capacities: Constructs, Curriculum, Instruction, Assessment* will therefore be an important and valuable resource for all those involved in second language education.

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Publisher's Response

Georgetown University Press thanks Dr. Hernandez for his positive and informative review of *Educating for Advanced Foreign Language Capacities*. Like Dr. Hernandez, we believe this book to be a significant and indispensable collection for those active in the field of advanced second language acquisition, whether specialist or generalist. By bringing together important research, theory, and educational practice, the volume serves as the perfect reference tool on the subject. Furthermore, as Dr. Hernandez suggests, *Educating for Advanced Foreign Language Capacities* is sure to challenge previously held convictions regarding the role and nature of advanced foreign language education, making this volume truly groundbreaking.

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Conditto, Kerri. *Cinéphile. French Language and Culture Through Film.*

Newburyport, MA: Focus Publishing, 2007. ISBN-10: 1-58510-258-X.

I have used film successfully at every level of the French curriculum, but usually I have had to develop suitable teaching materials on my own to help students understand not only a particular film itself but also various cultural topics reflected in it. For some unfathomable reason, the foreign language textbook market is overflowing with largely identical first- and second-year language programs but still lacking in such fields as civilization, cinema, and French literature. The need is especially severe when it comes to film. Cursing the powers that be, I have had to assemble my own course packets, including introductory texts on the medium itself and on famous French actors and directors, along with study questions, vocabulary lists, writing assignments, group projects, cultural modules, etc. Not any more. Thanks to the good folks at Focus Publishing in Newburyport, Massachusetts, teachers at the high school and college levels suddenly have somewhere to turn if they choose to implement film into the curriculum in a more structured fashion. To say that Kerry Conditto's *Cinéphile* fills a void in the market is the understatement of the year; it is a most valuable contribution to the field and will have a profound impact on the way film is taught in the college classroom. In recent years Focus Publishing has produced a wide array of cinema texts such as Alan Singerman's *Apprentissage au cinéma français* and *Cinema for French Conversation* by Anne-Christine Rice, along with a series of manuals presenting specific films titled *Ciné-Modules* and *Cinéphile*. Focus has also published (and is planning to bring out) volumes dealing with Spanish, German, and Russian film, and so it is the uncontested leader in implementing film into the FL curriculum.

As the term "cinéphile" in Conditto's title suggests, this text is a fiesta for film buffs (and, as such, is a pleasure to read for anyone interested in recent French cinema); what is more, it is a valuable tool for learning French language and culture through film. According to the author, " *Cinéphile: French Language and Culture Through Film* is a second-year college-level textbook which fully integrates the study of second-year French language and culture with the study of French feature films. The method presents vocabulary and grammar structures and exercises, cultural points, reading selections and writing activities designed to maximize the development of the linguistic proficiency of second-year language students while viewing and analyzing films" (*Manuel du Professeur* vii). To the best of my knowledge, it is the only program of its kind anywhere to offer such extensive treatment of so many first-rate French films in one single volume. Sure, there are many short texts dealing with a single film (many brought out by Focus Publishing in their series *Ciné-Modules*); however, no one has yet tried to create a comprehensive two-semester second-year language text based exclusively on film that reinforces the four language skills of listening, speaking, reading, and writing in such an exemplary fashion. Rice's book *Cinema for French Conversation* is similar in scope but does not offer the same in-depth study of grammar.

The program consists of a very attractive and visually appealing text (full of HD color pictures), a fully integrated Workbook, a resource bank titled *Compositions and Exams*, and a *Manuel du Professeur* that includes useful teaching tips as well as an answer key for most of the exercises in the main text, including, incredibly, comprehension and essay questions. In addition, the Teacher's Edition of the Workbook provides a complete answer key. All units have been authored by Kerri Conditto single-handedly, and one can only imagine the hard work that went into producing a complete program of such high caliber.

The main text consists of nine chapters, each presenting a different film, most of them recent box office hits in France; why, a few even made it to North American shores, where they enjoyed their fifteen minutes of fame. These nine films vary in "cultural content and genre (animated film, dramatic comedy, farce, romantic comedy, thriller, drama, adventure)" (*Manuel du Professeur* vii) and gradually become "more sophisticated in language and cultural content" as "students acquire a solid vocabulary base and the ability to easily and accurately manipulate grammar structures they are learning in their discussions and composition about the films" (*Manuel du Professeur* vii). All films can be purchased online from any one of the many American companies that specialize in foreign films; teachers can also purchase the films on their own in France provided they have access to a multi-standard DVD player in their classroom.

The films studied are as follows:

Chapter 1: *Les Triplettes de Belleville*

Chapter 2: *Le Papillon*

Chapter 3: *Être et avoir*

Chapter 4: *Les Visiteurs*

Chapter 5: *L'Auberge espagnole*

Chapter 6: *Sur mes lèvres*

Chapter 7: *Comme une image*

Chapter 8: *Métisse*

Chapter 9: *Bon voyage*

Most, if not all, of these films are bound to startle students of today's generation, as much because of their content as because of their artistic style. How many of our students have ever seen a foreign film, much less what people in my generation euphemistically used to call "fine films"? The only French films that students today are likely to have seen are box office hits in France such as *Jean de Florette* and *Manon des sources*, or maybe *Le Fabuleux destin d'Amélie Poulin*, all of which finally made it to our shores, where they received critical accolades and enjoyed a brief moment of commercial success; a surprising number of my language students have seen all three of the films just mentioned (and a few more), thanks to the tireless efforts of my colleagues at the secondary level. Therefore, I am wondering if it would not have been wise to include a chapter on the appreciation of film, since the ones studied in this text — all of them "fine films" to the nth degree — are bound to have an alienating effect on a contemporary American audience, which needs to understand that a "good" movie does

not necessarily have to contain graphic violence and extravagant special effects that distract from character development and the "story," not to mention the "poetry." Until recently, at least, French films (and European cinema in general) have been fundamentally different from much of American film production, which unfortunately caters to the lowest common denominator by serving up a generous helping of extreme violence and mediocre sex. Thus, studying these films will be an eye-opener to many students who, sad to say, might not otherwise have had the chance to view a foreign film; it might also bring down the wrath of the local school board if the film can be perceived to violate so-called community standards, so teachers need to be prudent and ponder Descartes's exhortation: "he lives well who hides well."

The presentation of each film follows the same basic order and is evenly divided between language and content, in keeping with the objective of the author, which, as stated above, is to teach language and culture through film. Conditto does not assume that the reader knows anything at all about French cinema or, for that matter, about the medium, period, other than a few commonsensical insights and facts that virtually anyone growing up in today's visually-dominated, image-oriented society would have. Her approach is practical and pedagogical almost to a fault. Each chapter contains the same subsections, each with clearly defined parameters, which isn't to say that teachers cannot pick and choose among subsections as indeed they do with any text. Very rarely can teachers cover all the material contained in first- and second-year language texts, and *Cinéphile* is no exception. There is simply too much good "stuff" here to cover in the time allotted, so most teachers will have to pick and choose. The text is billed as appropriate for a two-semester course but could also be repackaged for a one-semester course on the assumption that only four or maybe five films would be covered. Presumably undergraduates should also be exposed to literature in their second year of study. Film is important, but so too are literature and the history of French civilization.

For the purposes of this review, just to give readers a sense of what to expect, I will look at chapter 5, *L'Auberge espagnole*. Although I have not yet used this film in class, I'm tempted to after seeing how well Conditto uses it in the classroom to teach language and culture. This extraordinary film, which tells the story of a French exchange student in Barcelona, is educational in its own right (especially for college-age students), thanks to its plot and main characters, but has the added benefit of teaching American students about the educational system in France and the many educational exchange programs available to residents of the European Union, in particular the ERASMUS program, which, at last count, has enrolled more than one million students from all over Europe since its inception in 1987. The chapter also contains a longer unit on the European Union (EU).

The chapter on *L'Auberge espagnole* is divided into three sections, written entirely in French, whose titles are largely self-explanatory: *Avant le visionnement, Après avoir visionné* and *Aller plus loin*. The first part presents cultural notes, credits (including a biographical and professional profile of the director), a film summary, a cast list, and useful vocabulary. The second part features general comprehension exercises, vocabulary exercises, grammar points and exercises, translation exercises, photos, open-ended exercises, and classroom activities. Part

Three offers a variety of readings, cultural topics, and documents, all of which are accompanied by a generous assortment of exercises. As anyone can see, there is plenty here to keep students busy for the three weeks or so recommended for each film (in a fifteen-week semester with class meeting three class meetings a week in seventy-minute periods). In the *Manuel du Professeur* Conditto provides a useful grid for implementing the program, which teachers are free to adapt as they see fit.

The only quarrel I have with this text is the presentation of grammar, which strikes me as just a bit elementary for a second-year text. Thus the chapter on the first film *Les Triplettes de Belleville*, reviews very basic grammar topics such as the present tense. No doubt most second-year students will already have been exposed to its mysteries. On the other hand, how many of our students, who are *faux débutants* anyway, can spell very well? Not very many, in my experience. So I have started to rethink my initial reservations and have realized that a review of basic grammar serves an important purpose: it helps students move from a passive understanding of grammar to confident and correct use of it in context to discuss, for example, a film. If your students are all *la crème de la crème* (which I doubt), you can always skip ahead or, just for laughs, ask them to conjugate the verb *accueillir* or *s'asseoir* (including its variations in *français méridional*). I think you get the point. Teachers are free to skip ahead and adjust the presentation of grammar to the level of their class. I do it all the time, sometimes without realizing it. Rest assured that Conditto kicks up the grammar a notch or two in subsequent chapters. The grammar lesson in the chapter on *L'Auberge espagnole* features the *incontournables* prepositions used with cities and countries (*je vais à Paris; nous allons en France*), as well as all the commonly used past tenses: *passé composé, imparfait, plus-que-parfait*, including some mention of the *futur antérieur*, the *passé antérieur*, the *passé du subjonctif* but not, surprisingly, the *passé simple*. Thus the presentation of grammar in *Cinéphile* corresponds, roughly speaking, to the "structures and concepts studied in traditional second-year French courses" (*Manuel du Professeur* viii), though the presentation of grammar typically is highly condensed. I should add that all grammar explanations and exercises are written entirely in French, forcing students to develop survival skills that will serve them well the day they have to fend for themselves in a French-speaking country.

The strength of this program lies, I think, in the presentation of the films, and here I am referring not only to the exemplary study of each one but also to the plethora of accompanying exercises: vocabulary, comprehension, culture, you name it, they are all here, language exercises in every incarnation known to the profession: multiple choice, fill-in-the- blank, definition, pairing, translation, short answer, compositions. In addition, the *Compositions and Exam* test bank which provides many ways of testing students' understanding and stimulate their creativity and critical thinking. And the Workbook offers even more exercises for reinforcement, though, naturally, many of them overlap, so teachers will want to exercise caution in assigning homework. Finally, I need to stress once again the visually appealing character of each component of this program. For example, the correct answers to all exercises are given in red, making grading homework a breeze for the busy teacher. Finally, the quality of the paper is excellent through-

out; at a time when many other companies are moving to low-grade paper (perhaps to justify new editions every three years or so?), Focus still relies on high grade-paper that will survive the rigors of frequent use.

In a future edition, perhaps Conditto might include a short section on the cinematographic medium, featuring a short history of film (it has strong French connections) and technical vocabulary, including definitions, in French, of many of the most commonly used terms that students are likely to encounter in film criticism and that they need in order to speak critically about a film. What is the difference between a "court and a long métrage," terms that can be found in each edition of the weekly Parisian activities guide *Pariscope*? How do you say "full shot" in French? An English-language translation of the most commonly used terms would be useful to help students become more articulate film critics. Many students would probably also welcome a list of useful vocabulary to speak about characters, plot, point of view, and style, or at least a "lexique" at the end of the text including all the terms used in it. My own students are fairly typical in this regard, and I for one still struggle to make them understand cognates and remember the difference between "caractère" and "personnage" or between "intrigue" and "action." But these are minor points and could easily be corrected by teachers who sense that their students need reinforcement in a particular area and then provide a handout of their own.

I like this text immensely and decided to use the chapter on *L'Auberge espagnole* in my intermediate language course, eliminating the film I had originally selected. My colleagues in the field will be impressed by the richness of the program and the ease with which it can be readily implemented even by the novice instructor. Bravo!

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Publisher's Response

I believe it is still a challenge for many instructors to envision a course at the second- or even third-year level with so much time devoted to film. We recognize that it is a big investment in time and effort to explore such a non-conventional pedagogy. But we know the excitement that can come from such an approach and are convinced that feature films remain a wonderful way to provide immersion in real culture and language. Conditto's book is ideally suited for the second year, with its focus on grammar and culture; moreover, it complements nicely (without duplicating films) Anne Christine Rice's *Cinema for French Conversation* (now in its third edition) which focuses on culture and fluency, and is more appropriate for third-year French. This year we are adding Portuguese to our *Cinema for Conversation* series and we have recently published *Animation for Russian Conversation*, which draws on highly provocative Russian animation films as sources for language and culture.

Ron Pullins
Focus Publishing

Conner, John and Cathy Folts. *Breaking the Spanish Barrier.*

Groton, MA: Breaking the Barrier, Inc., 2007. Level One Beginner Textbook: Teacher's Edition, ISBN 097128173-4, pp. 304, Student Edition ISBN 097128172-6. Level Two Intermediate Textbook: Teacher's Edition, ISBN: 097128179-3, pp. 370, Student Edition ISBN 097128178-5. Level Three, Four, AP Advanced Textbook: Teacher's Edition ISBN 097128171-8, pp. 366. Student Edition ISBN 097128170-X. All of the textbooks, both teacher and student editions, are $32.50. The following items are available for the level one and two textbooks: Answer Key Booklet ($15.00); Teacher Test Packet ($20.00); Electronic version of Teacher Tests on Microsoft Word Editable Disc ($30.00); Double Audio CD set ($20.00). The advanced level textbook has all of the aforementioned items except the Double Audio CD set. For orders and further information, contact: Breaking the Barrier, Inc., 63 Shirley Road, Groton, MA 01450; phone: 1-866-862-7325 (toll free); fax: 1-978-448-1237; e-mail: info@tobreak.com; Website: www.tobreak.com.

All teachers, no matter which methodological approach they use in the classroom, want their students to be able to communicate effectively and to do so with grammatical accuracy. A valuable resource to attain such a goal in the Spanish classroom is the *Breaking the Spanish Barrier* three-part series. Updated yearly in order to keep the current events "current," the series has a consistent and straightforward format. This reviewer particularly liked the page layout: good-sized font with enough open space for student notes and eye-catching graphics (for example, in the Level One Textbook, the "boot" verbs have a uniquely designed boot superimposed on the stem-changing verb chart).

The textbook for each level of the *Breaking the Spanish Barrier* series consists of twelve chapters, verb charts, a Spanish-English dictionary, an English-Spanish dictionary, and an index. With the exception of the preliminary "First Steps" chapter in the Level One Textbook, each of the twelve chapters presents thematic vocabulary, introduces grammar concepts with sample sentences highlighting structures, and provides multiple practice exercises, a different Spanish-speaking country map with timely national and cultural facts, and a complete practice test. Within the chapters, a graphic symbol of a CD indicates to students when they should use the Audio CD set to practice pronunciation. The Teacher's Editions supply all the answers for all Student Edition exercises on the same pages where the exercises appear. The Teacher Test Packet, available in both hard copy and on editable disc, has a four-page test for each chapter. The Answer Key Booklet is a set of reproducible masters so individual students are able to verify answers. The publisher's Website furnishes paired or group activities to accompany each book, as well as additional practice exercises. Also provided free of charge to adopters is an e-mail quarterly newsletter in which John Conner gives

teaching tips. Potential adopters should also note that Conner is a regular contributor to *Think Spanish*, a monthly magazine for teachers.

The preliminary "First Steps" chapter in the Level One Textbook distinguishes itself from the other twelve chapters in the book by focusing mainly on getting the ball rolling. It includes "Práctica de Pronunciación" and initial vocabulary building exercises as well as speaking activities. Building upon the preliminary chapter, the remaining twelve chapters cover essential theme-based vocabulary (for example, people, transportation, and body parts), useful idiomatic expressions, and concise explanations for parts of speech. Especially appealing in the Level One Textbook are the action-packed dialogues that are found throughout the text. Grammar topics covered in the Level One Textbook are: nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions, formal commands, and the present, preterit, imperfect, and progressive verb tenses.

The Level Two Textbook builds on the base established by the Level One Textbook by reviewing the present, preterit, and imperfect verb tenses. New grammar topics covered in the Level Two Textbook are: the future, conditional, present perfect, and pluperfect verb tenses, the present subjunctive, the present perfect subjunctive, the indefinite, demonstrative, and reflexive pronouns, informal commands, and comparisons. The Level Three, Four, AP Textbook, ideally suited for third or fourth year of high school or the 200-300 level of college/university Spanish programs, once again reviews the present, preterit, and imperfect verb tenses but also carefully examines the perfect, future, and conditional verb tenses and covers the subjunctive mood in greater detail. In the early chapters of the Level Three, Four, AP Textbook, the vocabulary lessons have a special focus on adjectives. Other newly introduced topics include comparatives, the passive voice, "if" clauses, punctuation, and uses of the infinitive. Both the Level Two and Level Three, Four, AP Textbooks include a special appendix on the conjugations of the verbs "hablar," "comer," and "vivir."

