



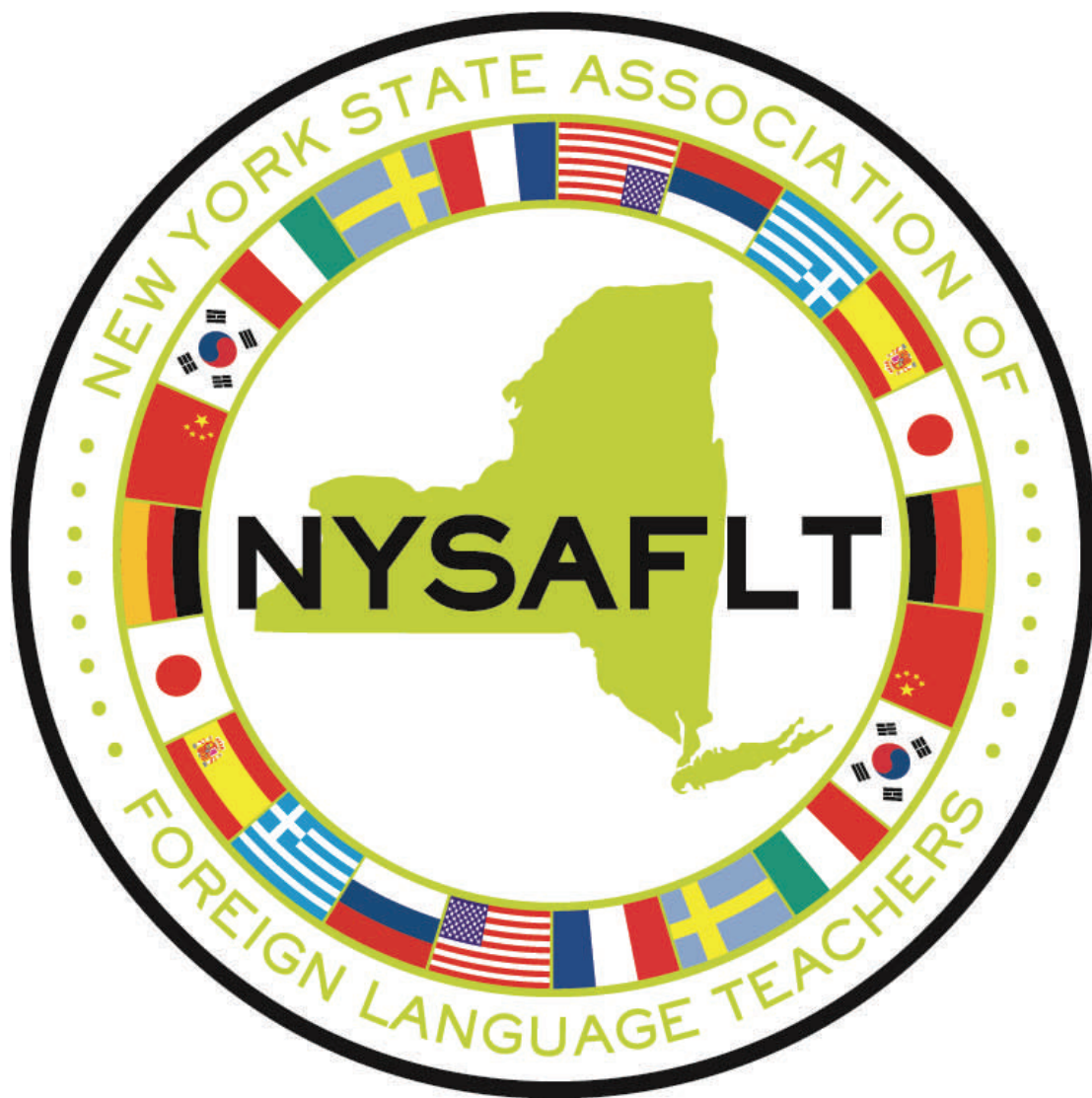
Language Association Journal

New York State Association of Foreign Language Teachers

VOL. 62

2011

No. 1



Language Proficiency Made Easy!

Student Activity Books

Beginning Level

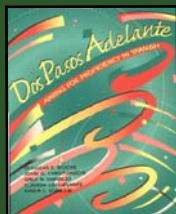


- Real-life speaking situations
- Authentic listening comprehension
- Authentic reading samples
- Meaningful writing tasks
- Cooperative learning activities
- Puzzles
- Culture
- School-to-work strategies
- Internet activities
- Portfolio tasks

Intermediate Level



- Spiraled activities for the intermediate level
- Real-life listening
- Authentic ads and documents
- Creative writing tasks
- Innovative role-playing activities
- Cooperative learning strategies



NOW ALSO AVAILABLE!

Dos Pasos Adelante - Intermediate Level Student Activity Book

Tocca a Te - Listening Comprehension Audio CD



Many other outstanding materials also available in French, German, Italian, and Spanish:

*Internet Tasks *Final Exam Prep *Authentic Assessment *Supplementary Material



Proficiency Press Co.

