

Language Association Journal

A publication of the
New York State Association of Foreign Language Teachers, Inc.
www.nysaftl.org
Founded 1917

VOL. 61

2010

No. 1

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From the Editor:

Dear NYS AFLT colleagues:

The first issue of the 2010 *Language Association Journal* is dedicated to heritage language education. According to the U.S. Census Bureau, over 55 million people in the United States speak a language other than English at home. Individuals exposed to a language spoken at home but educated primarily in English are considered heritage speakers of the home language.

Susan Bauckus believes that Census Bureau figures on language and ancestry are of practical use to those in the field of heritage language education as well as to language educators in general. In her article, she reviews the most easily accessible language data of use to heritage language education, points out essential changes in the Census Bureau's survey practices that begin in 2010, and offers some suggestions for how language and ancestry data may be used.

Dr. White and Dr. Vermey, convinced that heritage language speakers bring a wealth of cultural and linguistic possibilities to LOTE programs, explore the challenges of heritage language education in New York State, including defining the meaning of heritage language speakers, placing heritage language learners in appropriate classes, and conceptualizing what constitutes "good" language use. These concerns, however, according to the authors, should not discourage educators but rather serve as the basis for a careful and thorough analysis of the needs of heritage language learners and LOTE programs.

The reprinted article (from *Learning Languages*, the journal of the National Network for Early Language Learning), written by Marianne Hawryluk and Mary Panchyshyn, is an inspirational example of heritage language education in action, as they bring to life a day of the Ukrainian School at Holy Trinity Ukrainian Catholic Church in Kerhonkson, NY, where children, aged 4 to 14 and older, gather every Saturday to learn and maintain the language and culture of their Ukrainian heritage.

In the Teacher to Teacher section, Dr. Harry Tuttle suggests setting up an iGoogle web page as a meaningful and relevant way of incorporating the target culture into the foreign language classroom. Mala Hoffman reflects on the experience of having her sixth-grade students host a French Book Share Day with their younger counterparts, when the students themselves became very effective resources for learning. Sherry Belluardo, who traveled to Spain and studied at the Don Quijote Language School this past summer as the recipient of NYS AFLT's Spanish Cultural Award, shares some of her ideas on using the realia from this trip in the classroom.

Enjoy this issue and, please, consider contributing to the next one, which will highlight foreign language education and learner diversity, with a submission deadline of June 1, 2010.

Cordially,
Dr. Elvira Sanatullova-Allison
Editor, *Language Association Journal*

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Using U.S. Census Data for Heritage Language Education

Susan Bauckus

National Heritage Language Resource Center, UCLA Center for World Languages

Introduction

5.2% of Erie County, NY residents are foreign born, and 8.6% (74,246) speak a language other than English at home. The five most spoken languages other than English in the county are Spanish (25,562 speakers), Polish (7,767 speakers), Italian (4,514 speakers), Chinese (3,847 speakers), and German (3,558 speakers), out of a total population of 864,386.

The figures above were obtained from the U.S. Census Bureau's website, which publishes data on many aspects of American life, including language and ancestry, for the U.S. population in a variety of geographies. The homes where languages other than English (LOTE) are spoken are where heritage speakers of those languages grow up. In the U.S., these speakers have ongoing exposure to their home language, but they are educated primarily, perhaps fully, in English (Valdés, 2000).

Census Bureau figures on language and ancestry are of practical use to those in the field of heritage language education as well as to language educators in general. Although finding some census data can require experience and special training¹, language-related data such as the figures cited above can be found without difficulty after learning a few simple steps and acquiring some background. In this article, I will review the most easily accessible language data of use to heritage language education, point out essential changes in the Census Bureau's survey practices that begin in 2010, and offer some suggestions for how language and ancestry data can be used. This article's Appendix sets forth the steps required to find the data discussed. I will begin with general information about the census and a summary of applicable census surveys.

The Decennial Census

Holding a census of the population every ten years and publishing the results are mandated by the U.S. Constitution. Census data are used by governmental bodies to draw district lines for schools, political representation, and to make decisions on distributing government funds and services. Data from the most recent decennial censuses, held in 1990 and 2000, are available on the Census Bureau website, and Census 2010 is underway as of this writing. The Census Bureau conducts other surveys on a regular schedule, including an Economic Census and a Census of Governments (U.S. Census, 2010). To elicit data from U.S. residents for the decennial census, the Census Bureau sends a questionnaire to every known household in the country, with a request to complete the questionnaire and return it by mail. Census workers visit households that do not return the questionnaire and elicit answers to the census questions in person (U.S. Census Bureau, 2010).

Types of Questionnaires

In past decennial censuses, the Bureau has used two questionnaires: one called the short form, sent to most households in the U.S. during Census 2000, and another, called the long form, sent to one in every six households. Respondents who complete the long form are asked whether they speak another language; if so, what that language is; their ancestry or ethnic origin; and their place of birth, citizenship, and year of entry into the U.S. The short form excludes questions about language, place of birth, and ancestry, although it does include a question about race and about Hispanic or Latino origin (U.S. Census Bureau, 2010).

A New Census Instrument: the American Community Survey. In 2000, in addition to conducting the decennial census, the Census

Bureau introduced the American Community Survey (ACS), with a goal of focusing on the population's characteristics rather than counts provided by the decennial census (U.S. Census Bureau, 2008, p. 4). ACS questionnaires are sent to a sample of the population in communities with 65,000 or more people. The ACS is administered, and its data are published, yearly. Two-year and three-year estimates are published as well. A single questionnaire, based on the long form originally developed for the decennial census, is used for ACS (U.S. Census Bureau, 2008).

One Form/One Survey. Starting with Census 2010, the short form will be used for the decennial census only, and the long form will continue to be used only for ACS. Therefore, Census 2000 is the last census to have collected language-related data; from now on, these data will be elicited only through the ACS. In the following section, I will summarize the types of language data available and will discuss some implications of this development. In addition, this article's Appendix lists steps, including relevant table names and numbers on language-related topics, as well as links to online tutorials I have created for the National Heritage Language Resource Center, which include screen shots.