Truly, the *Breaking the Spanish Barrier* series addresses all the rules of Spanish grammar that a student needs to know. It is appropriate for both secondary and post-secondary students of Spanish but also provides solid preparation for the Advanced Placement, SAT II, International Baccalaureate, and college/university placement examinations. In addition, students are exposed to relevant and contemporary information on the Spanish-speaking world. Most importantly, however, the *Breaking the Spanish Barrier* series does not present the rules of Spanish grammar in a dry or staid fashion.

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Publisher's Response

We are deeply grateful for Professor Angelini's thoughtful and engaging review of the *Breaking the Barrier* texts. We are particularly pleased that she concurs that our series "*addresses all the rules of Spanish grammar that a student*

needs to know." We have always felt that the fastest path to true fluency is built upon a rock-solid understanding of the structures of a language. In her conclusion, Professor Angelini states: "Most importantly, the "Breaking the Barrier" series does not present the rules of Spanish grammar in a dry or staid fashion." We concur. Grammar has too often been presented in dull, mind-numbing ways. Why not have your students enjoy the journey while mastering the fundamentals of the one of the world's most beautiful languages?

John Conner
Author and Series Editor
Breaking the Barrier, Inc.

Curland, David, Robert Davis, Francisco Lomelí, and Luis Leal. *Hispanidades: Latinoamérica y los EE.UU.*

New York: McGraw-Hill, 2005. Pp. 152 pp. Includes two DVDs. ISBN: -13: 978-0-07-327121-7, ISBN: -10: 0-07-327121-7. For ordering information and assistance from a sales representative, contact McGraw-Hill World Languages at (800) 338-3987 or www.mhhe.com/worldlanguages.

Thanks to the availability of custom publishing, teachers of specialized courses with smaller audiences now have access to quality instructional materials. A good example is the text titled *Hispanidades: Latinoamérica y los EE.UU.* The second text in the *Hispanidades* series (the first is *Hispanidades: España. La Primera Hispanidad*, ISBN: 0-07-327115-2), *Latinoamérica y los EE.UU.*, like its counterpart, is based on the film series *El Espejo Enterrado*, written and presented by Carlos Fuentes, Mexico's renowned novelist and social commentator, who provides a personal interpretation of what is presented on screen. Chapter themes draw heavily from *El Espejo Enterrado* and are supplemented by related literary readings and short essays. Ample opportunities to fine-tune Spanish grammar and expand vocabulary are provided.

Whereas the first book in the two-part series focuses on the history and culture of Spain, the second book's main goal is to provide students with the necessary background for understanding Hispanic culture of the many different Spanish-speaking countries of the Americas, as well as the culture of the rapidly growing Latino population of the United States (*Latino* is a term that refers to people born in the United States of Hispanic heritage). The authors state: "While we make no attempt in these texts to present a complete history of Hispanic civilization and the variety of geographical regions it represents, the authors do believe that students who follow the *Hispanidades* course will emerge with an essential framework for continued study of the Spanish language, Hispanic culture and its rich literary heritage" (2).

Hispanidades: Latinoamérica y los EE.UU. consists of eight chapters, supplemental materials (*Una conversación sobre Juan Rulfo y Pedro Páramo*), two

appendices, and a Spanish-English glossary. The themes for the eight chapters in order of presentation are: *El mestizaje; Los conquistadores; La independencia: Bolívar y San Martín; Benito Juárez y la invasión francesa: Maximiliano; La Revolución Mexicana; Obra inacabada en Latinoamérica — Relaciones con los EE.UU.; La frontera: La inmigración y los EE.UU.*; and *La presencia hispánica en los EE.UU.* Appendix A contains the answers to a self-test; Appendix B is a glossary of terms used in Chicano literature.

Each chapter is composed of the following six sections: *Orientación cronológica; Introducción; Guión; Gramática en breve/Ortografía; Literatura*; and *Notas de lengua. Orientación cronológica* is a timeline of historical events relevant to the chapter topics. *Introducción* is an overall introduction to the topic, specifically its connections with Spanish history and culture, and includes numerous points highlighted by Carlos Fuentes in *El Espejo Enterrado. Guión* is a verbatim transcription of the film segments highlighted in the chapter. As the language and concepts used by Fuentes in his commentaries are often complex, the transcription is an essential tool for assisting students in the learning process. It is highly recommended that students read the transcription before, during, and after viewing the film for the first time. A second viewing of the film without the transcription is strongly recommended so that students can appreciate the film's true beauty. As the transcription does not address every section of the film, the text indicates these non-transcribed sections with a series of asterisks, including an indication within brackets of time elapsed. *Gramática en breve* reviews specific problem areas that tend to reappear at advanced levels (e.g., *el pretérito; el imperfecto; el participio pasado; el verbo gustar y otros semejantes; el presente del subjuntivo; el imperfecto de subjuntivo*; and *mandatos formales y familiares*). Examples for the grammar review sections are drawn from each chapter's content. *Ortografía* covers basic topics of spelling and accentuation (e.g., *las letras c, s, y z; las letras c, k, y q; las vocales; las letras b y v; las letras ll y y; las letras r y rr*; and *las letras h, g, y j*). *Literatura* includes carefully selected extracts, chosen for their relevance to the chapter topic as well for their aesthetic value. The literary selections are supported by author commentary and analysis for general literary study. The authors state: "Students will find that the tools provided for understanding the specific selections included can become their personal toolkit to illuminate ongoing literary study" (2). Literary selections are from Venezuela, Mexico, Chile, Cuba, the United States, and Puerto Rico. *Notas de lengua* are short essays that provide students with a sociolinguistic perspective related to chapter topics, particularly on the types of variation (regional and social) that shape the Spanish of the Americas and the Latino dialects of the United States. Sociolinguistic topics, in chapter order, are: *El español de las Américas: Influencias indígenas; Orígenes de algunos problemas de ortografía; El español de Suramérica; El español de México; Les dialectos sociales; Los dialectos del español en EE.UU.; El cambio de códigos*; and *¿Es el spanglish una lengua?*

Despite some minor typographical errors, as is common with custom publishing, *Hispanidades: Latinoamérica y los EE.UU.* is a noteworthy text. It is ideally suited for those intermediate to advanced courses that ask students to build upon their existing linguistic skills in order to become reflective and informed thinkers about a sampling of the myriad of historical, cultural, and sociolinguistic issues

surrounding Hispanic populations outside the United States and the impact these issues have upon the Latino populations in the United States.

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Cusinato, Ashli, Ron Felsen, Sara Garnick, and Sylvia Goodman. *EXPRESS 11ᵉ université.*

Thornhill, Ontario: RK Publishing, 2007. ISBN: 1-897295-07-3. Pp. 221, $50.95 CAN. Includes: Cahier, Teacher Resource Guide, CDs (4 total). For orders, to request a free sample kit, or to request an in-service training workshop, contact: RK Publishing, 32 Limcombe Drive, Thornhill, ON, Canada L3T 2V5; phone: (866) 696-9549 (toll free); fax: (905) 889-5320; e-mail: ruby@rkpublishing.com; Website: www.rkpublishing.com.

Under the supervision of Ruby Kaplan, president and founder of RK Publishing, Inc., and Art Coulbeck, Chief Editor, the team of authors consisting of Ashli Cusinato, Ron Felsen, Sara Garnick and Sylvia Goodman has produced a glorious third-year high school textbook in *EXPRESS 11ᵉ université* (in the title, "11ᵉ" refers to the eleventh year of school and "université"-to-college preparatory program). This program is ideally suited for curricula geared toward Advanced Placement French Language or International Baccalaureate programs, but what truly distinguishes *EXPRESS 11ᵉ université* from other level three textbooks is its foundation in literacy. That is to say, it is a literacy-based program aimed at successful independent student learning and supported by modeling and scaffolding. Independent student learning is further fostered by activities that address multiple intelligences.

EXPRESS 11ᵉ université is composed of five units. With the exception of the first, each unit works towards a final culminating project, the "tâche finale." At the outset of units one through five, students are aware of the "tâche finale" and prepare for it via three subtasks or "tâches riches." The theme of each unit is authentic and, most importantly, relevant to the adolescent student. For example, students will be drawn to and inspired by the reading on Craig Kielburger, a Canadian youth who established Free the Children, the largest non-profit youth organization in the world that works towards helping disadvantaged youths in underdeveloped countries. Photographs of Kielburger with Mother Teresa and the Dalai Lama are just two of the textbook's rich illustrations that will appeal to students and teachers alike. Indeed, students will be made to feel that they, too, can make a difference in today's increasingly small and interdependent world.

Within each unit, the necessary grammatical structures are presented in color-coded graphic organizers and reviewed in thorough exercises in both the main textbook and the *Cahier*. As a visual aid, the edges of the pages of each unit are

color-coded as well. The pages of the first unit and appendices (*lexique* and verb charts) have sky blue edges, unit two pages have violet edges, unit three green edges, unit four orange edges, and unit five yellow edges.

"Unité 1: Voir du pays" has as its goal to familiarize students with the *EXPRESS* journey and, as such, helps to get the ball rolling. As foreign travel is no longer only for the elite and as more and more school programs are encouraging travel and study abroad, the introductory unit assists students in learning about other cultures by exploring them by themselves. As a professor who has worked with non-traditional language learners, I have always been a proponent of helping students comprehend that by exploring another culture, one is able to better understand one's own culture. "Unité 1: Voir du pays" does this by launching a study of the Francophone world via the following topics: *Voyager … c'est pour vous?; À organiser un voyage; Les Auberges de jeunesse; Chenonceaux, Le château des dames; La Tunisie; Carte d'identité; La Martinique et les îles de la Guadeloupe*. Grammatical structures covered in this first unit are: *le futur antérieur; les pronoms compléments avec l'impératif*; and *les expressions de quantité*. The "tâche finale" is a "jeu de rôle" on a "voyage idéal."

To give the potential adopter of *EXPRESS 11e université* a clear idea of how units two through five are uniformly arranged with three "tâches riches" and a "tâche finale," I will detail "Unité 2: Les Coutumes et les traditions du monde francophone," my favorite unit. It begins with an explanation of Acadian culture, followed by "Le journal de Cécile Murat," a touching story of a young girl in Acadia. Her story begins in 1795, after Le Grand Dérangement, and continues until 1800. As the young girl was a transplant from Boston, included among her reflections are comments on the special customs of the Acadian people and words that are unique to Acadian culture. The other topics addressed in the second unit are: *La musique et les fêtes de la Louisiane; À apprécier la musique: le zydeco; Njacko Backo; L'origine du Roquefort; L'histoire du chocolat en Europe*. Guided by a provided model, "Tâche Riche 1" asks students to research a Francophone region and, as an ambassador, present findings to the class. Again with a model example, "Tâche Riche 2" directs students to research a Francophone musician and play one of his/her songs for the class. Still with a model example, "Tâche Riche 3" requires students to find a traditional recipe from a Francophone region and provide an explanation of how to follow it. A suggested follow-up class activity is to create a small class cookbook highlighting illustrated examples of recipes found by students. "Tâche finale: Présentation multimédia au conseil des Nations Unies" explains that the United Nations is organizing and financing a worldwide cultural celebration. There is one remaining spot available. To earn this spot, students must prepare a multimedia presentation to convince the United Nations Council that their Francophone country is a worthy choice. Grammatical structures emphasized in unit two are: *l'imparfait, le passé composé, le plus-que-parfait; les pronoms démonstratifs*; and *les pronoms relatifs* dont, ce dont et où.

Supported by a clearly written Teacher Resource Guide, *EXPRESS 11e université* truly addresses the needs of students with different learning styles. A promotional brochure for the EXPRESS series states: "Content and concepts have been included to meet the needs of: the active student who learns by doing, and cre-

ating with his/her hands; the musical student who learns by patterning, and feeling the rhythm of the language; the logical student who identifies the logic in language and its patterns; the visual student who needs visual models and uses illustrations and creates materials to learn; the introspective student who likes to work alone and can adjust his/her learning based on models and examples; and, the extroverted student who learns from others and for whom group work is rewarding and enriching." Individual instructors can allow students to progress at their own pace; for example, for some students completing the "tâche finale" may not be fully possible, but the appropriate modifications are easily made.

The *Cahier* does an excellent job not only of reinforcing grammatical structures and models presented in the main textbook but also of supporting, through a myriad of activities, student comprehension of the authentic texts. CD A contains stories read by a variety of French voices accompanied by appropriate music. CD B offers oral speaking exercises, oral comprehension activities, and additional vocabulary and language structure exercises.

For U.S. instructors, *EXPRESS 11e université* is a level three program and can be purchased with a cover entitled *EXPRESS 3*. Not addressed in this review, but perhaps noteworthy for potential adopters who wish to have continuity among the levels of instruction in their French program, are the other textbooks in the EXPRESS series, all from R.K. Publishing: *EXPRESS Intro; EXPRESS 9e, 1e Édition; EXPRESS 9e, 2e Édition; Express 10e Théorique*; and *EXPRESS 12e université*.

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Publisher's Response

We are extremely pleased with the glowing review of *EXPRESS 11e université* written by Professor Angelini. The reviewer has indicated the strong points of the book, and has not omitted anything of importance.

The *Express* series has received ministry approval in the Canadian provinces of Ontario and Manitoba and has also been approved for use in the northeastern United States. It covers grades 9 through 12 and consists of *Express Intro* (designed for beginning students with little or no previous exposure to French), *Express 9* (for grade 9 students who have a background in French from elementary school), *Express 10, Express 11*, and *Express 12* for students bound for university. This *Express* series follows the same backward design concept with special attention to literacy and critical thinking.

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Dansereau, Diane. *Savoir Dire: cours de phonétique et prononciation.*

Savoir Dire: cours de phonétique et prononciation, originally published in 1990 and now in its second edition, is designed as an introduction to French phonetics and pronunciation and, in my opinion, is best suited for third-year university-level students without an extensive background in linguistics. Because it was written primarily for Anglophone students at American universities, it adopts a contrastive French-English approach and explores all of the major features of standard French pronunciation clearly and accessibly.

The book is divided into seven chapters devoted successively to the study of speech organs and of phonetic symbols, prosody, oral vowels, nasal vowels, the mute "e," semi-vowels, and consonants. One of the most important aspects of this book is its thorough explanation and application of the International Phonetic Alphabet (IPA). The IPA symbols are presented at the very beginning of the book, allowing students to learn and memorize them quickly, and consequently to be able to pronounce correctly the transcriptions of sounds found in dictionaries. The description of French sounds is clear and concise, and the author avoids lengthy theoretical explanations or the excessive use of jargon.

The first chapter is based on four sentences, which include all the sounds of standard French. The sentences, gradually increasing in both length and difficulty and read by both a male and a female French native speaker, are recorded on a CD. The rendition is slow and very clear, and there is enough time left in between the sentences for students to repeat them without being cut off by the sentence that follows. The goal of these exercises is to show students the relationship between French sounds and the phonetic symbols representing them. Throughout the book, there are numerous transcription exercises from English to French and vice versa. By the end of the course, students should have an excellent knowledge of the French sound system and be able to transcribe words, expressions, and full sentences.

The second chapter is entirely devoted to prosody and its components: *la joncture (la syllabisation et l'enchaînement), l'accentuation (l'accent et le rythme), l'intonation*, and *la liaison*. Again, the theoretical explanations are easy to follow and are kept to a minimum. In order to practice all the elements of prosody, Dansereau has included a number of excellent expressions, sentences, and passages to repeat, most of which are recorded on CDs.

The five remaining chapters provide a detailed description of particular sounds, starting with vowels (oral and nasal), and then moving to semi-vowels and consonants. The chapters have the same structure, beginning with various spellings of the sound in question and its articulation. Incorrect pronunciation is indicated in order to point out and work on eliminating common interferences from English. Each section includes a variety of written and oral exercises.

Occasionally, the author establishes links between pronunciation and grammar which underscore and drill certain sounds in important grammatical contexts. Examples of various dialectal variations make students aware of the different pronunciations they will often hear in the Francophone world.