Foreign Language Books by Master Teachers for Master Teachers

18 Lucille Avenue • Elmont, New York 11003

For more information and a free brochure or call TOLL FREE at 1-888-744-8363

Ask about our new editions!

E-mail: webmaster@ProficiencyPress.com

Magnificent ~ Spectacular

Spain

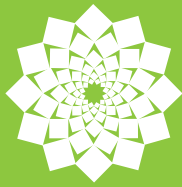
**Tours of Culture & Fun
for teachers and their students**



BRAVO TOURS

1-800-272-8674

www.bravotours.com



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

WHAT'S MORE EXCEPTIONAL
THAN THE 12,000 LANGUAGE
EDUCATORS WHO BELONG
TO ACTFL?

The one goal they all share:

*To inspire, educate and prepare today's
students for tomorrow's world*

- Expand your knowledge
- Stay informed
- Shape the national agenda
- Connect with colleagues
- Grow in your profession
- Achieve your goals

JOIN US AT THE 2011
ACTFL ANNUAL
CONVENTION AND
WORLD LANGUAGES
EXPO | DENVER, CO | NOV. 18-20

I belong

Make a smart
investment
in your career . . .

Join ACTFL

Language Association Journal

A publication of the
New York State Association of Foreign Language Teachers, Inc.
2400 Main Street * Buffalo, NY 14214 USA
(716) 836-3130 www.nysaflt.org
Founded 1917

OFFICERS

President: Nancy H. Ketz, retired
President-Elect: Mary Holmes, New Paltz CSD
First Vice-President: Deborah Carlson, Sweet Home MS
Second Vice-President: Deborah Carlson, Sweet Home MS
Secretary: Michelle Shenton-Mong, Midlakes CS
Treasurer: Vickie A. Mike, Ed.D., retired
Immediate Past President: Susanne M. Hochmuth, Sackets Harbor CS

BOARD OF DIRECTORS

Barbara Allen (2011), Syracuse Region, Vernon-Verona Sherrill MS
Eileen Angelini, Ph.D. (2011), Buffalo Region, Canisius College
Marissa Coulehan (2010), Westchester Region, S.J. Preston ES
Michael Day (2013), Syracuse Region, Hamilton CSD
Lucy Ferruzza (2011), Rochester Region, E. Irondequoit SD
Roxanne Franquelli (2013), Westchester Region, Valhalla MS
Rita Goldberg (2013), Northern-West Region, St. Lawrence University
Katie Inhelder (2011), Northern-East Region, Beekmantown MS
Leslie Kudlack (2012), Capital Region, Greenville CSD
Katherine Meierjürgen (2013), Southern Tier Region, Watkins Glen HS

Michael Mitchell (2011), Capital Region, Bethlehem CSD
Molly Pioch (2012), Southern Tier Region, Maine-Endwell MS
Geraldine Popko (2012), Mid-Hudson Region, Saugerties CSD
JoAnn Thomasson (2012), Buffalo Region, Hamburg CSD
Robin Thompson (2011), NYC Region, Edwin R. Murrow HS
Vivian Selenikas (2011), NYC Region, New York City DOE
Yoshana Silver (2011), Long Island Region, Massapequa HS
Ida Wilder (2012), Rochester Region, Greece-Athena HS
Enzina Zaino (2012), Westchester Region, Harrison CSD
Diana Zuckerman (2011), Mid-Hudson Region, Rondout Valley MS

LANGUAGE ASSOCIATION JOURNAL

EDITOR

Elvira Sanatullova-Allison, Ph.D.,
State University of New York College at Potsdam
nysafltjournal@nysaflt.org

EDITORIAL BOARD

Pamela Bice, Ogdensburg City School District
Jennifer Eddy, Ph.D., CUNY – Queens College
Ruth Gross, Ph.D., North Carolina State University
Joyce Meyer-Krysiak, American Cooperative School of Tunis, Tunisia
Marat Sanatullo, Ph.D., Harvard University
Vickie Scow, Nebraska Department of Education

NYSAFLT STAFF

EXECUTIVE DIRECTOR

John Carlino,
Kenmore West HS

ASSISTANT DIRECTOR

Roseann D. Loreface,
SUNY Cortland

ADMINISTRATIVE ASSISTANT

AnnMarie Rudin

WEBMASTER

Kenneth Hughes,
Elizabethtown-Lewis CSD

ADVERTISING

Contact NYSAFLT headquarters for detailed information about advertising specifications. E-mail hq@nysaflt.org, call (716) 836-3130 or visit <http://www.nysaflt.org/exhibitors/>.

MEMBERSHIP/SUBSCRIPTION

Subscription to the *Language Association Journal* is included in NYSAFLT membership. The annual subscription rate for libraries is \$55.00. For complete membership information, visit www.nysaflt.org.

SUBMISSION GUIDELINES

Articles submitted for publication must follow the guidelines of the APA, use Times New Roman font size 12, and be double-spaced. Electronic submission is required. Please e-mail Microsoft Word or WordPerfect files as an attachment to the editor at nysafltjournal@nysaflt.org.