Finding Census Data

Census Bureau data are available through the American Fact Finder (AFF), a portal on the Census Bureau website available from the home page.

Fact Sheets. Two fact sheets are available from American Fact Finder. One sheet provides general information on an area's population, which includes, under the heading "Social Characteristics," the number of speakers of LOTE at home, both as a total and as a percentage. For example, according to the 2006-08 ACS two-year estimate, the total number of people who speak a language other than English at home in Erie County is 29,444, or 12% (American Fact Finder, 2008), and in New York City, those speakers number 3,700,615, or 47.8% (American Fact Finder, 2008). The total number and percentage of the foreign born population for a geography are also listed. Some ancestry and language information is available on the general fact sheet, but it is scant. A second fact sheet is available on a race, ethnic, or ancestry group and requires choosing the group of interest from a list provided. Fact sheets on Polish ancestry, for example, tell us that in Syracuse, 7,424 people are of Polish ancestry, out of a 147,326 population; in Buffalo, 34,254 out of 292,648, and 181,134 people in Erie County (which includes Buffalo) out of 950,265. As I will discuss in more detail below, the census offers a larger choice of ancestries than it does of languages; for example, ancestries such as Icelandic and Macedonian are included, although the corresponding languages do not appear in the language tables available. Of course, ancestry does not correspond to proficiency in the language associated with that ancestry, but heritage proficiency is likely to correlate to ancestry, and ancestry data can be useful if information on the language one is looking for is unavailable.

Information on Individual Languages. Finding the number of particular languages requires generating a table through American Fact Finder, which guides website users through a series of choices, including data sets, (e.g., ACS versus decennial censuses), geographies (e.g., nation, state, county, city, and more), and tables. Because these categories are not straightforward to the first-time website visitor, I suggest that readers consult the Appendix, which lists steps and tables that provide the most detailed information on languages. However, anyone who generates tables will see that a number of choices can be made, and it is a good idea to experiment to gain first-hand knowledge of the website's possibilities.

The Census Bureau's Presentation of Language Data. Although asking LOTE speakers to name their home language is an open-ended question, the Census Bureau organizes the answers to this question into 39 languages and language groups which include, for example, Scandinavian languages and African languages. Moreover, some categories are represented by the name of a language that has several variants, such as Chinese and Armenian. Greater explanation is given in the Bureau's Subject Definitions, which can be found for the ACS (U.S. Census Bureau, 2009a).

Ancestry and Place of Birth. Ancestry and place of birth for the foreign-born can also be found by tables. As with ancestry, the place of birth category offers many more choices than languages spoken; for example, although no single African language is listed, eight African countries are listed as well as sectors ("Middle Africa, Other Western Africa," etc.). The Appendix provides the names and numbers of tables that yield the most detailed information.

Working with Limitations of Data on Language Spoken at Home

Languages not Included in Table. Researchers seeking information on a language not listed can compensate for the missing language in a few ways. First, they can look at the "subject definitions" list, (U.S. Census Bureau, 2009) for a partial breakdown of the category that their target language is part of: for example, Amharic is included in the subject definitions for the category "African Languages," which lists Amharic as one of seven African languages making up that category, suggesting that it is one of the more commonly spoken. In addition, researchers can generate data on ancestry and place of birth (places listed include Ethiopia). Finally, the 2000 Census has a file of detailed language information, listing every language reported by Census respondents (U.S. Census, 2000), which can be filtered by language and geography. The data in that file are now 10 years old, but the level of detail on languages spoken is not available in any table.

Individual Languages and Small Geographies in ACS. Another limitation of language data relates to choices of geography. The ACS is based on a sample of the population, and some cities and smaller areas as well do not generate enough data on languages to list them individually. For example, the ACS table B16001, which lists the languages spoken at home, cannot be generated for cities in New York State including Albany, Buffalo, and Syracuse. However, the same table can be generated for Albany, Erie, and Onondaga Counties, where the cities of Albany, Buffalo, and Syracuse are located, respectively. Under these circumstances, choosing a larger geography is indicated.

Comparing ACS and Decennial Census Data

Noting changes over time in the number of language speakers or foreign-born from a particular country may involve comparing ACS and decennial census data. Although the Census Bureau issues a blanket warning against comparing decennial census and ACS data, the Bureau also addresses individual topics for each year's ACS, including languages spoken at home. The Bureau concludes that comparisons of the ACS data from 2005 through 2008 can safely be compared with the 2000 census figures² (U.S. Census Bureau, 2009). For example, researchers interested in the Census Bureau numbers on the Hindi speaking population in the U.S. would find the following:

Hindi Speakers in the United States	
Census 2000	ACS 2008
317,057	560,112

Source: Table QT-16 (language spoken at home, Census 2000) and Table B16001 (language spoken at home by ability to speak English for the population 5 years and over, American Community Survey 2008).

Applications of Language-Related Census Data

Census Bureau language and origin data can be used in projects including proposals to pursue heritage-related work such as teaching classes, developing materials, assessment instruments, and placement tools. Data can also inform research papers and presentations, public education campaigns, and for heritage language advocacy in an institution, community, or school district. The large numbers of LOTE speakers in many communities, particularly in metropolitan areas, suggest that most language educators deal with heritage speakers, and there may be opportunities to collaborate across languages or institutions by sharing information, practicing advocacy, and seeking teacher training for heritage language education.

I also suggest that we make efforts to disseminate these data as widely as possible. As of the 2008 American Community Survey, 19.6% of U.S. residents (an increase from 17.9% found in Census 2000) spoke a language other than English at home. I suggest that we work to make this and the corresponding local information part of common knowledge, as well known as the names of political leaders and a region's typical weather patterns, cultural institutions, and major industries. This information shows that we are a multilingual nation and can contribute to enriching our understanding of our communities and of ourselves as Americans in a multilingual country. It can also verify the need to improve heritage language education. For a growing number of Americans, including those born in this country, speaking another language is part of everyday experience.³ Ultimately, the data show that competence in another language is useful inside the U.S., a realization that can gladden the heart of language instructors of heritage and non-heritage learners alike.