Although the basic organization of the second edition follows the first edition closely, there have been several important changes. The layout of the pages and the font have been slightly altered to make the book more user-friendly. The audiocassettes have been replaced by fourteen CDs of excellent sound quality. A new Website has been added with answer keys, translations of proverbs, idioms, sample syllabi, class activities, exams, and more thorough presentations of certain topics as well as MP3 files for audio CD 1. As of early March 2008, the work on the instructor Website was still in progress, with several links soon to be added. The author decided to omit certain phonetic features covered in the first edition, such as the fourth nasal vowel [œ̃] in words like *un* and *lundi*, and the open vowel [ɛ] in open syllables (including in *mais, après*, the verb *est*, as well as in imperfect and conditional endings). The second edition of *Savoir Dire* also includes many new exercises, both oral and written, such as transcription (from phonetic symbols) of children's rhymes, proverbs, and proper names, repetition and transcription (into phonetic symbols) of everyday French, auditory discrimination exercises, and other oral exercises. Several new sections have also been added to the description of individual sounds: *tendances à éviter, son et la grammaire*, and *variations dialectales*.

At the end of the book, the author includes a complete list of the linguistic studies on which the information in *Savoir Dire* is based. Supplementary readings are also listed at the end of chapter sections. These are meant as a starting point for students and instructors who wish to broaden their knowledge of French phonetics.

Savoir Dire has several strengths that set it apart from other phonetics manuals. First, it is written entirely in French. Second, the book limits to a minimum the number of rules and exceptions, making theoretical explanations concise and clear. Third, it provides a great variety of oral and written exercises. However, many of the examples are taken from literature: poems by Charles Baudelaire, and Arthur Rimbaud, passages from Molière, and longer excerpts from André Gide and Marcel Proust. While these are very important texts, they may not necessarily be the best choice for a phonetics course. My own experience teaching this course suggests it may be difficult to spark students' interest by having them repeat line after line of a French poem, especially if it is a morning class. An inclusion of more contemporary examples from the French press and perhaps some tongue-twisters or lyrics of French songs with which students can easily identify would have greatly enhanced the quality of this book.

These observations should be taken into consideration in the preparation of the next edition of this book. In the meantime, *Savoir Dire* remains one of the best phonetics programs available for American students.

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Devitt, Seán, David G. Little, and Linda Richardson, directors. *Authentik en français* and *Authentik en español.*

Authentik en français and *Authentik en español* are advanced-level educational magazines published five times per year (January, March, May, September, and November). They are ideal for instructors who want to incorporate current and culturally authentic materials created by language teachers into their curricula. Developed by a campus company of Trinity College, University of Dublin, and presently distributed in the United States by Lectures de France, the magazines focus on more than just reading skills, since they contain several different writing and speaking activities and a sixty-minute audio CD of native speakers promoting listening comprehension.

Rich with eye-catching photographs, both issues of *Authentik en français* and *Authentik en español* (September/October 2006) I examined are jammed packed with articles from a variety of sources (e.g., for the French issue, *Libération, Reuters, L'Express, Le Nouvel Observateur, Le Journal du Dimanche*, and *Point*; for the Spanish issue, *El Periódico, El País, Emprendedores, Prensa, La Voz de Galicia*, and *El Norte de Castilla*), guaranteeing users exposure to a wide range of opinions. From hot topics (for example, the Zinedine Zidane controversy at the 2006 World Cup Soccer Championship in the French issue and Óscar Pereiro's performance in the Tour de France in the wake of the doping scandal of American Floyd Landis in the Spanish issue) to more serious ones (for example, the French national railroad coming under attack for its role in deporting Jews during World War II in the French issue and the efforts of the young Hollywood actress of Peruvian descent, Q'Qrianka Kilcher, in fighting for the rights of indigenous people of Peru in the Spanish issue), *Authentik* is incredibly user-friendly. Also impressive is the clear-cut layout of the *Authentik* magazines: individual articles in subtly different shaded boxes; vocabulary glossing in a distinctive box at the bottom of most pages; thorough comprehension and listening exercises that include reading strategies; a pull-out section containing the complete transcription of the sixty-minute audio CD, answers to all exercises; supplemental information; and at least one color photograph to illustrate each article.

Feeling so excited about the multitude of possible uses of the *Authentik* magazines but concerned that the price point might scare off potential adopters, I decided to seek feedback from current *Authentik* users. In so doing, I found a tremendous fan in Cathy Green on the AP-French list serve where she states: "Great materials, developed by teachers. I used them for IB French a number of years. They [*Authentik*] also have *Étincelle*, which is at a lower level. But since they treat many of the same topics, it's a nice way to scaffold the work. For example, I once did a unit on 'le tabagisme' and *Étincelle* had a nice little article that glossed the vocabulary for them in simpler French, so I used it to introduce the topic and vocabulary, and then used the articles and interviews from *Authentik* to do activities that were similar to those they'd have to do for the actual test… When I did something I called MECs (*mots en contexte*), it was a great source for students to use for their written and oral presentation of new and interesting/striking words. Students read or listen to something and have to note one interesting word or expression. Then they simply have to explain the context in which they found the word/s and why they found the word/s noteworthy. Relatively simple, but often ends up in great conversations and vocabulary expansion. One student didn't know there were adjectives that related to the seasons; having used *été*, she was unaware of *estival* until seeing it in context, but then it led to learning *printanier*, etc. Similarly, vocabulary related to the cardinal points on a compass once came up when a student encountered *méridional*: *oriental* and *occidental*, most knew but *méridional* and *septentrional* were new to almost all" (Friday, October 12, 2007).

It is highly recommended that a potential adopter of either *Authentik* magazine request a sample issue from Lectures de France. In so doing, instructors can not only see firsthand the wonderful quality of the articles, activities, and audio CD, but will most importantly be able to determine how the *Authentik* magazines can best benefit their program. Under the directorship of Seán Devitt, David G. Little, and Linda Richardson, topics for 2007/2008 for *Authentik en français* were: September 2007: Jeunes, Argent; November 2007: Technologie, Santé; January 2008: Transport, Crime et Justice; March 2008: Europe, Environnement; and, May 2008: Médias, Culture. Also under the directorship of Devitt, Little, and Richardson, topics for 2007/2008 for *Authentik en español* were: September 2007: Vacaciones, Música; November 2007: Medio ambiente, Salud; January 2008: Ciencia, Juventud; March 2008: Fiestas, Deportes; and, May 2008: Cine, Trabajo. Also available, but not considered in this review, is *Authentik auf Deutsch*.

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Publisher's Response

We are absolutely delighted with the review of *Authentik en français* and *Authentik en español* and concur with the reviewer that our magazines and CDs are essential tools for foreign language instructors who want to incorporate current and culturally authentic materials into their language curriculum, and ideally suited to IB and AP programs.

For the academic year 2008-2009, we have made the *Authentik magazines* even more user-friendly by delivering all pedagogical content online: language learning exercises, extensive lesson plans, bilingual and monolingual glossaries, solutions, and the complete transcript of the CD are available to download from www.authentik.com/downloads/magazine-workbooks. In addition to providing the files as downloadable PDFs, we are offering the original word or excel files alongside so that instructors can edit and adapt the exercises and vocabulary glossaries to the requirements of the individual classes and students they teach.

Each edition of the printed magazine contains 32 pages of topical, authentic articles selected from the target language press with cross-references to related audio items on CD and online lesson plans, where appropriate. Magazines, CDs and online pedagogical content are published four times per academic year: Autumn/Fall, Winter, Spring and Summer.

Samples from the Autumn/Fall 2008 editions are available to download on www.authentik.com/downloads/free-sample-units. These include a couple of magazine pages, related exercises, transcripts, glossaries and audio files (mp3) from *Authentik en français*, *Authentik en español* and *Authentik auf Deutsch* as well as samples from Authentik's intermediate magazines *Etincelle, Katapult* and *La Cometa*.

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Dorwick, Thalia, Ana María Pérez-Gironés, Marty Knorre, William R. Glass, and Hildebrando Villarreal.
¿Qué tal?: An Introductory Course.

New York: McGraw-Hill, 2007. Student Edition with Bind-in OLC passcode card (Hardcover) and Instructor's Edition, $109.69 each. ISBN: 0-07-304850-X and ISBN: 0-07-320799-3. Includes Workbook/Laboratory Manual, Testing Program, Overhead Transparencies, Instructor's Manual and Resource Kit, Adopter's Audio Program, Student Audio CD Program, Interactive CD-ROM, Video on CD, and DVD.

¿Qué tal? is an introductory textbook for Spanish students that aims to develop learners' language skills by presenting real-life situations fostering communicative language. The textbook's philosophy is reflected in the language it presents through meaning-focused activities, encouraging students to access form from meaning. *¿Qué tal?*, like most modern textbooks, is accompanied by a

multitude of multimedia ancillaries, including CD-ROMs, audio CDs, DVDs, and an online learning center Website (http://www.mhhe.com/quetal7).

The book consists of 18 chapters plus an introduction. Each chapter presents four major sections, color-coded for easy reference. These are called *Pasos* (steps) and deal with different aspects of language. *Paso* 1 presents and practices the chapter's thematic vocabulary through conversation. *Paso* 2 and *Paso* 3 address grammar, which is presented in Spanish through communicative components such as mini-dialogues, realia, and drawings that make the grammatical forms more salient, thereby allowing students to preview implicitly what will later be made explicit through grammar explanations in English. This color-coded structure is repeated throughout the book, providing students and teachers with a very effective and user-friendly outline of the content.

To reinforce grammar explanations, the textbook includes paradigms and sample sentences that serve as a good summary and preview of the topics taught. Two activity sections follow each grammar explanation: *práctica* (controlled activities) and *conversación* (open-ended), which guide students from comprehension to production. *Paso* 4 integrates grammar and vocabulary presented in the previous *Pasos*. This is accomplished by including a video interview, titled *Videoteca*, and a section devoted to the development of listening, reading, writing, and speaking skills, which alternate with each chapter. The reinforcement of grammar explanations and the various activities found make *¿Qué tal?* very effective and useful.

The reinforcement of the language taught by the completion of enriching activities is one of several interesting features of *¿Qué tal?*. A first reading of the textbook can leave readers with a feeling of not having much opportunity to practice what they have learned. However, the different *Pasos* activities can be practiced, enhanced, or reviewed by the use of the ancillary package that accompanies *¿Qué tal?*. This package offers the possibility of supporting grammar instruction with visual representations of the mini-dialogues: *Minidramas*, which situate the grammar being taught in a true communicative context. Each chapter is accompanied by these video segments, as well as by *En contexto*, a selection of functional video vignettes shot in Mexico, Costa Rica, and Peru that illustrate high-frequency usage. The inclusion of grammar in a real-life context and in these original vignettes enriches students' learning, by going beyond grammar and showing the use of the language in true Latin American contexts.

In addition to the video instruction, the Workbook accompanying *¿Qué tal?* creates more opportunities for students to practice their Spanish. The Workbook features a variety of activities that can be used to reinforce the language, as does the accompanying video. The Workbook coincides perfectly with each *Paso* by carefully correlating each activity with the readings found in the text. Instructors will also find the transparencies and the Instructor's Manual very helpful. Each offers a plethora of ideas and different ways to use *¿Qué tal?* in the classroom. The Instructor's Manual provides lesson plans that accompany the textbook, illustrating several ideas that could assist the instructor as needed. In essence, the textbook is accommodating both to students and instructors: it helps students review and practice what is being taught and it improves instructors' knowledge of the textbook's materials, facilitating their use in the classroom.

One of the most striking features of this text is the presentation of different expressions of culture. In between *Paso* 3 and *Paso* 4, one finds *Voces de…*, a surprising selection of literature and music from various Hispanic countries. Although this is a very attractive and intriguing section, the student finds in it only a short sample that can easily be overlooked. Including some integrating activities to increase cultural awareness would be a good way of improving this section. Seeing that culture offers such an important element of the National Standards for Foreign Language Teaching, this section offers a great opportunity for teachers to draw on their own cultural background and experiences in order to help students interact with the information presented.

Another section of *¿Qué tal?*, namely *Paso* 4, *Enfoque cultural*, further strengthens the cultural information presented. Not only does it present products like music and literature, it also explores specific characteristics of Spanish-speaking countries: their political, geographic, and sociopolitical realities. This section of the textbook could be improved by the inclusion of activities to internalize the information presented, as the textbook does not include activities other than those found in the complementary CD-ROM.

To underscore the importance of culture in this book, let us highlight two additional sections found in *¿Qué tal?*. The first section, *Nota cultural*, is integrated within the different *Pasos* and presents a sample of everyday culture including typical products, different habits, and various explanations of behavior in Latin American culture. The second section, *En los Estados Unidos y Canadá*, is an entertaining part of the textbook that fulfills the National Standards and also engages the reader through the comparisons it makes between cultures found in the United States and Canada and those in Spanish-speaking countries. Thanks to these additional sections, students reinforce their cultural instruction in an engaging way, while meeting the National Standards.

Beyond *¿Qué tal?*'s extensive coverage of culture, it is gratifying to find another important strength related to a different aspect of the language, specifically the development of the four skills found in *Paso* 4. Depending on the chapter, students will encounter either a listening, speaking, reading, or writing activity. *A leer, A escribir*, and *A conversar* are divided into two sections each. The first of these provides students with a strategy, which can then be practiced in the second section. Again, an interesting range of activities aimed at the development of these skills is included in the CD-ROM and the online site. Strategic competence is thereby improved, providing students with a full development of language use and knowledge. Thus *¿Qué tal?* not only affords students an enriching look into the culture of many Spanish-speaking countries, but also helps increase their language proficiency by developing their speaking, reading, writing, and listening skills.

Overall, *¿Qué tal?* could very well be used in a university classroom setting because of its suitable themes and compliance with the National Standards for Foreign Language Teaching. However, while presenting language in an engaging and communicative way thanks to appealing visuals and interesting cultural information, the main text does not include many activities and, as a result, the ancillary support is indispensable. Nevertheless, as long as instructors are aware

of the need to supplement the textbook with activities of their own, we believe that *¿Qué tal?* meets the needs of today's FL classroom.

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Publisher's Response

McGraw-Hill Higher Education is pleased to respond to Ms. Saum-Pascual and Ms. Abbruzzesse's favorable review of the seventh edition of *¿Qué tal? An Introductory Course*, a comprehensive Introductory Spanish program that has enjoyed a long tradition of excellence. As Ms. Saum-Pascual and Ms. Abbruzzesse point out, the underlying philosophy of *¿Qué tal?* is firmly rooted in communicative language teaching methodology and fosters the development of skills that support real-world communication.

As Ms. Saum-Pascual and Ms. Abbruzzesse mention, the ancillary materials that accompany the seventh edition of *¿Qué tal?* are a rich source of additional activities and input. The *¿Qué tal?* program is designed to provide instructors and students in a typical introductory Spanish sequence with the appropriate amount of material for use in class, in the laboratory, and at home. The activities in each component of the *¿Qué tal?* program are carefully crafted to ensure that they are appropriate for these respective settings and that they provide students with the most effective activities possible to develop their language skills.

McGraw-Hill World Languages is committed to publishing high quality foreign language textbooks and multi-media products, and we are proud to include *¿Qué tal?* and its rich package of ancillary materials among our many titles. We are delighted that Ms. Saum-Pascual and Ms. Abbruzzesse have shared their review of *¿Qué tal? An Introductory Course*, Seventh Edition, with the readership of *The NECTFL Review*.

Christa Harris
Executive Editor, World Languages
McGraw-Hill

Echenberg, Eva Neisser.
Útil: Web-Based Writing Activities.

Montreal: Miraflores, 2007. Pp. 116. ISBN: 978-2-921554-98-5. US$ 24.95. For orders, contact Miraflores at P.O. Box 458, Victoria Station, Montreal, QC H3Z 2Y6 Canada; e-mail: miraflores@sympatico.ca; phone: (514) 483-0722; fax: (514) 483-1212; and Website: www.miraflores.org.

Eva Echenberg's *Útil: Web-Based Writing Activities* is an invaluable resource for developing over 200 inspiring Spanish writing assignments using the

Internet. Echenberg furnishes four levels for the bilingual Web-based assignments for each unit: A = Beginner; B = Intermediate; C = Advanced; and *In my country/En mi país*. As a result, the units can be easily adapted for instruction at multiple levels and can be geared for individual, group, or project work. Neisser Echenberg describes the levels as follows:

"*Beginner Level*. Beginners list, chart, map and write short sentences. The search is specifically directed. The tasks mirror the vocabulary and grammar available to beginners. This is great practice in communication skills. Beginners are very resourceful in getting a message across using their limited language skills.

Intermediate Level. Intermediate students can stretch to learn new vocabulary or they can work on writing at a level that is comfortable to both increase fluency and integrate cultural information.

Advanced Level. Foster thinking skills. Advanced students write longer texts about more complex ideas. Their research takes them to new, exciting places. Advanced students can also make use of the tasks for the other levels to create a rich and varied writing portfolio that seamlessly ties together language and culture.

In my country. The fourth assignment relates the topic directly to the student's own reality. It provides an opportunity for additional practice, extension and language recycling following one of the other tasks, or a stand-alone assignment" (Model Card).