Notes

¹ Public Access Microdata System (PUMS) is one example of census data capture that requires skills beyond what a general user is likely to have. More information on PUMS can be found on the Census Bureau website.

² At the same time, the Census Bureau claims that ACS figures on Spanish for 2007 and 2008, and general language figures for the 2005 and 2006 ACS, should be compared "with caution."

³ Responses to a survey of college-level heritage language learners (NHLC, 2009) show that a major reason (the second most frequent answer out of eight choices) that students decided to pursue formal study of their heritage language was "to communicate better with family and friends in the U.S." (Carreira, M., Jensen, L., Kagan, O., & Giangrande, M., 2009).

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Notes:

1. The tables, numbers and names listed above are among the ones that provide the most detail on language, ancestry, and place of birth. When they overlap with other tables that provide the same information, the name of only one such table will be provided. Researchers are encouraged to explore the Census Bureau for other tables of interest.
2. Information primarily sought in a table (e.g., language) is often correlated with data that may not interest a researcher, such as age or a speaker's knowledge of English. Nonetheless, some of these tables have the most language and origin information.
3. Tables from the decennial censuses and ACS do not correlate in terms of names or other data examined related to language, but they ultimately report the same data.
4. Questions on language and origin will not be included in Census 2010 or future decennial censuses, but they will be included in yearly American Community Surveys.
5. Tutorials on generating fact sheets and tables on language, and a list of frequently answered questions and answers are available on the National Heritage Language Resource Center, at <http://www.international.ucla.edu/languages/nhlrc/startalkworkshop/readingshandouts/demographics.asp>

Susan Baucus is a Staff Research Associate in the National Heritage Language Resource Center at the UCLA Center for World Languages and a coordinator for the UCLA Russian Flagship Program.

APPENDIX

Finding Census Data. Fact Sheets and Tables on Language and Origin

The starting point for all Census Bureau data on language and ancestry is American Fact Finder (<http://factfinder.census.gov>). Steps given below assume the researcher is on the American Fact Finder page.

Generating Fact Sheets		
Data Sought	<i>Population Fact Sheet</i> (includes total, as number and percentage, of LOTE speakers and foreign born)	<i>Fact Sheet on Ancestry</i> (includes information on people of given ancestry)
Steps	Fact Sheet (left sidebar) > Fact Sheet (see "Social Characteristics" for LOTE speakers) > choose geography (nation, state, county, city) by typing in box.	Fact Sheet > Ancestry Fact Sheet > choose ancestry or ethnicity > choose geography (nation, state, county, city) by typing in box.

Note: For both types of Fact Sheets, tabs allow a choice either of data from Census 2000 or the 2006-2008 American Community Survey Three-year Estimate.

Generating Tables on Language		
Data Sought	<i>From Decennial Census (number of speakers of 39 languages/language groups)</i>	From American Community Survey
Steps	Decennial Census > Census 2000 (get data) > Summary File (SF) 3 > Quick Tables > QT-P16 (Language Spoken at Home)	American Fact Finder > ACS > choose ACS year or multiyear summary > Table B16001 (Language spoken at home by Ability to Speak English for the Population 5 Years and Over).

Generating Tables on Ancestry		
Data Sought	<i>From Decennial Census</i>	<i>From American Community Survey</i>
Steps	Decennial Census > Census 2000 (get data) > Summary File (SF) 3 > quick tables > geography > 1) Pct16. Ancestry (First Ancestry Reported) 2) Pct17. Ancestry (Second Ancestry Reported) 3) Pct18. Ancestry (Total Categories Tallied) for People with One or More Ancestry Categories Reported.	ACS > Detailed Tables > 1) B04001. First Ancestry Reported 2) B04002. Second Ancestry Reported 3) B04003. Total Ancestry Reported.

POTENTIAL! PROMISES! PROBLEMS!

Challenges of Heritage Language Education in New York State

William White, Ed.D. and A. Michael Vermy, Ph.D.

Introduction

Across the United States, renewed interest in exploring the intricacies of heritage language (HL) programs has led to a wealth of research dedicated to placement issues, similarities between second language acquisition and HL acquisition, HL dialects, and HL learner motivation. While research has opened discussions on a variety of important fronts, there remains little true consensus on appropriate pedagogical approaches to teaching HL learners and, indeed, the merits of separate educational tracks for HL speakers. Though questions remain, many foreign language (FL) programs at the secondary and college/university levels are actively engaged in the creation of HL programs even as they attempt to come to terms with the potential and the challenges brought by swelling numbers of HL speakers.

In the State of New York, the question of whether to provide HL programs to learners is critically important. Within the state, slightly over 5.2 million residents (approximately 30% of all language users) self-identify as HL speakers (U. S. Census Bureau, 2008). This figure significantly surpasses national statistics that suggest approximately 30 million individuals, or about 10% of the overall U. S. population, self-identify as speakers of a LOTE at home (Kondo-Brown, 2005). Given the importance of HLLs and the growing number of HL programs in New York, public and private educational institutions need to be aware of the critical issues, including imbalances between HL and FL curricula, underlying socio-political factors that guide decision making, and respect for linguistic diversity, that pervade discussions. In this article, we will briefly discuss these issues, provide a short list of considerations on which all LOTE programs with HL learners must reflect, and suggest possible additional research that would benefit secondary LOTE programs across the state.

The Importance of Defining and Placing HL Speakers

Although seemingly a simple matter, identifying HL speakers is fraught with complexities that add to misidentification and misconceptions. In fact, a plethora of competing definitions, including all learners of an ancestral language (Van Deusen-Scholl, 2003), a LOTE spoken by immigrant groups (Gutiérrez, 1997), and anyone who uses the language for communicative purposes within their home (Valdés, 2001), are pervasive in the literature. In more practical terms, identification of HL learners is often a matter of HL speakers self-identifying on demographic questionnaires or state-mandated forms that query home language use. Indeed, many individuals who claim HL status possess little proficiency, beyond a few formalized phrases and lexical items used in specific social or familial contexts (Van Deusen-Scholl, 2003). Individuals in this group are often motivated to learn the language by an affinity for the socio-cultural phenomena of the language, including the desire to participate more fully in the heritage practices of their communities and families. The HL-affinity group differs greatly from HL speakers for whom the HL is the home language (HL-practice). These individuals were often raised in an environment that privileged either predominant or frequent home use of the HL (Maxwell & Garrett, 2002) and often possess a more sophisticated understanding, albeit latent in many cases, of the grammatical features of the language (Campbell & Rosenthal, 2000). Increased awareness, in addition to facilitating communicative interaction, also serves to advantage the “in language” meta-cognitive and problem solving skills that facilitate disambiguation of linguistic overlap (Keatley, Chamot, Spokane & Greenstreet, 2004). In fact, the distinct linguistic advantages that HL-practice speakers possess

lead some to suggest that the HL designation be given only to those learners who are “raised in a house where a non-English language is spoken” and who possess at least some measurable degree of bilingual ability (Valdés, 2001, p. 38).

The first significant question that LOTE departments must answer when considering HL program stems from the heterogeneous nature of linguistic proficiencies as well as motivations to learn the HL. Indeed, perhaps the central question is whether to create separate curricular tracks for HL-practice and FL/HL-affinity groups. Although for some (Ducar, 2005; Ortega, 1999), distinct tracks for these groups raises questions of relative prestige, pedagogical imbalances, and overall quality of instruction, most (McGinnis, 1996; Valdés, Lozano, & Garcia-Moya, 1981; and Webb & Miller, 2000) favor separate tracks for HL-practice, on the one hand, and HL-affinity/FL learners on the other. Simple separation, however, does little to address fundamental pedagogical concerns – the second major question that LOTE departments must consider. Indeed, after creating separate tracks, the questions of “what to teach to whom” and “how to teach it” are often ignored in favor of separate but equal programs in which HL courses are simply more quickly paced versions of their FL counterparts. This approach considers all FL learning, regardless of the backgrounds of learners, to be equivalent and privileges a deficit model of instruction that fails to account for the skills, knowledge, and linguistic proficiency that HL-practice learners bring to the classroom (Gutiérrez, 1997). When considered closely and without bias, the myriad of linguistic and cultural skills that HL-practice learners possess render traditional models of FL instruction an unacceptable alternative for HL tracks that exploit current knowledge for future growth (Valdés, 1995). Rather than accelerated FL tracks which do little to advance the specific linguistic needs of the HL-practice group, we suggest a literacy model of instruction in which the richness of the cultural and linguistic background of HL-practice learners is honored and used as the basis for learning about the HL. This approach is informed by Valdés’ (1981) conclusion that HL-practice courses must be conceptualized as language arts programs that develop and enrich language “skills within existing dialects” (p. 19). Perhaps more importantly, by focusing on literacy skills and sociopolitical discourse strategies, a literacy approach confronts, head on, the emotionally charged question of dialect eradication by demonstrating the contextual appropriateness of standard and non-standard varieties (Valdés, 1995).

Respect for Language Varieties (Dialects) and the Standard

Notions of linguistic proficiency and standard language use provide the grounds on which many fault lines in language education are embedded. Often, HL-practice learners, who can artfully negotiate a myriad of socio-linguistic contexts, display a lack of overt knowledge about the grammatical features of the HL – the foundations on which foreign language education has been based. Unfortunately, the inability to articulate grammar rules leads, at times, to misconceptions about the HL speaker’s underlying linguistic competence (Gutiérrez, 1997; Valdés, Lozano, & Garcia-Moya, 1981). Questioning the linguistic competencies of HL speakers is not, however, the only misconception hovering over HL learners. Many HL speakers communicate in non-standard dialects of their language. These dialects, while important markers of family and social communities, often possess grammatical and lexical features that are at odds with educators’ perceptions of “good language use.” As HL speakers and foreign language educators interact, HL speakers often feel oppressed by efforts to

change their language to an “unnatural” standard while educators, for their part, are sometimes appalled by the egregious errors, vis-à-vis the standard, that HL learners make (Torreblanca, 1997; Valdés, 1981; Villa, 1996). For these reasons, emotionally charged debate over grammatical knowledge and standard v. non-standard usage form the bedrock on which many misconceptions and hard feelings are formed and influence the top-down, grammatical curricula seen in many HL programs.

We believe that a literacy approach to HL teaching creates the space to put aside these questions in favor of a curriculum that embraces differences (Gutiérrez, 1997) while moving toward awareness of the importance of prestige varieties (Valdés, 1995). In short, this approach allows HL learners and educators to mine unexcavated linguistic terrain as HL learners gain a better understanding of their current language practices while also considering the appropriateness of using the acrolect (standard) for successful negotiation of socio-political institutions and discourses. For their part, educators appreciate the importance and validity of dialects that are appropriate in interpersonal, familial, and community-based interaction, but which might not be appropriate in more formal or professional settings (Finegan, 2004). Indeed, while we recognize the importance of questioning the stigmatizing effects of imposing a standard language on individuals who speak non-standard varieties, we also see worth in the as yet unfulfilled promise of Valdés’ (1995) call for an HL curriculum that facilitates language maintenance, arcs toward the standard, and embraces an emphasis on literacy skills. Perhaps more importantly, this approach suggests to HL learners that they are not deficient speakers whose language skills border on barbarian and whose socioeconomic situation will never improve.