The six overarching colored-coded themes, combined with the manual's spiral-bound format, make *Útil* incredibly easy to use. The six themes and their corresponding colors are: Travel/Tourism (purple); Sports (orange); Arts (blue); Science/Nature (green); Daily Life/Festivals (red); and History/Geography (brown). In the index, teachers can choose from various topics for each theme. The thirteen topics are: *la identificación personal* (personal identification); *la casa y el hogar* (house and home); *la familia* (family life); *la comunidad y el vecindario* (community/neighborhood); *el medio ambiente* (physical environment); *las comidas y las bebidas* (food and drink); *la salud y el bienestar* (health and welfare); *la educación* (education); *el trabajo* (earning a living); *el ocio* (leisure); *las compras* (shopping); *el transporte* (transportation); and *temas de actualidad* (current events). Although every topic may not be applicable to each theme, potential adopters will be happy to know that when a topic is covered in a unit, it is covered at all four levels. They should visit www.miraflores.org to see sample unit pages in glorious full color.

Echenberg's aim in producing *Útil* is not simply to provide Web links to information on the Spanish-speaking world, since Web pages often become quickly outdated or cease to exist. Rather, in a resource manual rich in highly attractive cultural images, she provides key search words in both Spanish and English for researching a particular topic using an Internet search engine of the student's choice. These key words direct students to fascinating facts and images related to the Spanish-speaking world, thereby encouraging them to learn firsthand about current Hispanic culture. Furthermore, at each level, Echenberg carefully helps students learn what to look for and what to produce for the final version of the

assignment at hand. For example, among the various units this reviewer explored with her students, #45 was especially appealing: "*¡Ayuden a esta escuela!*/Please help this school!" In the current era of service learning and with the National Standards for Foreign Language Learning emphasizing use of a foreign language in the community, this unit promotes realistic ideas of what students can do to help those less fortunate. Two other examples of especially fun units are: #22: "*El ladrón*/Catch the thief" where students make a wanted poster after a theft from one of the great museums; and #34: "*¡Pruébalo! ¡Te va a gustar!*/Try it! You'll like it!" where students create a children's book about New World native foods, thereby learning how the products the Europeans took home from the New World changed European eating habits.

While this reviewer personally prefers the immersion method so that all student activities from the very beginning levels are in the target language, *Útil*, by providing both Spanish and English key words, gives two search options to instructors. Searching in Spanish fosters student acquisition of new vocabulary and has students reading and scanning in Spanish, thus making them more active participants in the target culture. Searching in English provides students with more confidence and helps them increase their skill level until they are able to search in Spanish. It is noteworthy that Sociedad General Española de Librería (SGEL), one of Spain's leading publishing houses, will be distributing *Útil* worldwide. The SGEL version of *Útil* will be in Spanish only and will feature a different cover. Since Spanish publishers do not often find books in North America that they want to include in their catalogs, SGEL's decision to include *Útil* speaks to the wide appeal and quality of the book as well as to the manner in which it successfully integrates technology.

In bringing the Spanish-speaking world to life for the student, the units making up *Útil* promote authentic language experiences and authentic cultural input while integrating technology. Indeed, the beauty of *Útil* lies in its flexibility of use at multiple levels of instruction. Nevertheless, this flexibility must not overshadow the fact that in creating *Útil*, Echenberg has paid attention to current trends in foreign language methodology as well as challenges facing educators and students today.

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Publisher's Response

We thank Dr. Angelini for her generous review. When the reviewer says that *Útil* is an "invaluable resource," has "flexibility of use at multiple levels of instruction," and "successfully integrates technology," there is hardly anything left for us to say.

Miraflores is very proud to be a leader in supplemental cultural materials anchored on the National Standards for Foreign Language. Please visit our

Website at www.miraflores.org for other outstanding cultural materials that can be used in the FL classroom.

Eva Neisser Echenberg
Miraflores

Keller, Andrew and Stephanie Russell.
Learn to Read Latin.

New Haven: Yale University Press, 2004. Includes: textbook and accompanying workbook. ISBN: 0-300-10215-1.

There is possibly no greater challenge to a Latin teacher than smoothing the student's transition from the study of Latin grammar and syntax to reading actual Latin. Too often, students are intimidated and disheartened by their first encounters with "real" Latin texts. Therefore, the appearance of *Learn to Read Latin*, whose express purpose is to get students reading and appreciating authentic Latin texts as early in their studies as possible, should be a welcome improvement on the fabricated "Latinese" of most standard textbooks. Regrettably, although this series is a valuable addition to a Latin teacher's resources, it is not overly user-friendly, at least not for the secondary school student.

The level of detail and sophistication of the series suggests that its niche may well be the college classroom. This niche has in the past been filled by other texts, perhaps most successfully by *Wheelock's Latin*. The virtues of *Learn to Read Latin* would have to be considerable to persuade a college instructor to exchange it for the handy, time-tested Wheelock. However, the series does not provide a more effective, relevant, or accessible method for teaching the beginning college Latin student than Wheelock or other standard college texts.

For the secondary teacher, the series' deficits are more glaring. Its cumbersome size is truly problematic for students already lugging Sisyphean backpacks. It addresses only one of the components of the National Standards for Latin; speaking, writing, learning about Roman culture, and making comparisons/connections with the student's own culture are largely neglected. Even in its area of emphasis, its complexities of presentation would prove daunting to high schoolers and impenetrable to middle schoolers.

Learn to Read Latin has two major components: a textbook and an accompanying workbook. The textbook is divided into 15 dense chapters. Each chapter begins with a vocabulary list and includes extensive notes (including examples) on each vocabulary entry's meanings, uses, derivation, declension, compounds, etc., followed by sections on grammar and, finally, short, longer, and then continuous readings from Latin authors to support the grammatical content. The importance of vocabulary is apparent in its placement at the outset of each chapter. Its relevance to the grammar topics under consideration is commendable. As the authors suggest, the notes on the vocabulary are best used in conjunction with the grammar sections, because so much of it references issues of grammar that the student is about to learn and is not yet familiar with. For example, in Chapter 9,

where students are presented with the verb *impero*, the authors indicate that this verb can take a dative with an intransitive verb and introduce an indirect command, both of which are explained in the grammar sections that follow. A brief and ineffectual list of derivatives and cognates concludes each section of vocabulary notes. Without exercises to practice them, however, these derivatives can be of only fleeting interest to the student.

The authors' approach to vocabulary and grammar is comprehensive and linguistically detailed — too technical, in fact, for the average student of any level, including college students. (Still, we found it very enlightening — e.g., in their engaging discussion of vowel weakening on page 80 or in their thorough *Notes on the Participle: Relative time; Attributive and Circumstantial Uses* on pp. 224-225). As meticulously and exhaustively explained as they generally are, several important grammatical points, such as the lack of articles in Latin or the use of *ut* and *ne* to introduce purpose clauses, are oddly relegated to the fine print in the *Observations* sections.

The authors try to follow a natural pattern, e.g., direct questions followed by indirect questions in Chapter 12, yet leave the greetings "Hello" and "Goodbye" — always an ice-breaker for the first day of class — for Chapter 7. Nor do the authors distinguish subjects which students have little problem understanding or memorizing from those, such as the ablative absolute or the difference between *ipse* and *se*, which students often have a hard time conceptualizing.

The presentation of grammatical concepts is consistent throughout the text and the examples are excellent, although the authors' use of synthetic sentences as examples undercuts their ultimate goal of enabling students to comprehend genuine Latin texts. The short, longer, and continuous readings would be better placed as genuine examples for each grammar section, rather than clumped at the end of the chapter. For example, the authors provide Catullus' *Vivamus, mea Lesbia, atque amemus* as a short reading at the end of one chapter (p. 137); why not, instead, use it to illustrate the hortatory subjunctive, rather than offering the bland and artificial *Romam eamus* (p. 131)? More problematically, the density of grammar in each chapter, and lack of mnemonic devices (a staple of Latin middle and high school teachers' repertoire) complicates the student's task, despite the simplicity of the grammatical explanations.

The end of each chapter includes a plethora of progressively longer and more difficult readings of authentic Latin texts. Yet the authors fail to provide any rationale or guidance (beyond the simple, sometimes tenuous, grammatical connection, a summary, and biographical notes) for how and why students should read these texts. For example, the death of Turnus in the final 15 lines of the *Aeneid*, one of the longer readings at the end of the last chapter (p. 513), is given only a pithy introduction: "The end of the *Aeneid*: after Turnus begs for his life, Aeneas hesitates." Although various selections of the epic appear throughout the textbook and the authors briefly introduce Vergil and his *Aeneid* much earlier on page 168, it is likely that students will have already forgotten what was said about the author and the *Aeneid* when they reach Chapter 15. The passage has no direct connection with the grammar presented in this last chapter, nor are there any linear notes to clarify the metrics, grammar, or context. Ancient texts without

context, notes, or further discussion are simply texts, and thus are no more significant to beginning students than those which are fabricated. Students, and their teachers, need a lot more direction when reading such a variety of ancient texts and authors to appreciate what they are reading. Moreover, Latin is a language that was written to be heard. Most, if not all, of the authors and selections that have been provided were meant to be read aloud, a fact that the authors themselves briefly acknowledge on page 180. Yet, apart from a presentation of metrical rules and an introduction to rhetorical devices, the authors place little emphasis on the vital spoken aspect of these passages.

The series' workbook is its strongest asset. Any teacher will find it an invaluable resource, primarily because each grammar section can be practiced separately from the others presented in the chapter, so the density of each chapter becomes less intimidating. Practice is essential to the beginning language student and the shorter sentences, rather than longer continuous readings, are appropriate for the novice, who is often overwhelmed and discouraged by longer, more complex readings, such as those in the textbook. At the end of the workbook, the authors have included perforated handouts summarizing the grammar topics in each chapter. The grammatical summaries are clearer and more concise than the explanations given in the textbook and thus more useful to students and teachers alike on a daily basis.

The primary objective for most students of Latin is to read Roman authors, and thereby get a glimpse into the life of the Romans and their profound impact on ancient and modern civilizations. *Learn to Read Latin* focuses on the first part of this goal, but fails to tell us why it is exciting, or even relevant, to be reading these ancient texts. The authors' lack of guidance makes it hard for any student new to Latin to actually appreciate what he or she is reading. The authors have ignored the reason why most middle and high school students and even many college students choose to take Latin in the first place: they want to get to know the Romans, not just their literature.

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Publisher's Response

Yale University Press wishes to thank Ms. Hoffman and Ms. Dawson for their thorough review of *Learn to Read Latin*. We do, however, disagree with several of their comments. While it is true that *Learn to Read Latin* is used more extensively in colleges than at lower levels, it is also used widely and with great success at public and private high schools and middle schools across the country. In all, this first edition is used at more than 100 institutions, ranging from grade 7 through college undergraduates. With regard to one of the reviewers' main concerns, that the readings are not contextualized in a way that makes students understand why they are interesting and why they should be reading them, we would hope that the instructor would be able to contextualize ancient Roman culture for his or her students. The authors have used these carefully chosen readings with great success in their own teaching for the past twenty years.

This first edition is in the process of being revised and a second edition will be available in 2010. The points raised in this review and those gleaned from the many other reviewers we have contacted will be carefully considered as we improve the text and workbook for the new edition.

With regard to the reviewers' point about the cumbersome weight of the text and workbook, they were apparently not aware that both books are now available in considerably lighter split editions, Parts 1 and 2. In addition, a Quia online workbook is now available for the Workbook Parts 1 and 2. So a student who is using the Textbook Part 1 (which is available in paperback and hardcover) and the Quia online workbook would only need to carry a comparatively light textbook to and from class. For information on the Quia workbook, go to yalebooks.com/quia.

If instructors would like to request examination copies, they can do so by going to yalebooks.com/latin. If any instructors who have used the text and workbook would like to provide comments that could help us improve the materials for the new edition, they can send their comments to tim.shea@yale.edu.

Tim Shea
Yale University Press

King, Larry D. and Margarita Suñer. *Gramática española: Análisis y práctica.* Third Edition.

New York: McGraw-Hill, 2008. ISBN: 13: 978-0-07-351313-3. $79.87.

The learning of language and grammar can be compared to assembling a huge puzzle. Authors Larry D. King and Margarita Suñer in *Gramática española: Análisis y práctica* indicate in their Preface their intention "to provide the opportunity to discover the pieces of the Spanish language puzzle and solve exercises to reinforce each discovery" (xv).

With this target in mind, the authors have presented a third edition of *Gramática española* in which chapters 3 through 6 have been extensively revised. Written entirely in Spanish and taking a theoretical approach, this grammar is designed for both the advanced student and the native or semi-native speaker of Spanish. The approach is traditional and formal and would be of help to the very devoted student of the intricacies of Spanish grammar and linguistics. A less motivated learner could easily become lost in the elaborate and sometimes convoluted explanations of more subtle points of grammar. An example of this tendency would be the comments on the use of the impersonal *se* and the passive voice constructions on pages 204-206. The distinction between *Se necesitan médicos anestesistas* and *Se necesita médicos anestesistas*, for instance, is not easily understood.

On the other hand *Gramática española* has many positive features. Among these are the presentations of some rules not regularly found in grammars, for instance, the two sets of explanations for the use of accents: one prosodic,

addressed to non-native speakers, and the other graphic, addressed to natives, found on pages 276-277.

In addition, the text contains a wealth of exercises, which, though traditional in nature, greatly enhance the learning opportunities provided by *Gramática española*. By "traditional," I mean that they consist of unrelated sentences and do not take into account the important relationship between context and meaning. However, the exercises do serve to achieve the stated goal of the authors to "reinforce the grammar explanations." After some preparatory exercises titled *Para empezar*, the format of the questions follows the subtitle of the text: *Práctica* and *Análisis*. These two categories progress in difficulty and can be differentiated as follows:

1. The *Práctica* exercises are mechanical and basic in nature and serve as helpful review. These examples are from Chapter 8. 3. 7, dealing with the uses of the indicative vs. the subjunctive.

PRÁCTICA (p. 119)   Answers on R-18

Avísame si (descubrir)_____una solución.   descubres

Me dicen que conduzco como si (ser)_____piloto.   fuera

2. The *Análisis* exercises are more difficult. The example below (118) calls for the learner to give an explanation of the underlined verbs.

Si supiera la verdad, te lo <u>decía</u>.

Si hubieras llegado a tiempo, <u>hubieras visto</u> a tu tío.

Students will find the answers to the majority of the exercises at the back of the book. A "user-friendly" and helpful feature is the symbol **R** next to the exercise directing the student to *Respuestas para los ejercicios*. A subject index, glossary of linguistic terms, and a bibliography are also included. There is no vocabulary at the end of the volume, however, which many students would have found useful.

Without question the authors possess a sound knowledge of the Spanish language, and their explanations are usually precise. The book could benefit from improved graphics, though. A few appropriate illustrations, advertisements, etc. that would help demonstrate the grammatical points could be interspersed to make the text more visually attractive and appealing. I write this comment from Spain, where today I noticed a drawing in a Spanish newspaper with the use of the subjunctive.

Furthermore, some examples, such as: *A José le queda una hoja para pasar a máquina* (23, B. 4), probably come from a previous edition; they are quite dated and give the book an old-fashioned ring. In addition, there is a discrepancy: the readings *Las once mil vírgenes* and *Guanina* appear on pages 124-125 and not on pages 134-136 as indicated on page iv of the third edition. Finally, *hacer una siesta* (Práctica on page 84) could be replaced by the more commonly used *echarse una siesta*.

Gramática española: Análisis y práctica can be a useful text for advanced Spanish grammar courses at the university level, as well as a good reference tool for those seriously interested in the intricacies of the Spanish language. To remain faithful to the metaphor used by the authors to express their intention, this text will serve as an effective aid in putting together the pieces of the complex puzzle that is Spanish grammar.

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Publisher's Response

McGraw-Hill is glad to have the opportunity to respond to Professor Cussen's review of the third edition of *Gramática española*, which he describes as "A useful text… as well as a good reference tool for those seriously interested in the intricacies of the Spanish language." This advanced Spanish grammar text, written from a strong linguistic perspective, is intended both for upper level grammar courses as well as for introductory courses in Spanish linguistics. It focuses on the rules of the Spanish language that explain syntax and its components, especially those that are traditionally difficult for students of Spanish.

While Professor Cussen feels that less motivated learners may struggle with the grammar explanations, he likes the fact that the text provides unique explanations of rules not typically covered. He also finds the exercises, while "traditional," to be effective in their reinforcement of the grammar explanations. We are grateful for Professor Cussen's feedback on these points and others in his review, and we're pleased that *Gramática española* is described as "an effective aid in putting together the pieces of the complex puzzle that is Spanish grammar."

McGraw-Hill World Languages is committed to publishing high quality foreign language print and digital materials, and we are proud to include *Gramática española* among our many titles. We again thank Professor Cussen for sharing his review of *Gramática española* with the readership of *The NECTFL Review*.