The HL Mission

Whether seen through the lens of placement difficulties for HL speakers or through the potential divisiveness of standard versus non-standard language use, the challenges facing HL programs are formidable, at best. At their worst, the issues discussed above create the elements necessary for a perfect academic storm. One-size-fits all programs often leave HL-practice speakers feeling frustrated with the slow-pace of the traditional classroom, the lack of attention to their own specific language learning needs, and the apparent disrespect for their considerable linguistic skills. Traditional FL learners and HL-affinity groups become far too anxiety-ridden to participate in classes where perceived “native speakers” abound and sometimes question why HL speakers are allowed to enroll in courses in their native languages when state curricula mandate “foreign” language study. And finally, foreign language educators often wonder how a person, who speaks a language so well, albeit in a non-standard variety, can nevertheless be functionally illiterate in the HL (Villa, 2002).

Navigating these issues requires, as mentioned previously, the recognition that HL-home and HL-affinity/FL groups merit differentiated instruction. For the former, a literacy-based approach, wherein specific literacy skills (e.g., composition, reading, and cultural awareness) form the center of the curriculum, allows HL-home learners to engage their understanding of the HL and to become aware of the linguistic variations present in their language. Additionally, this approach, with its insistence on cultural and literary study, meshes with the oft-stated HL learner’s desire to view refined proficiency in the HL as the key to unlocking “a body of ethnic literature that is part of their cultural background” and which creates the “link with a living culture that has thus far eluded them” (Mazzocco, 1996, p. 21). For the latter group, language study is based on movement from grammar instruction, supported by content, to content instruction supported by grammar, and then finally, sophisticated interaction with literature and culture. It is at this final stage, the exploration of the second

language’s (L2) culture and literature, that the two groups can recombine, thereby creating a powerful dynamic in which the L2 can be used to expand understanding of literacy from a variety of important and informative points-of-view.

Although the separation for eventual re-integration model possesses the potential to meet the diverse needs of HL and traditional language learners, additional research and conceptual thinking need to be completed before a final HL plan can be put in place. Indeed, while great advances in pedagogy and the creation of a unified, communication-based state LOTE syllabus are particularly important to the health of our field, the mission and foundations on which HL programs will be constructed are still emerging. Valdés’ (1995) lamentation that HL programs have “developed multiple practices and pedagogies that are not directly based on coherent theories about the kinds of language learning with which they are concerned” (p. 308), remains true today. With this in mind, the following should serve as discussion starters for LOTE programs that are actively engaged in reassessing their HL programs or for programs that are only beginning the exploratory process.

1. HL speakers with common linguistic backgrounds form heterogeneous group that cannot be treated as a monolithic entity.
2. Language courses intended for HL-practice speakers should not mimic traditional FL classes.
3. HL programs, while insisting that standard language forms, grammatical and lexical, be acquired, must demonstrate an appreciation for the non-standard forms of language used by HL-practice speakers.
4. Educational advancement for LOTE professionals who have the desire and opportunity to work within HL programs is necessary for improvement in HL programs.
5. The state of New York must develop an HL syllabus that recognizes the divergent needs of HL learners.

Although certainly not an exhaustive list, the foregoing provides some clarity with regard to the pressing needs associated with HL programs. Without a committed effort on the part of many, including current LOTE professionals, HL programs will continue to encounter resistance from many quarters and will remain tethered in an uneasy terrain somewhere between FL classes and language arts programs.

Conclusion

There is little doubt that HL speakers bring a wealth of cultural and linguistic possibilities to LOTE programs. Yet, the potential inherent in their experiences brings significant challenges, including defining the meaning of HL speakers, placing HL learners in appropriate classes, and conceptualizing what constitutes “good” language use. These concerns, while significant, should not discourage educators from frank and honest conversations about the future of LOTE and HL education in the state of New York. Rather, they should serve as the basis for a careful and thorough analysis of the needs of HL learners and LOTE programs while also suggesting the requirement for placement mechanisms that use demographic data, language use questionnaires, and language proficiency tests, to discern an HL speaker’s literacy level. Perhaps more importantly, dialog among LOTE professionals and state officials charged with overseeing foreign language education should center on research-based standards for HL education that acknowledge significant differences in the cognitive and meta-cognitive approaches that HL and FL learners bring to the classroom. And finally, increasing numbers of HL speakers in secondary and higher education focus attention to the need for educational programs that draw from the experience and expertise of LOTE educators but which follow new and exciting pedagogical approaches to teaching HLs.

Today, there can be no doubt of the need for HL programs and continuing education for LOTE professionals. However, budgetary constraints limit the potential for change in LOTE departments across the state of New York. In fact, fiscal instability forces LOTE programs into a one-size-fits-all curriculum that fails to value the experiences of professional instructors or the second language acquisition needs of learners. Yet, even in this unfortunate environment, LOTE professionals can band together and provide persuasive arguments for the ethical treatment of linguistic minorities in New York. Without these changes, entire generations of young HL speakers might fall between the cracks of a one-size-fits-all educational system and never fulfill the promise and potential they possess.

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Dr. William White is an Assistant Professor of French and Foreign Language Education at the State University of New York College at Buffalo. He holds an Ed.D. in Curriculum and Instruction, with an emphasis in Foreign Language Education, from West Virginia University. He has taught French at the high school and higher education level for over 20 years and remains interested in exploring practices that promote successful foreign language learning at all levels of education. Dr. A. Michael Vermy is an Assistant Professor of Romance Linguistics at the State University of New York College at Buffalo. He holds a Ph.D. in Romance Linguistics and Literature from the University of California at Los Angeles. He has extensive experience teaching lower- and upper-division Spanish and French language courses in higher education. He is a member of NYSAFLT, MLA, and LSA.