Katherine K. Crouch
Sponsoring Editor, World Languages
McGraw-Hill

Krueger, Cheryl Leah, Elizabeth Dolly Weber, and Brigitte G. Martin. *Mise en scène: cinéma et lecture.*

Upper Saddle River, NJ: Pearson Education Inc., 2006. Student text, ISBN: 0-13-183969-1. Pp. 303. Annotated Instructor's Edition, ISBN: 0-13-183976-4. Pp. 320. Instructor's Manual (available Online), ISBN: 0-13-18939756. Pp. 64.

Mise en scène: cinéma et lecture offers a film-based approach to building language skills through critical thinking and the use of authentic texts. Building on students' interest in films, the authors aim to engage students more fully in language acquisition while enhancing their cultural knowledge about the French and Francophone world. The authors posit that the text can be adapted for intermediate-level courses, bridge courses to the advanced level, and more specialized courses for college students. The goals and objectives of the text are clearly linked with the Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities. A variety of activities promote speaking, listening, reading and writing skills, while the authentic films and readings deepen students' cultural understanding.

Films presented include recent mainstream films, classic films by well-known directors, animated films, popular documentaries, historical films, thrillers, and comedies. The text is divided into six theme-based chapters, which each present three films and three types of authentic texts: non-fiction, prose, and a poem or song. Each chapter opens with an introduction and includes brainstorming, viewing, reading, note taking, comprehension, discussion, formal writing and expansion activities, grouped under the headings *Avant Scène, Séances, Lectures* and *Synthèse*. The readings are arranged in order of difficulty and are presented with a series of skill-building activities, including pre-reading, discussion, and expansion exercises. Films and readings are grouped together across centuries and countries, reflecting universal and timeless themes. These texts include rich perspectives from all of the French-speaking world. In order to prepare students to maximize their learning in the context of film, the *Chapitre préliminaire* introduces students to film genres, narrative elements, and basic analytical terms. *Le langage du cinéma* appendix further explains fundamental film terms and offers exercises related to film techniques.

The six chapters of the text are: *Les temps "modernes"; Histoire(s) racontée(s); Le suspense et la surprise; Rites du passage; Le comique et le rire*; and *Emplois du temps*. I will look more closely at the first chapter in order to give you a better feel for the book's approach. *Les temps "modernes"* explores the theme of living in Paris. The three films studied are: *Le fabuleux destin d'Amélie Poulain* (France, 2001); *Salut cousin!* (France, Belgium, Algeria, 1996); and *Bande à part* (France, 1964). The three readings are: "Voyage à Paris," written by school students in 2000; "United Cultures of Jean Reno," an interview with the actor, 1998; and "Sonnet sur Paris," written by Paul Scarron in the seventeenth century. The *Avant Scène* exercises introduce and discuss the use of the term "*moderne*," ask students to evoke images they already have of Paris, and have students interview each other about films they have seen that take place in Paris. These pre-viewing exercises help students access their existing thematic knowledge and set the stage for the films to be studied.

The chapter continues with pre-viewing exercises specifically designed for each film. For *Le fabuleux destin d'Amélie Poulain*, students see a photo of Amélie as a child and are asked to speculate on her personality, tastes, and habits. A short introduction to the themes and action of the film precedes two exercises where students reflect on these themes. The instructor then shows a clip of the

film without subtitles that further explores these themes. Students are asked to read out loud and reflect on the helpful glossary of words designed to help students to speak and write about the film. The film is then projected in its entirety to the class. Students are encouraged to take notes on the film and are guided specifically to note the names of the characters and the relationships among them; scene, decor, and color changes; differences and similarities with other films students have seen; words and phrases that students would like to know; and what they liked and did not like about the film.

After viewing the film, students are invited to write in their journals about their reaction to it; the ten most important developments in it; their own personality preferences; and the most eccentric character. The questions are open-ended and thoughtful, inspiring critical analysis of the film. There are further comprehension exercises about the film (true/false, matching, fill in the blank), followed by short answer and more extended discussion and analytical questions. Two group activities designed to be done in class are followed by a choice of three writing topics that move from more creative and descriptive modes to more analytical modes. This sequencing of activities is repeated for the other two films. The *Lectures* section follows a similar sequencing of pre-reading, close reading, and comprehension/application activities. Instructors have flexibility to pick and choose among the films, texts, and activities presented to best serve the learning needs of their students.

In addition to the student text, there is an *Annotated Instructor's Edition* that includes helpful tips, notes, and strategies for the instructor. An *Online Instructor's Manual* offers sample chapter breakdowns for use during a quarter, a semester or an academic year, further instructor tips, and helpful notes on how each film was selected. The Companion Website® (www.prenhall.com/mise) has guided Internet research for each film, each chapter's third reading, and pronunciation of all glossary terms by a native speaker. The Internet activities encourage an exploration of French, Francophone, and English Websites.

Written entirely in French, *Mise en scène: cinéma et lecture* offers students an intriguing approach to improving their reading, writing, listening, speaking and cultural literacy skills. Used in combination with the accompanying grammar review book, or as a supplement to a traditional intermediate course textbook, the materials are designed to spark the interest of students and engage them more fully in their language learning. Film has universal appeal, and students working with this text will acquire a better understanding of what the French call *le septième art*.

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Publisher's Response

Pearson Prentice Hall appreciates Professor Linda Beane Katner's wonderful review of *Mise en scène: cinéma et lecture*. This text is intended for the interme-

diate and advanced levels of French and provides instructors with the flexibility required at these amorphous levels where instructors encounter a broad range of students. *Mise en scène* is used in intermediate-level courses where students are still refining all four language skills; it is used in conversation/composition courses where the text's rich content enables students to think about and discuss significant issues; it is used in special-topics courses where instructors explore one or two chapters in depth; and it is used in introductory-level cinema and culture courses. "Instructors have flexibility to pick and choose among the films, texts, and activities presented to best serve the learning needs of their students." This is achieved by "offering a film-based approach to building language skills through critical thinking and the use of authentic texts," as Beane Katner remarks.

Mise en scène provides authentic texts (readings, films, Websites, etc.) which introduce students to the "rich perspectives from all of the French-speaking world." The texts and activities emphasize the 5 C's of *Communication, Cultures, Connections, Comparisons*, and *Communities*. Depending on the students' ability, instructors can choose among different types of activities, all the while promoting critical-thinking skills. Students are encouraged to collaborate with their classmates so that they can broaden their perspectives and polish their skills.

Students are guided through texts and films as they learn to analyze the characters, settings and style of the works, along with thinking seriously about the subject matter. In order for instructors to feel comfortable in using film in a language class, or discussing works with which they may not be familiar, "…there is an Annotated Instructor's Edition that includes helpful tips, notes, and strategies for the instructor. An Online Instructor's Manual offers sample chapter breakdowns for use during a quarter, a semester, or an academic year, further instructor tips, and helpful notes on how each film was selected. The Companion Website… has guided Internet research for each film, each chapter's third reading, and pronunciation of all glossary terms by a native speaker," Beane Katner notes.

Pearson Prentice Hall is proud to provide such rich educational materials as *Mise en scène*, and we are grateful to Linda Beane Katner for her thoughtful review and for sharing it with the readership of *The NECTFL Review*.

Rachel McCoy
Senior Acquisitions Editor
Pearson Prentice Hall World Languages

Lazzarino, Graziana, Andrea Dini, and Maria Cristina Peccianti. *Prego! An Invitation to Italian.* 7th edition.

New York: McGraw-Hill, 2008. ISBN: 978-0-07-326672-5. Includes a Workbook, Laboratory Manual, Audio CD Program, Online Workbook, Online Laboratory Manual, ActivityPak, DVD, Instructor's Edition, Instructor's Resource Guide and Testing Program with Testing Audio CD, and Website at www.mhhe.com/prego7.

The 7th edition of *Prego! An Invitation to Italian* is a compact and more manageable version of the very useful and much respected 6th edition. The text still includes many functional and helpful components, such as the In Ascolto Listening Comprehension CD, the Audio Program and its corresponding Laboratory Manual, as well as new features: the online Workbook and Laboratory Manual developed in collaboration with Quia, the online ActivityPak, which replaces the interactive CD-ROM (6th edition), the video on CD available as part of the ActivityPak or as a separate DVD component, and the Online Learning Center replete with additional exercises and learning materials that foster the students' mastery of the language. The Instructor's Edition has been updated with more annotations and suggestions for presenting the material, sample questions related to the various cultural readings, and ideas for conversational activities. Furthermore, there are an Instructor's Resource Guide and Testing Program, which comes with its own testing audio CD, and the instructor's section of the Online Learning Center, available via a password provided upon request by the editors.

The layout of the 7th edition is even more organized and user friendly than that of the previous edition. The table of contents presents the eighteen chapters in a crisp, easy-to-follow outline that highlights the main components of each chapter in eye-catching color. Thumbnail pictures have also been added to ensure this new version's visual appeal from the outset. Each chapter is divided into five main sections: *Vocabolario preliminare, Grammatica, Invito alla lettura, Videoteca*, and *Parole da ricordare*. Each *Grammatica* section adds an interesting cultural reading that is related to the theme of the chapter (in English through chapter 5; in Italian only beginning with Chapter 6) and that serves as a much appreciated pause between grammatical topics. More cultural tidbits are included in *Curiosità*, a part of the *Invito alla lettura* section. The reading component of the 7th edition is further enhanced by the *Flash culturale* that appears after every fourth chapter.

The new edition of *Prego!* emphasizes the four skills approach to language teaching in a manner that is precise and complete without ever burdening the user, whether student or instructor, with excessive material. Each chapter is organized around a theme whose vocabulary is presented at the beginning with a list of words and expressions that are used in a short, but densely packed dialogue, *Dialogo lampo*. These are then repeated in exercises and readings throughout the chapter with a recapping of the entire list as well as the inclusion of additional words and expressions related to the topic at the end of the chapter. The *Dialogo lampo* always includes some questions that encourage students to immediately incorporate the chapter vocabulary in their answers. This reinforcement continues with short answer exercises, conversation-provoking questions, and innovative ideas to promote class discussion. With regard to chapter themes and vocabulary, the authors have put together a number of interesting and timely topics, ranging from the general greetings and introductory phrases of the preliminary chapter to words and expressions useful when discussing Italian cities, family, education in Italy, sports and hobbies, cafés and cuisine, mass media, health, traveling, shopping, apartment hunting, the environment, music, literature, and politics. Here students are given the opportunity to learn not only words and expressions, but also something about the country whose language they are studying.

The grammar sections of *Prego!* reflect the excellent revision techniques of the authors. In many instances the explanations have been rewritten so that they are clear and concise without compromising content. The order of grammar topics has been changed or moved from one chapter to another, allowing for a better assimilation of the material by students. Charts are frequent and well organized, giving the student only as much material as is needed to understand a given topic, and examples related to the specific grammar topic are always to the point. Textbook exercises have also been pared down in this new edition, since there are numerous self-correcting exercises in the Online Workbook which are, in the long run, more beneficial to the student.

As in the 6th edition, the *Invito alla lettura* section is composed of readings on the various regions of Italy. These selections, however, have been shortened so that they are more manageable and have also been updated with a bright, colorful background that always includes several well-chosen pictures of each region. *Invito alla lettura* also contains the *Scrivere* component, which is adapted, in terms of difficulty, to the vocabulary and grammar of the chapter at hand. Here students are asked to write a composition by answering questions based on the chapter theme. In the first several chapters, the directions are in English and additional words and expressions are provided. The details of the *Scrivere* component are given in Italian beginning with chapter six, the point at which most students reach an understanding of basic language structures and have also been introduced to the *passato prossimo*.

The 7th edition of *Prego!* provides excellent oral and listening comprehension practice through the audio program, which functions as a highly organized learning tool where each audio chapter is divided into specific tracks related to specific pages and sections in the accompanying *Laboratory Manual*. All the audio chapters end with a dictation and the dialogue component, *Sarà in Italia*, which not only tests aural comprehension, but can also be used to evaluate mastery of vocabulary and assimilation of grammar.

The video component, always enjoyed by students, has now been updated to a DVD format that is easier to use because of the menu that lists the title of each section. The DVD still corresponds to the *Videoteca* section of the text and is an important means of initiating class conversation as well as continuing the students' discovery of Italy via the beautiful photography and clearly enunciated explanations provided by the engaging main characters, Giuliana and Roberto.

In conclusion, the authors have done a thorough and commendable job of revising what was already an excellent text in previous editions. They have continued the tradition of creating a visually attractive, user-friendly and, most importantly, linguistically sound Italian language teaching tool that appeals to students and instructors alike. *Prego!* is a superb choice for use in beginning Italian courses and provides enough material to carry students through the first semester of the intermediate level. Congratulations to the authors of this innovative and always resilient Italian language learning package. Their meticulous work and fine tuning have resulted in the successful revision of a now classic text that will be equally appreciated by students and instructors in secondary schools, colleges, and universities well into the future.

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Publisher's Response

We are pleased to respond to Dr. DeGregorio's very favorable review of the seventh edition of *Prego! An Invitation to Italian*, a complete program of materials for the introductory Italian course. *Prego!* has long been a favorite among many Italian instructors for its solid, balanced introduction to language and culture and its engaging activities that actively promote the development of all four language skills.

As Dr. DeGregorio points out in her review, the seventh edition of *Prego!* has been thoughtfully and carefully revised to ensure an organized, user-friendly and manageable program for introductory classes, while maintaining those hallmark characteristics that have made it an instructor favorite for many editions.

We are very pleased that Dr. DeGregorio has noted the revisions to the grammar explanations. This was a particularly important element of the revision for Dr. Lazzarino, whose experience in the classroom indicated to her that today's students would benefit greatly from an increased number of tables and charts and from more streamlined and precise grammar explanations. Dr. Lazzarino will be gratified to hear that these revisions have been so successful.

McGraw-Hill World Languages is committed to publishing high quality foreign language textbooks and media products, and we are proud to include *Prego!* and its rich package of ancillary materials among our many titles. We are delighted that Dr. DeGregorio has shared her review of *Prego!* with the readership of *The NECTFL Review*.

Christa Harris
Executive Editor, World Languages
McGraw-Hill

Meyer, Hedwige. *Rond-Point: Une perspective actionnelle.* North American Edition.

Upper Saddle River, NJ: Pearson Prentice Hall, 2007. Pp. iv + 364. $86.67. Includes Audio CDs to accompany Text. ISBN-10: 0132386518; ISBN-13: 978-0132386517.

Rond-Point is a unique text that seeks to develop students' French language skills by way of a wide variety of task-based activities within a functional goal-based context. The text uses real-life situations that encourage meaningful interaction among learners in the classroom, and it can be used at the college level, either in an accelerated elementary one-semester course or spread over a full year. The ancillary components of the North American edition of the student text, adapted by Hedwige Meyer (originally written by Catherine Flumian, Josiane

Labascoule, Christian Lause, and Corinne Royer), include audio CDs for in-class listening activities and a Website with further practice activities.

The textbook is divided into 18 units called *unités*, each of which sets a realistic functional goal such as planning a vacation, shopping, writing e-mails, or telling a story. For each unit the listening activities are provided on the audio CDs and the Website, where students can also find practice activities, further readings, and resources matched to the topics covered in the unit. The listening activities in each *unité* begin with a focus on words and sounds, and gradually increase to extended discourse. The real-life situations presented in the listening activities and passages in this textbook make it valuable for first-time learners but also for the proverbial *faux-débutants* (false-beginners, i.e., students who already have had one, two, or more years of French). The table of contents on the first page of each unit provides a list of objectives and a preview of the grammar and vocabulary to be covered throughout the task-based lessons. As for the grammar and vocabulary lists, they provide a well-organized scope and sequence for each unit that facilitate student comprehension and make it easier for teachers to organize the units according to their syllabus.

Each unit of *Rond-Point* contains 11 task-based activities that are both communicative and student-centered, encouraging learners to use the new vocabulary and grammatical concepts with their classmates in a meaningful way. One example of such a task is planning a vacation with other students while describing one's own likes and dislikes (*unité 3*). Although the tasks might be daunting at first to some learners, the textbook allows students to start off with simple phrases and then encourages development of their speech into longer connected discourse throughout the text. The text also promotes interaction through meaningful output activities, such as charts and forms, which are completed using the responses of other students. As the level of students' French increases, the complexity level of task-based activities also increases. An example of this is evident in *unité* 13, where, after the students learn about French products and inventions, they are required to make a presentation about an invention of their own. The program succeeds at creating activities that greatly enhance the classroom atmosphere.

One refreshing and enjoyable aspect of the textbook is the abundance of cultural sections in each unit. These sections provide interesting information about the culture and community of the Francophone world and allow students to compare it to their own. Topics include the Créole language, cartoons/comic books, unusual art, and police novels. *Rond-Point* offers a fresh perspective on even the most common topics; for instance, the *familles* section in *unité* 12 discusses traditional nuclear families, as well as single-parent, divorced, same-sex, and recomposed families. The contemporary issues addressed in this text may need to be handled with some discretion; nevertheless, this way of approaching the diverse Francophone world is implemented well in these culture sections and is a good example of an innovative direction for pedagogical resources.