A Saturday in the Life of Our Ukrainian School

Marianne Hawryluk and Mary Panchyshyn

It's another Saturday morning, and cars make their way into the church parking lot located on a small, wooded road in Kerhonkson, NY. "Where's that?" most would ask and they would learn that "Little Ukraine" is approximately 100 miles north of New York City. Ukrainians moved here to escape big cities and to enjoy an area that is reminiscent of Ukraine's Carpathian Mountains. In the Holy Trinity Ukrainian Catholic Church's spacious basement, on Saturday morning, a little before 10 a.m., Ukrainian children, aged 4 to 14, and their parents arrive for school. Though our school is quite small, it has great heart and a wonderful sense of community. The children enter with smiling faces, excited to see the friends that they are with but once a week. Nevertheless, they share a close bond because of the uniqueness of their Ukrainian heritage.

Dobrydens (gooddays), and some hugs are exchanged. The smaller children run and play before their day begins while teachers huddle in one of the classrooms to go over any changes to that day's curriculum and schedule. Parents catch up with each other on weekly occurrences and as more children and parents arrive, the hall is soon filled with the buzz of activity.

Our School Routine Begins

After business is settled, students, teachers and parents stand in a large circle and begin the school day with a prayer led by the school director who has been at the helm of the school for many years. After announcements, moveable walls transform the huge open space into classrooms, one for each level. The classes are broken down into four grade groupings: The preschool/kindergarten and first grade, second to fourth grade, fifth to seventh, and eighth to tenth grade levels. The biggest challenge facing our Ukrainian Heritage teachers is getting and keeping their students' interest. Let's face it -- going to school on Saturday morning, after a whole week of school, is not usually at the top on a child's 'to do' list. They enjoy playing and socializing but getting them to sit in class sometimes requires some creativity. Teachers work hard to overcome this and the children usually catch on quickly to the spirit of the school. Since Ukrainian is a phonetic language, learning to read Ukrainian is quite easy after students have mastered the sounds. Students learn language (reading and writing), geography, history, culture, traditions, folk dancing and music. Equally important, it gives the students a feeling of community. The classes are small; a student gets ample one-on-one instruction.

Our Four Classes

The pre-K, kindergarten level begins the introduction to their Ukrainian heritage through conversation, song and play. Their class always starts with the *Dobryden* song and a handshake from each classmate as they introduce themselves using their Ukrainian name. Students also sing a Ukrainian exercise song, naming head, shoulders, knees and toes to learn the body parts while having fun and being silly with the speed of the song. Next, the children sit around the classroom calendar to review the days of the week, month and numbers. Weather is always an exciting topic to discuss, especially in the Catskill region, and a song about the weather is in order afterwards. This young group is beginning to identify and write the Ukrainian alphabet, which consists of 33 letters in the Cyrillic form. The *abetka* (alphabet) is then sung to an echo, marching song that the young children enjoy. This portion of the day usually ends with a Ukrainian folktale and craft. Favorites include *The Ripka*, the story of a large turnip,

or *The Mitten*, a tale of a lost mitten that becomes a warm haven for forest animals.

The next level, usually for ages seven to nine, focuses on reading and writing words, then putting these words into sentences and short paragraphs. Also, the teacher introduces some geography and history in this class. Students enjoy word searches. Students answer questions about a story they read in class. The students also enjoy playing 'hangman' on the blackboard, using words or phrases that they are working on that day.

At level three, for ages 10 through 14, the students are expected to understand what they are reading and to write their own compositions. Teachers encourage the students to converse in Ukrainian and they continue learning geography and history.

At the top level, the students are usually age 14 and older. They focus on advanced reading, writing and conversational skills. Geography and history lessons are more in depth and these students recite poetry, learn culture and study literature. Teachers assess student progress using periodic testing, written homework, and in-class reading. In June, all students receive report cards.

Dancing and Singing for All

In addition to the intensive language classes, all the students form a chorus. The music instructor travels a considerable distance to help students learn traditional carols and contemporary Ukrainian songs. The children prepare these songs and poems for two performances, St. Nicholas' Day in December and the Taras Shevchenko (Ukrainian poet) program in March. Ukrainian dance lessons follow the academic portion of the day. After a lunch break, all the students come together to take part in folk dancing. Students seem to especially look forward to this activity. The enthusiastic dance instructor ignites enthusiasm in his students. They perform these dances at numerous Ukrainian school and church functions and have taken part in a few community events.

By now it is 1:00 p.m. and parents are returning to peek into the last moments of dance lessons. They are scrambling to collect their children's belongings...coats, lunch boxes and backpacks and converse for a few more minutes. Dance class ends and many students run outside to play. The hall empties. Lights are turned off and the school director locks up the large wooden church doors. That is, until next Saturday.

This is Marianne Hawryluk's first year teaching pre-k- first grade. She attended this Ukrainian school as a student and now has her three children enrolled in school. She also works as an assistant teacher at a local elementary school. Mary Panchyshyn teaches first and second grades. She has taught for nearly 20 years and attended a Ukrainian Heritage School in New Jersey. Mary works as an administrative assistant in the Geology Department at a local SUNY college. Oksana Reznkov is also on the teaching staff. The School Director is Olga Rawluk, the Music Instructor, Oksana Protenic and the Dance Instructor is Andrew Oprysko.

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Teacher to Teacher

Bringing Culture into the Classroom

Harry Grover Tuttle, Ed.D.

How do you and your students keep current on the culture of the target language areas? How do you move away from the outdated images in the textbook? How do your students overcome the stereotypes they have of the target language people?

One cultural integration technique involves your setting up an iGoogle web page for the target culture. For example, I have an iGoogle page for my Spanish class so that I can have many cultural items available on the same page. An iGoogle page (<http://www.google.com/ig>) is free to anyone who has a free gmail (Google) mail. Once you sign in to your iGoogle, you see an almost empty page. If you click on "add stuff" in the upper right hand corner, you go to a screen, where you can search for and add "stuff" to your culture page. You can search for "stuff" such as weather. My favorite weather "stuff" is called "el tiempo.es." Once you find the "stuff," you click on "add it now" to add it to your iGoogle page. If you go back to your iGoogle page, this new "stuff" is in the upper left corner. You can move it by clicking on the top banner and dragging it to its new location. With "El tiempo," you can select the country and city for which the weather will be displayed. For example, I set the weather for Madrid. I went back to "stuff" and added the same weather "stuff" again, but this time I set the weather for Santiago, Chile. Therefore, my students can see the difference in weather between the two places. In addition, you can search for Flickr random photos for your country such as "Costa Rica pictures." Again, find the "stuff" and click on "add it now." If your language area covers numerous countries, you can find Flickr or other images for each country. Often, you can search for a topic in the target language such as searching for Spanish "deportes." A listing of sports in Spanish-speaking countries appears. Again, once you find something that you think you will like, click on "add it now." If you do not like a specific "stuff" on your iGoogle page, you can click on the top banner of any "stuff," click on the down arrow, and click on "delete" to remove it.

My iGoogle page includes current weather from several locations, random pictures of many Spanish-speaking countries, and the news from several newspapers, two television stations, and a radio station. The other day in class, I turned on the weather forecast from a Mexican TV station so that students could see an authentic almost-as-of-this-moment weather forecast. They expressed surprise at how similar the weather reports were to ours and they noticed many differences. Every day the iGoogle page updates itself to have current weather, news, TV shows, and images. You use this easy-to-use tool to bring many aspects of culture into your classroom. Each day you can select which aspect of culture you want to focus on!

Although the random pictures from Flickr on the iGoogle page show images from a country, you may want to have more control over the images. You can go to Flickr at <http://www.flickr.com>, which is a site for photographers and search for a location or a topic. You can search in English "Peru street" or in the target language "Peru calle." An advantage to searching in the target language is that often people comment in that language on the photo. Therefore, your students can read reactions. You can

create a topical word processing document, such as "Peruvian streets," by cutting and pasting the web address (<http://www...>) and writing a brief identifying phrase, such as "calle principal Huaraz," of the pictures you want to use into the document. Then you just click on the link and the image appears.

These two websites allow you to incorporate many aspects of the target culture into your classroom. Your students will no longer study about it but rather will see it and/or hear it.

Dr. Harry Grover Tuttle teaches at Onondaga Community College in Syracuse, NY, and is involved in a foreign language program identified as one of 50 most innovative in the nation. He holds a B.A. and a M.A. from SUNY at Oswego and an Ed.D. from SUNY at Buffalo. His teaching experiences include: Spanish 6-AP in North Syracuse Central Schools, Spanish at Onondaga Community College, and ESL at SUNY at Oswego, SUNY at Buffalo, and Syracuse University. He is a recipient of the Ruth E. Wasley Distinguished Teacher Award and has served on the NYS AFLT Board of Directors, as President of a local AATSP, and an ACTFL committee chair. He has presented at many conferences such as ACTFL, NECTFL, NYS AFLT, ASCD, and Society for Information Technology and Teacher Education and has authored five books and over 100 articles on language, education, and technology in journals such as *Hispania*, *TESOL Quarterly*, and *Spanish Today*.

Student to Student, Learner to Learner

Mala Hoffman

One of the benefits of teaching French to a variety of grades in the Meadow Hill Global Explorations Magnet School is that the students themselves can become very effective resources for learning. I recently had an opportunity to test this out by having my sixth-grade students host a French Book Share Day with their younger counterparts.

Elementary school students at Meadow Hill begin taking one of three foreign languages in kindergarten, continuing through sixth grade, and ultimately through middle school. Each school year, a foreign language teacher has two or three groups of students three years apart. This year, I am lucky enough to have sixth-grade, third-grade, and kindergarten students. It reminded me of a previous experience, when I was a regular sixth-grade classroom teacher. At that time, I teamed up with a kindergarten teacher to work on an architecture project. We visited an exhibit of artist-created doghouses at a national design museum, and then each sixth-grader joined with a kindergartner to render one of their own.

For this year's concept, I had the sixth-graders decorate books in French about family members. Each page introduced a different person, and then on the back page, the students drew a self-portrait to introduce themselves ("Voici Kaitlyn," for example). The sixth-graders practiced reading their books first among themselves, and also became more familiar with the English meanings of the words so they could share those as well. We decided that they would start by reading to the students, and then encourage the younger children to recite the books back.

Since I teach four classes of sixth-graders and four classes of kindergartners, match-making would be easy. I selected a day, and scheduled times for each group of paired classes to meet. The sixth-graders were to be the visitors. Once we arrived in the kindergarten class, I then matched students up randomly, with the exception of siblings or other relatives who happened to be in the respective classes.

After an initial shyness on both student's parts, the classroom was soon buzzing with the sounds of children reading to each other in French. Everyone approached the task seriously, and the sixth-grade students became quite innovative in encouraging their charges to also practice identifying colors, which I told them they had learned. When we were all done, the classes bid each other "au revoir." Some kindergarten teachers provided the sixth-graders with candy treats as they left, recognizing former students in the process.

In talking with the sixth-grade students afterward, I asked them what had surprised them the most about the experience. "They learned it so fast," the students remarked, marveling proudly at their kindergartner partners. "They knew so much," they added. "Would you want to do this again?" I asked them. The answer – a resounding "yes."

While I know that the kindergartners enjoyed the visits from their French big brothers and big sisters, what struck me the most was the reaction of my more reticent sixth-graders, who confidently read the text and explained the vocabulary words to the younger children. For these students, French Book Share allowed them to feel the power of their own knowledge, and that was a learning experience.

Mala Hoffman is a French teacher at the Meadow Hill Global Explorations Magnet School in the Newburgh Expanded Central School District in Newburgh, NY. She previously taught French in the Pine Bush and Monticello School Districts and was an elementary school teacher for many years in New York City and New Rochelle, NY. She received her B.A. in French Language and Literature from SUNY-Binghamton and her M.A. in Curriculum and Teaching from Teachers College at Columbia University, and is a member of NYSAFLT.