Rond-Point contains many valuable listening and reading excerpts throughout the textbook, as well on the audio CDs and Website. These excerpts mimic written and oral input that a student would encounter in an immersion setting, such as newspapers, radio clips, social-networking Websites, and short stories. Also

included are authentic songs by French musical artists. These listening activities align well with the image-rich text, which contains photos of people and events that a student would actually encounter in real life. Although this program was adapted to a North American audience, a European teaching philosophy shines through. The contemporary and real-life issues and photos in this text distinguish this program from most of its American counterparts. The young and slightly edgy perspective appeals to the younger world of students who will be able to connect to the diverse multitude of role models in this text.

Rond-Point is a welcome new program because it addresses many of today's students' needs. The title *Rond-Point* ("traffic circle") is suitable, since it places students right in the middle of the bustling Francophone world. The communicative-based approach of the text implicitly teaches grammar and vocabulary, as if the student were in an immersion setting. *Rond-Point* would be an excellent resource for a classroom in which the teacher seeks to act as a facilitator of learning, since its engaging functional format and task-based activities encourage students to explore the language on their own and with one another.

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Mitschke, Cherie. *Imaginez le monde sans frontières.*

Boston: Vista Higher Learning, 2008. ISBN: 1-60007-158-9. Pp. 501. Includes: Student Activities Manual (SAM=Workbook/Lab Manual) and Answer Key, Lab Audio Program MP3s, DVD (films), Instructor's Resource CD and DVD set, Testing Program, Test Generator, Instructor's Annotated Edition, Supersite (*imaginez.vhlcentral.com*) powered by MAESTRO.

The main objective of *Imaginez le monde sans frontières* is to "provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency" (Preface). This new intermediate program offers a smooth transition between first-year and second-year French texts. It features a flexible lesson organization designed to meet the needs of diverse teaching styles, institutions, and instructional goals. By presenting and rehearsing situations similar to the ones encountered in real life, and by adopting an interactive, communicative approach, it expands students' reading, speaking, listening and writing skills. The textbook is correlated with authentic, short-subject films used as a starting point for discussions and accompanied by a wide range of pre- and post-viewing activities.

Imaginez is composed of ten chapters divided into several sections: *pour commencer* (presentation of new vocabulary in thematic lists), *court métrage*

(video program and accompanying activities), *imaginez* (texts and interactive activities related to Francophone countries), *structure* (grammar explanations and exercises), *culture* (cultural readings followed by questions), and *littérature* (authentic literary selections from Francophone authors). In order to emphasize the idea that French is an international language capable of creating an international linguistic community *sans frontières*, the author has introduced a wealth of historical, cultural, and literary information about various Francophone countries and about the specificity of their cultures. Moreover, an excellent section, titled *A fond la sono* and included in each chapter, introduces various musicians and songs by them that are thematically related to the chapter's vocabulary. Next to familiar names like Céline Dion, students will also learn about less familiar singers such as Natasha Atlas, Indochine, Paris Combo, or Les Nubians. Many additional resources and activities related to the musicians are available on the Website. Another interesting aspect of this program is the inclusion of *La galerie de créateurs*, which ties language learning to other disciplines and highlights important cultural figures ranging from writers, fashion designers, and film directors to dancers and sculptors. Supplemental grammar explanations, *Fiches de grammaire*, included at the end of the textbook, build on concepts introduced in each lesson and provide additional concepts for review and enrichment. Each chapter features authentic short films from a variety of Francophone countries that relate to the chapter themes. The films provide a springboard for students to learn more about the cultural themes and language presented in the chapter.

Imaginez comes with a wide range of ancillaries, such as the Instructor's Resource CD and DVD set, Student Activities Manual (SAM=Workbook/Lab Manual) and Answer Key, Lab Audio Program MP3s, and film collection DVD. Particularly innovative is the Supersite, a brand-new language learning system specifically developed for this program and powered by the groundbreaking MAESTRO engine. Totally interactive, with MP3 audio files and video files, it allows students to access auto-graded activities and exercises with feedback for practice. For instructors, the Website provides a useful course management system that provides tracking, grading, and monitoring of student performance. The Web Student Activities Manual contains the Workbook and the Lab Manual and is also powered by the powerful MAESTRO engine.

For the most part, I liked the selection of topics presented in *Imaginez*. Rather than talk about the clothes, weather, and other typical subjects found in other textbooks, the author chose to introduce various challenging aspects of everyday life, great for discussions, conversations, or group work. Among the themes selected are: *la justice et la politique, le progrès et la recherche*, and *le travail et les finances*. Lists of vocabulary followed by synonyms and other interesting lexical notes introduce each theme. Occasionally, I found that the vocabulary was not entirely up-to-date. For example, in the chapter devoted to personal relations and civil status, the list of new words and expressions includes *le mariage, l'union libre*, and *le divorce*, but there is no mention whatsoever of *PACS* or the corresponding verb *se pacser*. Given that *PACS* has become such an integral part of French culture since 2001, this omission is rather surprising, especially for a book published in 2008. In other chapters, however, the vocabulary is current, comprehensive, and well chosen for the intermediate level.

The author's goal was to create a user-friendly learning environment. Consequently, the textbook has a fresh, magazine-like design. It incorporates excellent page layout and use of colors, typefaces, and other graphic elements as an integral part of the learning process. Lesson sections are color-coded, and the textbook pages are visually dramatic, featuring pictures, drawings, realia, charts, word lists, and maps of the French-speaking world, all designed for both instructional impact and visual appeal.

Imaginez will no doubt motivate and inspire intermediate French students. Because of the program's innovative nature and flexibility, it will provide a unique and compelling learning experience. The user-friendly and video-integrated approach, the presentation of the language embedded in a Francophone cultural context, and the treatment of vocabulary and grammar as tools for effective and successful communication will prepare students to interact and communicate in French in real-life contexts.

Andrzej Dziedzic
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Oshkosh, WI

Publisher's Response

Vista Higher Learning thanks Professor Andrzej Dziedzic for his generous review of *Imaginez: le français sans frontières*, a program that demonstrates our commitment to modern language education. We believe that the purpose of language learning is more than an academic exercise; one learns a language in order to effectively communicate and participate in the modern world. By creating a connection not only to the language but also to the *authentic cultures* of the language, we create an opportunity for relevant language use.

Vista Higher Learning's main objective has always been to build both passion and practicality into the process of learning a language. By embracing authentic Francophone culture — both historical and modern — students feel a strong connection to the French language, helping them develop a sense of the language's value. Professor Dziedzic recognizes this when he points to the text's "wealth of historical, cultural, and literary information about various Francophone countries and the specificity of their cultures."

The text, combined with innovative online teaching and learning tools, makes *Imaginez* a clear alternative to traditional language learning programs. It is designed to engage students as they build their language skills and broaden their understanding of the diverse cultures of the Francophone world. Through the integration of authentic short films that tie together culture, literature, and language, students using *Imaginez* embark on a unique and rewarding learning experience that prepares them to interact and communicate in French in real-life contexts.

Because Vista Higher Learning exclusively publishes language programs, our focus is sharply directed. This specialized approach is appreciated by instructors and students alike: since its introduction last year, *Imaginez* has become the most successful intermediate French textbook published in more than a decade.

Janet Dracksdorf
President
Vista Higher Learning

Ross, Claudia and Jing-heng Sheng Ma.
Modern Mandarin Chinese Grammar: A Practical Guide.

London and New York: Routledge, 2006. ISBN: 0-415-70010.

Modern Mandarin Chinese Grammar: A Practical Guide is a Chinese grammar book that lives up to its title, being both modern and practical. It consists of two parts. Part A, titled "Structures," describes the major features of Mandarin grammar and covers the traditional grammatical categories, such as phrase order, nouns, verbs, and specifications. Part B — "Situations and Functions" — emphasizes the appropriate usage of the Chinese language in different situations, such as how to make introductions, how to apologize, and even how to conduct modern-day telecommunications. These two parts are not totally unrelated; in fact, all sections are cross-referenced throughout the book. This book is intended as a reference for Mandarin Chinese learners of all levels from elementary to advanced and is complemented by the *Modern Mandarin Chinese Grammar Workbook*, which, unfortunately, I did not have access to and therefore cannot cover in this review.

Modern Mandarin Chinese Grammar: A Practical Guide is quite comprehensive and definitely very handy. The author claims that no prior knowledge of grammatical terminology is necessary and provides a complete glossary of grammatical terms for easy reference. In addition to the structures, both Chinese pronunciation and the Chinese writing system are included in Part A. This inclusion makes it easy for beginners to gain an overview of Chinese language as a whole. Most of the grammar points in Mandarin textbooks are presented at random, according to the lesson content, and usually are limited to a specific topic; Part A thus serves as a good source for supplementary information. Part B illustrates various situations, such as how to write addresses on envelopes correctly, how to prepare a name card, how to ask for assistance, how to express needs, worries, opinions, gratitude, good wishes — almost every situation is covered. For users who merely want to find out what to do or say in real-life situations (at different levels of formality), Part B is definitely a sensible guide. Readers can always follow the cross-references to explore more regarding a topic of interest.

Anybody who has had the experience of struggling to read and understand a grammar book will find this one very readable and easy to understand. The explanations are clear and straightforward. Moreover, the abundance of examples enhances understanding. Besides Hanyu Pinyin, the examples are also given in both simplified and traditional characters. This arrangement makes this book suitable for Mandarin learners everywhere in the English-speaking world, no matter

which textbook has been adopted. Furthermore, the expressions and usages in Taiwan and mainland China are compared and contrasted, preparing the Mandarin learners for their encounters with native speakers from different Chinese-speaking regions.

It has been noted that culture is an integral part of language learning, but it is not typical for a grammar book to contain many cultural notes. This book, by contrast, devotes many lengthy sections to describing various aspects of Chinese culture, informing readers as to what is or is not appropriate in China and explaining why certain words or expressions should or should not be used. This approach makes much more sense to readers rather than simply telling them what to say without any explanation.

The section titled *Telecommunications and e-communications: telephones, the internet, beepers and faxes* is particularly eye-catching. It keeps the new generation of Chinese learners up-to-date and helps them to function easily in the modern electronic world. However, it would be even more accommodating if other Chinese vocabulary related to e-mail and the Internet had been included. For instance, it would have been useful to learn how to say "reply," "forward," "search," "click," "homepage," "download," "text," "message," and "blog" in Chinese.

A distinctive feature of this book is its richness of examples. Some seem awkward, which may be a result of regional dialects. However, even taking these regional factors into consideration, a few examples seem questionable. One is "*zǒngéryánzhī*" on page 140, under the heading *Summarizing and concluding*. The phrase is translated as "in other words" or "to put it another way." However, the *Far East Chinese English Dictionary* defines the same phrase as "in a word" or "to sum up," which is the standard usage accepted by native Chinese. In addition, on top of page 385, "*Qìngzhù bìyè diǎnlǐ*" is used for "congratulations on your graduation," but native speakers from different regions all feel that the phrase actually conveys the meaning "Congratulations on your graduation ceremony." In Chinese, it is proper to say "*Qìngzhù nǐ bìyè*" but not "*Qìngzhù bìyè diǎnlǐ*". Chinese people congratulate someone on a special event or occasion, but not on a ceremony. There may be some other discrepancies that need to be identified for a future edition.

It is delightful to review a refreshing grammar book like *Modern Mandarin Chinese Grammar*. This book is innovative in its organization and content. It brings traditional and functional grammar together in a single volume and teaches culture as well as modern technological terms for practical use. Most of all, it can be used by Mandarin learners of all levels. Overall, this grammar book is very up-to-date and user-friendly. Despite some imperfections in its examples, I recommend it wholeheartedly to both teachers and students.

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Terrell, Tracy, Magdalena Andrade, Jeanne Egasse, and Elías Miguel Muñoz. *Dos mundos: Comunicación y comunidad*. 6th Edition.

New York: McGraw Hill, 2006. ISBN: 0-07-295925-8 (9780072959253). For orders and information, please contact McGraw-Hill-Higher Education at www.mhhe.com.

McGraw-Hill's *Dos mundos: Comunicación y comunidad*, by the late Tracy D. Terrell, Magdalena Andrade, Jeanne Egasse and Elías Miguel Muñoz, is the latest version of a now classic introductory college-level Spanish language and culture program published by McGraw-Hill, and the new edition is every bit as comprehensive as earlier ones.

There are new changes and features added to this edition, though the format of the text has not changed; grammar sections are still separate from the communicative exercises, and vocabulary is condensed into just one or two pages. The current program includes not only the exquisitely colorful main text (teacher and student editions) but also the *cuaderno de actividades* (teacher and student editions), with both hard copy and online workbook options. Also new to this edition are Flash-based animations that bring to life the cast of characters from the textbook. They are called *Los amigos norte-americanos* and *Los amigos hispanos* and are a hallmark of the *Dos mundos* program. Students are able to click on the *Los amigos animados* link on the left-hand side of the screen to view samples of these exciting new animations. In addition, for instructors who choose to have students submit homework and lab assignments electronically, there is an Online Learning Center Website where students can access Premium Content (www.mhhe.com/dosmundos6) and complete homework and lab/listening activities.

Now for a few specifics:

- Each chapter opener now includes a brief cultural timeline of the country (or countries) featured in that chapter to enhance students' cultural and historical knowledge. This is in addition to the *Ventanas culturales* that introduce important people from each country and the clear *metas* (or goals) to be accomplished in each chapter.

- A new feature of the online media provides a quick review of the theme, vocabulary, and grammar of the previous chapter in a unique, interactive, Flash-based animation format. The new *Los amigos animados* animations (30 in total!) bring the cast of characters from the textbook to life. These animations are available as Premium Content on the Online Learning Center, on the optional interactive CD-ROM, and also in the video program.

- A new literary feature in each chapter — *Enlaces literarios* — introduces students to short readings (poetry or narrative) by renowned Hispanic writers. Each reading has been carefully selected for its quality and level of difficulty to facilitate reading comprehension and language acquisition.

Vocabulary for the reading is presented in a separate vocabulary box on the same page as the literary text.

- A new cultural feature called *Ventanas al pasado* focuses on specific historical aspects of the Spanish-speaking world: artists, and other important figures, significant historic events, traditions, folklore, and so forth.

- Minor changes have been made to the scope and sequence of grammar in the early chapters, in response to reviewer feedback.

- Activities, photos, art, and *realia* have been updated throughout.

The multimedia package items for instructors include the following:

1.) Instructor's Edition and Instructor's Manual

2.) Instructor's Resource Kit, pre-punched for a binder, with many activities to do in class to elicit speech in Spanish

3.) Testing Program with Testing Audio script and 4 CDs

4.) Electronic testing program with Testing Audio CD

5.) Instructor's Resource CD (Instructor's Manual, Instructor's Resource Kit, Testing Program, Audio Script, Overhead Transparencies)

6.) Institutional CD-ROM package

7.) Adopter's Audio CD Program (20 CDs)

8.) Pre-punched Overhead Teacher Transparencies

9.) Picture file and instructor guide with sample questions for each picture

10.) Video on CD (or two VHS tapes) that accompany the text.
   a. Minimum system requirements for the Video on CD for Windows: Intel Pentium II Processor or greater (min. 266 MHz); Windows 98SE/ME/2000/XP; 64 MB RAM; QuickTime 6.0 or greater; Sound card and speakers; and 10X CD-ROM drive or faster.
   b. Minimum system requirements for the Video on CD for Macintosh: Power PC Processor (min. 266 MHz); Mac OS 8, 9, X; 64 MB RAM; QuickTime 6.0 or greater; Sound card and speakers; and 10X CD-ROM drive or faster.

11.) Interactive Student CD-ROM for both PC and Mac has the same system requirements as the Video on CD and may require a microphone to record exercises. The interactive CD is designed to help students practice Spanish. It includes the following:
   a. Activities and games to practice vocabulary and grammar
   b. A talking dictionary where students can click on a word and hear how it is pronounced
   c. Hours of audio and video recordings
   d. A wealth of cultural information on customs and traditions in all Spanish-speaking countries

e. The Flash animations feature called *los amigos animados*

f. Simulated video conversations with heritage speakers of Spanish

The multimedia package items for Students include the following:

1.) Student Edition text

2.) Student Edition CD-ROM to supplement the *cuaderno de actividades*

3.) Your choice of a two-part workbook: *Cuaderno de actividades, Part A* and *Cuaderno de actividades, Part B* OR the complete workbook *Cuaderno de actividades*, combined

4.) Student Audio CD Program, Part A and Student Audio CD Program, Part B

5.) Two-part Online *Cuaderno de actividades*: Part A and Part B

6.) Online *Cuaderno de actividades*, combined

7.) Interactive CD-ROM

8.) Video on CD or in VHS format

Potential adopters of *Dos mundos: Comunicación y comunidad* should be aware that system requirements for the CD-ROMs are the same as those listed above for the Interactive CD-ROM. Moreover, the publisher, McGraw-Hill, provides hard copy versions of the *Dos mundos: Comunicación y comunidad* sample lesson planner and video guide in the Instructor's Manual. The publisher also provides hard copy and electronic versions of the assessment program.