Realia for the Foreign Language Classroom

Sherry Belluardo

Whenever I travel, I cannot help but think about all the realia I can bring back to help my students learn. However, I know that I am more excited about it than they are. At least I know other foreign language teachers who are just as thrilled about realia as I am. This past summer, I was the recipient of NYSAFLT's Spanish Cultural Award. The award allowed me to travel to Spain and take teacher-related courses at the Don Quijote Language School.

As soon as I arrived at the airport in Madrid, I started collecting realia. I probably collected a few things from the plane come to think of it. In addition to the pictures of airport signs, one of the first items I collected was the money exchange receipt. Before the end of the first day, I had already started two bags of realia, one for me and another for my colleague! By the end of my stay, I needed the extra suitcase I packed to cart back all the things I had accumulated.

It is really awesome using realia in the classroom! For me, it is especially meaningful when I have collected it myself and it comes from my own adventures. I enjoy embellishing the

experiences with my students in telling how I came upon particular items. I feel that by sharing these travel-related stories with the students, it gives them a sense of tangibility. The sharing also allows me to enjoy my experiences once again. The cultural aspects, related to either the items or the people, are easily touched upon when using items from a foreign country.

These are some of the ideas I have incorporated for using the realia from this trip in the classroom:

- using RENFE train tickets and schedules to practice reading times for departures and arrivals including the 24 hour clock
- museum tickets to elicit information regarding entrance fees and hours
- pictures of airport and bus station signs are great for practicing directions
- hotel receipts and restaurant menus are wonderful resources for dialogue practice
- tourist information, such as maps and posters, is useful in describing places to visit
- the street flyers handed out for restaurants and beauty salons are handy for eliciting many types of information
- store flyers for sales of food and clothing and empty food boxes are ideal for laminating and using year after year
- pictures of billboards give ideas of the popular movies and games
- pictures of street signs or places of interest that may be used in the textbooks of the students also bring tangibility to the learning process
- newspapers contain many areas of interest, including TV programs, movie listings, real estate information, as well as local news
- any food chains that have locations in the foreign country are ideal because the students relate well to food

Whenever I am using items in the classroom that I have collected from a trip, it seems that the students are more interested, if even momentarily. I have also discovered the benefits from family or friends' travel when I have asked them to bring back items for me from a trip. If you have ever asked others to bring back old receipts, stubs, programs, or menus, at first they think you are crazy, but once they realize how helpful it is for the students, they become just as excited as you are!

I hope that you have the opportunity to travel, and I recommend applying for the cultural awards. The experience is outstanding, and just think of all the realia you will be armed with when you return. Do not forget to pack the extra suitcase!

Sherry Belluardo began teaching in 2001 in the New York City School District while finishing her coursework, and has been teaching in the East Ramapo School District since 2005, where she currently teaches Spanish to seventh- and eighth-graders at Chestnut Ridge Middle School in Chestnut Ridge, NY. She holds a B.A. in Spanish and Business Economics from SUNY-Oneonta, an M.B.A. in International Business from Pace University, and an M.A. in Teaching of Spanish from Teachers College at Columbia University. She also studied abroad at the University of Seville in Seville, Spain. She is a member of NYSAFLT, AATSP, and ACTFL.

It's Time to Recognize Your Deserving Colleagues!

“...there is never enough recognition for the exceptional people in our profession.” –

–Maria B. Tucker

Do you know a colleague or someone who has made an outstanding contribution to foreign language education? By nominating a candidate for an award, you can help show them the appreciation and acknowledgement they deserve for their accomplishments, dedication, and inspiration to others. NYSAFLT offers awards in the areas of journalism, the arts, leadership and service to the profession. Descriptions of all awards with appropriate applications are available on the NYSAFLT website in the Members Only area. The deadline is May 1 and members are advised that it takes a good deal of time to prepare a winning nomination packet! Plan ahead!!

Here are some to choose from. Go ahead, make someone's day!

The Dorothy S. Ludwig Memorial Award For Service to the Profession -

Given to a foreign language teacher for outstanding service to the profession.

The NYSAFLT Culture through the Arts Award -

Honors a person who has spread the message of language and culture through the arts.

The Outstanding Journalist/Media Presenter Award -

Presented to a journalist or media presenter who has done an exceptional job showcasing the cause of foreign language teaching and/or learning.

The Ruth E. Wasley Distinguished Teacher Award -

Given to a NYSAFLT member who has demonstrated excellence as a K-12 and/or post-secondary teacher.

The Senator Paul Simon Friend of Foreign Language Award -

Given to a person who is not a teacher of a foreign language, but who has been a champion of our cause.

The Sister Rose Aquin Caimano Distinguished Administrator Award -

Given to a non-language specialist who is supportive of the teaching of foreign languages.

The Anthony J. Papalia Award -

Given annually to a NYSAFLT member who has published an outstanding article in a state or national foreign language education publication. This award is decided by the Papalia committee. Please send your suggestions to headquarters which will forward all articles to the committee chairperson.

CALL FOR PAPERS

Language Association Journal

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Foreign Language Education and Student Diversity
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2011 Vol. 62, No. 1
Foreign Language Education Advocacy and Policy
Deadline for Submission: February 1, 2011

The *Language Association Journal* is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT) and is published three times per year. It has a thematic approach and welcomes a spectrum of submissions ranging from scholarly articles to teacher-to-teacher exchanges regarding language learning and acquisition, instruction, curriculum, assessment, policy, advocacy, teacher education, and other areas of professional interest to language educators.

Submission Guidelines:

- The manuscript must not be previously published or considered for publication elsewhere.
- The manuscript must be written in English. Examples within the manuscript may be written in other languages and must be italicized and accompanied by translation.
- The manuscript should not exceed 8,000 words.
- For a blind review, omit all references that would reveal the author's identity in the manuscript.
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Editor, *Language Association Journal*

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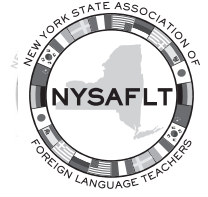
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