What this reviewer particularly likes about *Dos mundos: Comunicación y comunidad*, beyond the impressive array of teacher and student interactive resource materials, is the sequencing of each textbook chapter as well as the fact that each chapter focuses on a different geographic area of the Spanish-speaking world. There is an introduction explaining to both teachers and students how to use the textbook, clarifying what to expect from the *Natural Approach*, and providing tips for students on how to become successful language learners. Each chapter starts out with activities, and the vocabulary section for each chapter is located in the same place — right before the blue grammar section. With this type of consistency, students can easily find vocabulary and grammar explanations. This reviewer also likes the fact that each chapter now includes a timeline with important events in history for each featured country. Chapter *metas* (or goals) are clearly stated; traditional artwork and cultural information are also included in the chapter openers. Furthermore, even though there are hard copy examinations provided by the publisher, the Electronic Testing CD makes it possible for the individual teacher to create his/her own examinations.

As for format, the first three chapter sequences, *Paso A, B*, and *C*, include (listed in order):

1.) Chapter opener page — with timeline, chapter goals, and overview of activities and grammar

2.) *Actividades de comunicación*

3.) *Vocabulario*

4.) *Gramática y ejercicios*

Chapter sequences for *Capítulo* 1 to 15 include:

1.) Opening page — with timeline, chapter goals, and overview of activities and grammar

2.) *Actividades de comunicación y lecturas — Ventanas culturales, Enlace literario*, and *Ventanas al pasado*

3.) *En resumen*

4.) *Vocabulario*

5.) *Gramática y ejercicios*

Each chapter has a good balance of activities that emphasize the four key skill areas of reading, speaking, writing, and listening. All exercises are geared toward language competency and production. Potential users of *Dos mundos: Comunicación y comunidad* should bear in mind that students are also able to do chapter self-tests or quizzes online at www.mhhe.com/dosmundos6 and click on the student link on the Online Learning Center icon to access course-wide content and listen to vocabulary, practice verb conjugation, access Flash grammar tutorials, and do practice quizzes. Truly distinctive is the separate section exclusively devoted to grammar explanations and exercises.

The text also discusses timelines of the different Hispanic regions of the world and includes one or two countries per chapter. The countries presented in chapter order are: Panamá, Nicaragua, Colombia, Cuba, Ecuador, Los Estados Unidos, Guatemala, Venezuela, Costa Rica, Argentina, El Salvador, Bolivia, La Republica Dominicana and Puerto Rico, Uruguay and Paraguay, Chile, Perú, España, and México. It is refreshing to see a textbook that includes the United States as part of the Spanish-speaking world, especially as in the twenty-first century, the Hispanic population is the fastest growing minority population here. With the addition of timelines, brief as they may be, important events in each of these countries are highlighted. For example, in the *Ventanas* sections famous Hispanics, such as *Antoni Gaudí, gran arquitecto*, are introduced. In the section entitled *Lecturas*, important cultural events, literary works, and places of interest are mentioned, some of which include: *La presencia vital de los hispanos (en los Estados Unidos), Machu Picchu, Deliciosos platos andinos, Costa Rica*, and *Mérida*.

Dos mundos: Comunicación y comunidad is a genuinely solid program. While this reviewer has used previous versions of the text, she believes that the additions make it even better. This reviewer therefore heartily encourages prospective adopters of the textbook package to visit www.mhhe.com to explore for themselves the rich possibilities of using *Dos mundos: Comunicación y comunidad* with their students.

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Publisher's Response

McGraw-Hill is happy to have the opportunity to respond to Professor Saterbo's favorable review of the sixth edition of *Dos mundos*, which she describes as a classic text that has added new features to make the program even stronger. In its sixth edition, *Dos mundos* retains its hallmark approach, focusing on communicative activities with grammar serving to reinforce the language acquisition process. As Professor Saterbo points out, the sixth edition also includes expanded cultural content and new literary selections, additions that were based on feedback from instructors using the text.

In her review, Professor Saterbo provides a comprehensive summary of *Dos mundos* and its "impressive array" of student and instructor resources. She also highlights many of the features that were added in its sixth edition, such as the Flash-based "Amigos animados," the chapter-opening cultural timeline, and new cultural and literary features called *Enlaces literarios* and *Ventanas al pasado*. As someone who has used previous editions of *Dos mundos*, she is well-qualified to observe and comment on changes appearing in the sixth edition. We are grateful to Professor Saterbo for sharing her enthusiasm for the *Dos mundos* program and for encouraging others to "explore for themselves the rich possibilities" of using this popular program.

McGraw-Hill World Languages is committed to publishing high quality foreign language print and digital materials, and we are proud to include *Dos mundos* and its ancillary program among our many titles. We again thank Professor Saterbo for sharing her review of *Dos mundos* with the readership of *The NECTFL Review*.

Katherine K. Crouch
Sponsoring Editor, World Languages
McGraw-Hill

Thompson, Chantal P. and Elaine M. Phillips. *Mais oui! Introductory French and Francophone Culture.* 4th edition.

Boston, MA: Houghton Mifflin, 2009. Pp. 463. ISBN-10: 0-618-94910-0.

Mais oui! Introductory French and Francophone Culture, now in its fourth edition, is a highly appealing, well-organized first-year college textbook. The twelve main chapters are each divided into four *étapes*, with the fourth, labeled *Intégration*, containing literary excerpts, writing activities, and an engaging section of short texts (*Synthèse culturelle*), in which French speakers of various nationalities explain features of their home culture or their reactions to American culture. The book is framed by a traditional *chapitre préliminaire* with greetings, spelling, classroom expressions, and the alphabet, and an unconventional *chapitre complémentaire* at the end, with readings on immigration and colonialism, a recording of a speech by l'Abbé Pierre, and activities using the present sub-

junctive to express opinions. The textbook contains a French-English and English-French glossary, appendix of verb conjugations, and in-text audio CD. Other components of the package include a Student Activities Manual, text-specific video modules, and student and instructor Websites. Instructors who are already familiar with *Mais oui!* will find in this edition new headings, icons for increased readability, earlier placement of certain grammatical structures, and new readings.

In the preface, the authors state the objectives of providing real-world input, developing critical thinking and reflection, and exposing learners to a wide range of Francophone cultures. The methodology can be characterized as an inductive approach; students are led to observe and understand, through various types of input, how language works and what various cultural concepts (such as vacation or friendship) mean.

One of the strongest features of this textbook is its visual appeal. Many exercises include attractive drawings or colorful photos of real products from catalogues or magazine ads. Photos such as a McDonald's ad with the text "*c'est ça que j'm*" provide up-to-date, fun illustrations of chapter themes. Other visuals include beautifully drawn maps of neighborhood streets (for giving directions), floor plans of houses, a Paris Métro map, and realia such as tickets, menus, schedules, and brochures. Overall legibility of the textbook is excellent; pages are large and spacing good.

The *À l'écoute* listening sections are another strong point, featuring, particularly in later chapters, interesting and substantive material such as interviews with native speakers from Algeria and Chad on the topics of happiness and friendship, and an interview with West African writer Aminata Sow Fall on globalization. The exercises for students to complete before, during, and after listening, which focus primarily on informational content, inferencing of new vocabulary, and pronunciation, are intelligently conceived and varied in format. The *À l'écoute* sections provide a wealth of stimulating material for classroom interaction, including practice in speaking, reading, and writing, based on the listening texts.

Very brief texts in French in the *Notes culturelles* sections touch on a variety of social issues, aspects of daily life, and culture-specific dimensions of communication such as compliments, politeness, and conversational norms. A few less conventional topics include medicine, dating and friendship, and *Le Ramadan*; surprisingly, there is no content relating to media and the arts.

The readings on Francophone cultures in the lengthier (one-page) *Culture et réflexion* sections are of considerable interest. Texts and photos on France and Burkina Faso, for example, offer contrasting visions of home and the notion of privacy. In the chapter on clothing, three different contexts are featured: *la haute couture, la coiffe bretonne*, and *le boubou africain*. Texts relating to food in France and the French-speaking world are accompanied by a beautiful photo with a view from above of a circle of men eating couscous with the right hand. The *Synthèse culturelle*, as mentioned earlier, offers viewpoints of French speakers from a variety of countries on personal and cultural topics: the notion of success; odd American eating habits (doggy bags!); childhood memories of school; and so forth. Literary readings represent a wide range of authors from France, Africa, Canada, and the Caribbean.

The number, variety, and intrinsic interest of speaking exercises and activities for classroom interaction are just right. Activity types include *Chassez l'intrus* and matching exercises for vocabulary; true/false listening exercises; sentence completion (*Ouvrez… …la porte/ la chaise/ l'horloge*); interviews; and role plays. Prewriting activities in composition sections — webbing, list writing, looping — make writing fun; text genres include ads (to practice telegraphic style), narratives, and letters.

In *Stratégies de communication*, students read a short text to identify expressions used to carry out language functions such as giving advice, thanking, and complimenting. This is followed by a chart listing the expressions in French (with no translations, perhaps to students' chagrin), and a brief exercise for practice. Communicative strategies include asking for clarification, hesitating and interrupting for interactive speaking, and brainstorming, listing and keeping purpose in mind for writing.

Explanations of grammatical structures are minimal (e.g., "The simple future in French, as in English, is used to say what *will take place* or what one *will do*" [388]; or "The imperfect is used to describe what things were like in the past, the way things used to be" [277]) and cannot be said to offer much insight. Still, there is a nicely sequenced, informative chapter (appropriately titled *Les souvenirs*) on the extremely important and challenging topic of past narration. In the first *À l'écoute* section, students listen to an oral narrative (a childhood memory) in order to identify basic circumstances and events. The same story is told again twice from the point of view of two other characters, as students complete additional listening and reading exercises. This is followed by grammatical explanations, and activities for speaking practice. The second *À l'écoute* section later in the chapter offers a travel narrative and accompanying exercises. Importantly, the textbook provides ample input, offering exposure to past narration in a textual environment. (Unfortunately, however, the "Ace the test" practice exercises on the student Website provide sentence- rather than text-level practice.) Finally, with respect to grammar, it's good to see that the authors have removed past conditional, past subjunctive, and *futur antérieur* from the traditionally overloaded first-year agenda.

Only one or two minor drawbacks deserve mention. In the preliminary chapter the list of classroom expressions relates only to instructor-student interaction. Expressions for student-student classroom talk (e.g., *Tu peux répéter, s'il te plaît? Merci bien. — Je t'en prie*, etc.) would be a welcome addition. It would be also helpful to have the track number on in-text audio CD next to the earphone icon in the textbook itself, rather than in a separate tracking guide.

Overall *Mais oui!* is an extremely attractive, easy-to-use textbook that provides first-year learners with a user-friendly introduction to spoken and written French, and an exceptionally rich selection of cultural content. The ancillary materials for both instructors and students — including such items as Power Point slides and a wide variety of maps — are substantial. An Ebook version of the complete package is also available.

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Williams, Ann, Carmen Grace, and Christian Roche. *Bien vu, bien dit.*

French teachers are always keen on innovative methods of teaching language and culture. In recent years, the focus has been primarily on the communicative content-based method. While adopting this approach, *Bien vu, bien dit*, a new, intermediate-level textbook, goes much further not only by integrating a systematic practice of vocabulary and grammar, but also by incorporating an excellent feature-length film, *Le chemin du retour*. Written by three seasoned pedagogues who are authors of other successful French textbooks, this program is flexible and versatile. Because of the way it is designed, teachers can use it over two semesters or three quarters, at both the high school and college levels.

The textbook is divided into twelve chapters. After an introduction and a presentation of the film's cast of characters, each chapter forms a thematic unit focused on specific vocabulary used in the film. Themes studied include: *les études et la vie professionnelle, la famille, la sphère publique et privée, des activités pour s'amuser, des histoires personnelles et collectives, les voyages, la cuisine, la spécificité physique d'un pays, les sociétés plurielles, les technologies modernes et la communication*. Each chapter has a similar organizational structure, with several components: presentation and explanation of vocabulary, previewing activities, and two separate sections devoted to grammar, culture-in-images activities, cultural and literary texts followed by discussion questions, a final exercise *hors-champs* designed to help students get to know the film's characters better, a writing activity, and a multimedia activity. Each section is followed by numerous drills and exercises: fill-in-the-blank exercises, dialogues, pair work and group work conversational activities, etc. The authors have included a particularly rich variety of original and creative exercises to test and reinforce vocabulary. Students will not only learn new words and expressions, but also gain practice with synonyms, antonyms, *faux amis*, and word associations.

The film *Le chemin du retour* takes us on a series of cinematic adventures with the main character, Camille Leclair, who is looking for her grandfather's hidden past. Seeking to unravel this mystery, Camille travels to different places and meets people of different nationalities, ages, and professions. Through the young French journalist's quest, students get to know many facets of French and Francophone cultures, as well as important historical events in France. The film is divided into twelve episodes, approximately fifteen to twenty minutes in length. Each episode is correlated with a corresponding chapter of the textbook and includes a num-

ber of onscreen pre- and post-viewing activities. The section *Le mot du réalisateur*, at the end of each chapter, encourages students to analyze the cinematic techniques used in each episode. The rich lexical and functional context provided by the film is definitely one of the many strengths of *Bien vu, bien dit*.

Another remarkable aspect of this intermediate program is the presentation of Francophone cultures. The authors have integrated culture in both the film and the textbook. The film includes cultural information on France during the Second World War and introduces students to the Vichy government, the Resistance, and the Collaboration. The producers of the film have made sure to include French spoken with a variety of accents. One episode, for example, takes place in Casablanca, Morocco. Students are not only exposed to various aspects of Moroccan culture, such as the *thé à la menthe* tradition or *raï* music, but can also hear the distinct French accent characteristic of this Francophone country.

Although the program is geared towards the development and practice of communicative skills, I also was very impressed by its introduction and presentation of grammar. Unlike many other intermediate textbooks in which grammatical explanations are relegated *à l'arrière-plan*, or merely included in footnotes or appendices at the end of the book, *Bien vu, bien dit* presents students with concise, systematic, and cogent grammar explanations. The authors did a first-rate job of providing numerous, well thought-out exercises to practice various grammatical points, and then to use them in dialogues and conversations. From my own experience, minimizing the importance of grammar, especially at the intermediate level, simply does not work in the long run. Students may have adequate vocabulary resources, but if they are not able to form a correct sentence in the *passé composé* or lack the knowledge of the subjunctive, their spoken French will, at best, be substandard. *Bien vu, bien dit* proposes a balanced approach where grammar, writing, listening comprehension, culture, and literature are all given equal weight and effectively contribute to the development of speaking skills. Moreover, numerous annotations and marginal notes, such as *Notes culturelles, A noter*, and *Rappel* provide additional linguistic and cultural information. One *Rappel* in each chapter has a corresponding online activity in the Online Learning Center.

Overall, *Bien vu, bien dit* is a very solid and well-planned intermediate program. It will no doubt interest, motivate, and inspire French students. It will consequently contribute to increasing their interest in Francophone cultures and help them develop proficiency in intermediate French in all skill areas. By exploring the richness of French language and culture presented in this textbook and reinforced by a variety of onscreen activities, students will eventually gain confidence in their ability to understand authentic, spoken French. For these reasons, I would strongly recommend this textbook to any instructor interested in an excellent, up-to-date program. Last, but not least, I must note that the authors, the editors, and the publisher should be commended for a carefully and beautifully designed art deco layout and full-color images throughout the textbook.

Andrzej Dziedzic, Ph.D.
Professor of French
University of Wisconsin-Oshkosh
Oshkosh, WI

Publisher's Response

McGraw-Hill is pleased to have the opportunity to respond to Professor Dziedzic's complimentary review of *Bien vu, bien dit*, a program which he describes as "excellent and up-to-date" as well as "flexible and versatile." Based on the feature-length film *Le Chemin du retour*, *Bien vu, bien dit* is designed to inspire and motivate students of intermediate French in what Professor Dziedzic calls "the rich lexical and functional context provided by the film."

Professor Dziedzic opens his review by describing the approach of *Bien vu, bien dit* as "innovative," not only for its communicative, content-based methodology, but also because it effectively integrates vocabulary and grammar practice with the film. He praises the text itself for its "rich variety" of vocabulary exercises, as well as the "concise, systematic, and cogent" presentations of grammar. He goes on to describe the engaging storyline of the film, which coordinates seamlessly with the text and provides strong coverage of Francophone cultures. In summary, he calls *Bien vu, bien dit* a "balanced approach" in that it provides ample skills practice as well as a wealth of cultural content.

McGraw-Hill World Languages is committed to publishing high quality foreign language print and digital materials, and we are proud to include *Bien vu, bien dit* and its ancillary program among our many titles. We again thank Professor Dziedzic for sharing his review of *Bien vu, bien dit* with the readership of *The NECTFL Review*.

Katherine K. Crouch
Sponsoring Editor, World Languages
McGraw-Hill

REVIEWERS WANTED

The Northeast Conference invites you to submit your name as a reviewer of textbooks, software, websites, programs, ancillaries, videos-in short, any product or opportunity or program that might be of interest to you and your colleagues. You can help others make their way through the wide array of materials they may see at a conference, in a catalogue, on a website, or through advertising! Share your knowledge and experience … and see yourself in print! Don't be shy if you've never written for publication before: we are eager to work with you!

Reviewers are needed at all levels and in all languages. If you would be interested in exploring this possibility, would like to submit a review, or wish to receive materials to evaluate, please send your name, address, telephone and fax numbers, and e-mail address to Tom Conner (see below). If your company produces educational materials or provides educational services, and if you would like to have them reviewed in our pages, please contact Tom.

Guidelines for reviewers can be found at http://alpha.dickinson.edu/prorg/nectfl/software.html

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NEWS FROM NORTHEAST

A Message from the 2009 Conference Chair

Laura Franklin

Dear Colleagues,

As Conference Chair for 2009, I'd like to send warm greetings to all of you and to remind you that you can still plan to attend our conference April 16-18 — it's not too late! In 2009, NECTFL will explore the many definitions of communities — communities of practice, communities of belonging, communities of interest, learning communities, online communities, language and cultural communities and, of course, the Fifth C of the National Foreign Language Standards. By providing our students with opportunities to use their language in real-world contexts, we enable the kind of meaningful communication that results in building new relationships and promoting intercultural awareness. When we focus on real communication, we elevate the status of language education from a purely academic discipline to an essential tool for dialogue with people all over the globe.

You will not want to miss the "Global Exchange" featuring organizations that deal with issues such as the environment, sustainable development, social justice, and fair trade. With the help of our Global Exchange organizations, we will look for ways for our students to interact directly with their communities, be it through service learning, study abroad, conversation exchange or volunteer opportunities where the target language will be used.

We also welcome you to discover the many vibrant communities available to us in New York City, as the conference returns to the Marriott Marquis Hotel in Times Square. Target language immersion experiences abound in the neighborhood whether you roam to the nearby Little Brazil or venture out to Chinatown, Little Italy or other international neighborhoods.

On behalf of the NECTFL board I encourage you to join us in New York City for a conference that promises to be an exciting opportunity for professional development, discovery and networking. Get the inspiration you need to end this year on a high note!

Sincerely,

Laura Franklin

Laura Franklin
Northern Virginia Community College

YOUR FELLOW TEACHERS, FACULTY MEMBERS, AND EXHIBITORS THINK <u>YOU</u> SHOULD ATTEND THE 2009 NORTHEAST CONFERENCE!

What do people say about the Northeast Conference?
Here are some comments from our evaluations:

- "Most of the presenters were absolutely energetic, shared great ideas and came well prepared to the session."
- "I gained a lot from interaction in the sessions."
- "Keynote speaker was excellent."
- "The most valuable aspects were the new tools and strategies to teach."
- "I got strategies that I can implement in my classroom."
- "Technology updates were useful to veteran teachers."
- "Good time in exhibit hall and good times with colleagues!"
- "I recommend the Tenement Museum in NYC."
- "NECTFL's choice of conference theme was bold and welcome!"
- "I liked the tech playground."
- "I came away from the exhibit hall with new ideas."
- "I got a lot of valuable ideas from sessions and will definitely use them starting Monday morning."
- "I will try a lot of the new technology."
- "As always, the sessions I attended were the most valuable aspect of the conference."
- "I liked connecting with colleagues and associations from other states."
- "I appreciate NECTFL's vision."
- "See a Broadway play while you're in New York."
- "Go to the New York Public Library and then have lunch in Bryant Park!"
- "The individual attention and hands-on activity at the tech playground were valuable."
- "Rich choice of sessions."
- "Please keep the poster sessions in your program — they were really strong!"
- "I always find it most valuable to visit the exhibit hall. There are always new products coming out, and I also make a lot of contacts with exhibitors…"
- "Cutting edge sessions."
- "<u>Great conference</u>. Congratulations to the conference chair!"
- "Quality of German sessions was excellent."
- "Take a walking tour of the city."
- "I was inspired!"
- "Huge push for literacy in school districts — having that topic in sessions was important."
- "So many FLES sessions!"
- "Inspiring and delightful presenters!"
- "I like the exhibits so you can actually look at things — it's difficult to know from the catalogues."
- "Great information."
- "Lots of freebies!"
- "Range of topics covered is really good."
- "I appreciated the cultural aspects of sessions."
- "Connecting with people can really help us as teachers."
- "MOMA is free after 5."
- "I attended six sessions and I am more than satisfied."
- "I appreciated the Community College breakfast."
- "Session and exhibits were helpful — I will be teaching for the first time in September."
- "It was valuable to discuss professional issues."
- "Congratulations! A success! Thanks to the organizers!"
- "New and old vendors available."
- "Visit the Museo del Barrio."
- "There was more Chinese and Arabic this year!"
- "I got great ideas and reconnected with great people!"

If you want to feel this good about a professional experience, join us for NECTFL 2009, April 16-18, at the Marriott Marquis Hotel on Broadway in New York City!

OUR THANKS TO THE 2009 NORTHEAST CONFERENCE SPONSORS:

The following companies are loyal supporters of our Conference. We encourage you to contact them and add your thanks to ours!

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In Memoriam

The Northeast Conference is saddened to report news of the deaths of several individuals with links to our organization. We extend heartfelt condolences to their families, colleagues, and friends.

Julia T. Bressler
1996 Northeast Conference Chair

The Board and staff of the Northeast Conference on the Teaching of Foreign Languages were shocked and devastated by the news of the death of Julia T. Bressler on June 8, 2008, at the age of 64. Julia taught French and served as both department head and coordinator in the Nashua NH Public Schools for 30 years before moving to North Middlesex Regional School District in Townsend, MA as Director of World Languages and Unified Arts. Born and raised in Brooklyn, she was a *summa cum laude* graduate of Rivier College in Nashua and was Valedictorian of her class. She later earned a Masters Degree in French Literature and was awarded an Honorary Doctorate, both from Rivier.

Julia served the New Hampshire Association of Foreign Language Teachers (now the New Hampshire Association of World Language Teachers or NHAWLT) as president and as editor of *The Polyglot*, the organization's newsletter. She received numerous honors and recognition from her colleagues in the field, including NHAFLT's outstanding educator of the year award in 1993.

Leaders in most professions are known for exercising influence over events and people. Things change visibly or palpably because of them. Reforms are implemented; projects are initiated; programs are funded; paths are redirected.

The Northeast Conference has had the gratifying experience of working with leaders in our field who have had this type of impact in the broadest con-texts. But we have had the great good fortune also to work with individuals whose passion is making a difference in one life — and who leave an equally meaningful mark, often, paradoxically, on many people. 2004 Conference Chair Frank Mulhern suggested that an informal motto for NECTFL should be "for teachers, by teachers." His image was of colleagues who, whatever post they occupied and whatever honor was bestowed upon them, defined themselves in terms of their relationships with students: children, adolescents, tweens, young adults. Such a person was Julia Bressler. At the bottom of her website homepage, one read in French, "This is important. You can do it. I'm here for you." She once said to me, "When a kid needs a hug, I give the kid a hug — if they fire me for that, so be it." As her colleague and friend, Christine Hoppe, wrote, "It was her goal to truly try to understand her students and what they were feeling, and what their lives were like."

Julia served as a member of the NECTFL Board from 1991-1994. She was elected to chair the 1996 conference and led the Board in developing that year's theme "Foreign Languages for All: Challenges and Choices." Her letter inviting fellow educators to attend demonstrated a teacher's understanding of accountability: "…we must strive to prove our claims that foreign languages are indeed for *all* students… we must arm ourselves with current information about the successes that occur daily in second language classrooms… We need to observe teachers and programs that are effective in their attempts to reach all students."

The 1996 program conveyed Julia's conviction that opening our classrooms and courses to every student would benefit us even more than it would the new
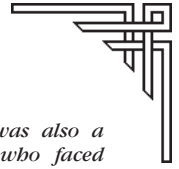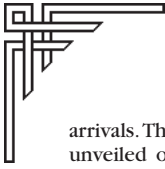
arrivals. The national standards had been unveiled only the year before, and Julia recognized the potential of the five Cs to transform our view of language study — a potential that could not be realized by limiting it to those traditionally identified as the academic elite.

After the great success of the 2006 Northeast Conference and the celebration of her recovery from breast cancer, Julia returned to her students, her colleagues at school and her beloved grandchildren. But as soon as an endowment fund was created by the NECTFL Board of Directors, she pledged an amount that equaled the highest ever contributed and sent a check as often as she could over a six-year period until she fulfilled her pledge in 2008 shortly before her death. Julia wrote a note with each check, and the first one stated "My gift [to the NECTFL Fund for the Future] will never match in kind the impact that my affiliation with NEC has had on my life… beautiful and lasting friendships, rewarding and fulfilling professional growth and a chance to lead, for one glorious weekend in New York in April 1996, the profession that has given so much to me."

Barely a month before she died, although very ill, Julia was working with the NECTFL Board of Directors creating a two-day workshop on assessment to be presented at the beginning of the subsequent school year for the teachers in her department. As a department chair and district coordinator, Julia worked tirelessly on behalf of "her" teachers. Her colleague from Nashua, Peter Laliberte, wrote:

Julia Bressler will always be a little larger than life to me. She was, first and foremost, a decent, caring, fun-loving person who was quick with a warm smile, a sincere "How's it going?", and a helpful word or two of encouragement when it was needed. She was also a woman of great courage who faced some tough personal and professional challenges. And, of course, she was the consummate educator — intelligent, inquisitive, dedicated, tireless, and compassionate. She easily represented the very best of which our profession is capable. (…)

What I liked best about having Julie as my boss was that she was a great leader who led by example. We never felt that we were being talked down to. We always knew that Julie understood our problems, because she had experienced them as well. Following a conversation with Julie about some classroom difficulty or another, we would almost always find an article on a pertinent strategy or technique placed on our desk — courtesy of Julie's innate desire to bring out the very best in each of us. (…)

She was a person who faced adversity with grace, hope, strength…and humor. My fondest mental image of Julie Bressler is of her laughing — a robust, hearty, contagious laugh that lit up her entire face. Many is the time that her laughter brightened our day and helped us forget our disappointment, frustration, and fatigue. That she will be sorely missed is a gross understatement. That her legacy lives on in those whose lives she touched, consoles and gladdens the hearts of a grieving educational community.

Those planning an expression of sympathy are asked to send contributions to the North Middlesex Regional School District Scholarship Foundation, 23 Main Street, Townsend, MA 01469. This scholarship has been set up for those students going into teaching and who have participated in the two year Future Educators Academy at North Middlesex Regional High School.

Frank W. Medley, Jr.

2000 Northeast Conference Chair
2003 Northeast Conference Brooks Award Winner

"No one has ever asked of Frank and not received." So Protase E. "Woody" Woodford concisely and pointedly expressed the profession's debt to this astounding and outstanding teacher, who was also a dearly treasured friend. Lynn A. Sandstedt phrased it even more succinctly: "Frank never refused." And Vicki Galloway reported that when she first offered Frank "all work and no pay" — an offer she admits having made numerous times during the 30 years of their friendship! — Frank accepted "without hesitation."

Frank Medley made his peace with cancer some years ago. He died on July 16, 2008 at age 70, still providing friends the gifts of his courage, sense of humor and intelligence. He emphatically stated his wish that no one feel sorry for him — but in truth, our sorrow was for ourselves. Like so many others, we at NECTFL continue to feel his loss on the most personal and also on the broadest levels.

Frank Witcher Medley, Jr., was born in Crockett, TX. After receiving his B.A. in Spanish and English from Texas Tech University, he taught high school and junior high school language before pursuing a Master's in Spanish and English, also at Texas Tech. He did a stint as a language lab director in the 1960s before returning to high school teaching but then got his Ph.D. in Foreign Language Education from Purdue. From 1977-1993, he rose through the ranks at the University of South Carolina. His final appointment was as professor and chair of Foreign Languages at West Virginia University from which he retired in 2003.

At each phase of his career, he published and presented widely, served as mentor and consultant to innumerable colleagues, and played important roles in professional organizations. It is no surprise that he received the Southern Conference on Language Teaching Founders Award, NYSAFLT's Robert J. Ludwig National Distinguished Language Leadership Award, ACTFL's Florence Steiner Leadership Award (postsecondary), and the Northeast Conference Nelson Brooks Award, among other honors. These awards were supported not only by testimony from old friends and colleagues with whom Frank had served or teachers whom Frank had mentored, but also by letters from state foreign language supervisors and association directors. Frank's topics ran the gamut from anglicisms in U.S. Spanish radio to teaching grammar, from national language policies in Trinidad to maintenance of a language lab, from junior faculty development to needs assessment and goal-setting. The breadth of his interests reflected a natural curiosity unfettered by academia's tendency to demand a narrow focus that can be both counterproductive and self-serving. It reflected also his willingness to delve into a topic not so much for personal benefit but rather in order to co-author an article with a graduate student, learn more about a colleague, or have a pretext for spending time with a treasured colleague — as Maria Amores, Frank Mulhern and Charlotte Gifford, Carmen Rogers, Bruce Fryer, Bob Terry, Gillian Paul and Carolyn Hanson, Maria Teresa Garreton and others discovered.

Frank's passions were for his wife, his three children, his two sisters and their husbands, his eleven grandchildren and two great-grandchildren; for steel drum making in Trinidad and for trips to Home Depot; for country music and for travel to Spain; for a beer and a good steak; and for Clara Yu's poetry. He had no tolerance whatsoever for arrogance or self-aggrandizement and could convey that feeling with the most expressive of American English's idioms!

What Frank wanted for us, and what we must commit ourselves to achieving, was the vision reflected in the 2000 volume of the Northeast Conference

Reports, edited by his dear friend and frequent partner in crime, Bob Terry. The volume and that year's conference were titled "Agents of Change in a Changing Age." In a brilliant synthesis and critique of the authors' responses to Frank's request that they "identify the changes in teaching and learning foreign languages that we are likely to encounter as we move into the next century and then (…) describe the role that we can have as teachers, students, and administrators in controlling that change," Dorothy James provides this vision. Her chapter in the volume, "Kleiner Mann, vas nun?", exhorts the profession to:

- "dismantle the watershed" between various factions and unify the profession,
- begin to write and publish for a larger cohort of readers,
- elicit stories from teachers and others that present "vivid insights into the realities of the classroom, in all settings from the private liberal arts college to the inner-city middle school to the suburban community college," and
- find ways to develop multiple paths toward multiple futures for the full range of language learners by avoiding "one size fits all" reforms and solutions to the problems we face.

Tell stories — and trust what they tell you; enjoy being with each other; respect difference; be both true and truthful; move forward.

Thank you, Frank.

Arthur L. Micozzi

1977, '79, '83 Northeast Conference Local Committee Chair

1979-1982 Northeast Conference Board Member

Arthur L. Micozzi, age 72, passed away on Thursday, June 19, 2008. He was born on April 3, 1936, in Mahoningtown, PA. He graduated from West Virginia University with a BA degree in Foreign Languages. He moved to Baltimore to become a Spanish teacher in the Baltimore County Public School System. He received a Masters of Education at Towson State University in 1968. After 10 years of teaching, he became the Coordinator of Foreign Languages in BCPS, serving in that position for 20 years until his retirement in 1988. In BCPS, he started the Foreign Language Appreciation program and the Foreign Language Festivals. A charter member of ACTFL, he was the chairman for the Local Committee for the Northeast Conference, and an active member of the Maryland Foreign Language Association. After retiring, he supervised student teachers for Towson State University and the University of MD, Baltimore County. He was also an adjunct professor of Spanish at Towson State University for 7 years. Art was an active member in the Maryland and Baltimore County Retired Teachers Associations, holding several offices and committee positions in both organizations.

Art Micozzi is remembered by colleagues like Susan Spinnato, World Languages Specialist for the state of Maryland, who was his student, colleague and department member. She spoke warmly of his qualities as a mentor and friend, noting that his death was "such a loss."

Art Micozzi is also remembered by those outside the profession, notably in his parish, for his love of travel and of the Italian language, and for his ability to comfort those who were grieving. He lost his own wife after only about ten years of marriage and raised his three children alone.

He is survived by his daughter, Michelle, sons, Mark and David, and two grandchildren. Contributions may be made to St. Isaac Jogues Church, 9215 Old Harford Road, Baltimore, MD 21234
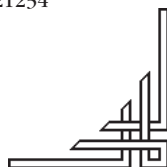
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FUTURE CONFERENCE DATES AND LOCATIONS

2009: APRIL 16-18, NEW YORK MARRIOTT MARQUIS

2010: MARCH 25-27, NEW YORK MARRIOTT MARQUIS

2011 and 2012: A BIG MOVE SOUTH!

IMPORTANT!

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