All rights reserved. No part of the *Language Association Journal* may be reprinted or stored in a retrieval system without prior permission of the editor. Contact hq@nysaflt.org for further information.

Table of Contents

John Carlino	7	A Tribute to Robert J. Ludwig
Catherine Porter, Ph.D.	10	MLA Presidential Address 2009: English Is Not Enough
Marie Campanaro	24	Do You Care Enough to Act? Are You Scared Enough to Act? Public Advocacy Update – March 2011
Éliane McKee, Ph.D.	30	Shall We Continue with Our Heads in the Sand and Ignore Foreign Language Early Start?
Diana Zuckerman	56	World Language Advocacy All the Time

Teacher to Teacher

Mel Yoken, Ph.D.	63	French Word Study
Breanna Murphy and Elvira Sanatullova-Allison, Ph.D.	69	Does Learning Languages Fast Equate to Learning Languages Effectively: A Reflection on a Representative Foreign Language “Self-Teaching” Book
Yoshana Silver	81	A True Cultural Experience – Bitten by a Donkey

Planned Giving

Several years ago, NYSAFLT learned that we were to be the beneficiary of a very generous contribution from a former member who recently passed away. Sally G. Hahn felt so strongly about the benefits of early language instruction that she made it possible for NYSAFLT to make an annual award of up to \$1000 to an outstanding FLES program in New York State. This year, NYSAFLT will also be able to offer funding to a deserving FLES teacher in the state to pursue interests that will contribute to strengthening the FLES program in his/her school district, as well as fund a FLES incentive award. All award money will come from interest earned on the Hahn bequest, which has been carefully invested by our Financial Management Committee.

If you would like more information about how you can make a planned gift to NYSAFLT and impact a cause near to your heart, please contact John Carlino, Executive Director, at NYSAFLT headquarters.

A Tribute to Robert J. Ludwig

John Carlino

NYS AFLT Executive Director

If your membership in NYSAFLT dates back more than ten years, you may also recall what I remember as my first connection with the organization. I had joined NYSAFLT mid-winter for my methods course at SUNY Buffalo and, the very next August I received my first correspondence from Bob Ludwig. It was a membership renewal card with what can best be described as the 1980s version of clip art: a striding, smiling, train conductor-like man with an upraised waving hand gesturing as if to say, “All aboard!” Until I attended my first Annual Meeting at the Concord Hotel in Kiamesha Lake, NY, my mental image of this Robert J. Ludwig on Ardsley Road in Schenectady was that of the energetic conductor, or perhaps a delivery man bringing something exciting in the mail. When I first met Bob at an Annual Meeting in the early 1990s, I must admit that my mental image did not match reality. I soon came to understand, however, that below the surface, I wasn’t all that far off. Under Bob’s outward image of a kindly older gentleman was that energetic conductor, quietly yet purposefully zipping about taking care of conference business. As I became more involved with NYSAFLT, at first on the Annual Meeting Planning Committee and later as treasurer, I came to truly understand all that Bob was and did for this organization that he loved so much.

At the time I met Bob, he had already served as executive director of NYSAFLT for over 20 years. At Board meetings, Bob was revered for his institutional knowledge of NYSAFLT’s history. There wasn’t a question about the association that he could not answer, and if he didn’t know, the answer was waiting to be found somewhere in his office. And few, if any, could rival Bob in quickness of wit and sureness of insight on the issues the association faced during his tenure. If it was asked once, it was asked a thousand times: “How do you do it all, Bob?” or “How do you remember all these details, Bob?” And Bob’s answer was always a modest “You just do!” or he gave a matter-of-fact explanation of the process at hand.

Bob’s involvement in NYSAFLT began before most of ours. While there are few paper records of the association predating the 1960s we do know that Bob Ludwig was president of what was then known as the “Language Federation” from 1963 – 1969. After his presidency, Bob stepped into the role of administrator of the association, later becoming executive director. He held the position until the end of 2003 for a grand total of 41 years at the helm of NYSAFLT. During his tenure Bob not only experienced, but was instrumental in the founding of such organizations as NECTFL, ACTFL and JNCL-NCLIS. In so many ways — locally, at the state level and nationally — Bob epitomized “leadership” in every sense of the word and I am sure that Bob was keenly aware of the role great leadership plays in both our association and our

profession. NYSAFLT's most prestigious award was named in his honor: The Robert J. Ludwig Distinguished Leadership Award.

While there are many past presidents, officers, directors, committee chairs and members whose tireless efforts and dedication have contributed greatly to NYSAFLT's success, Bob truly stands out among them. Bob was never shy to share how involved he was with other organizations close to his heart, but I would dare wager that the 41 years he gave NYSAFLT speak to a unique passion and dedication. Bob exemplified a type of leadership that is only rarely found. What I have learned first-hand during my eight years as executive director, I am certain, is only the tip of the iceberg.

One lesson among many that I have taken from Bob is respect for leadership, both in this organization and in our profession. Where once I might have said "I'll get involved with that when I have more time in my life," I now step up when leadership is needed, and I encourage others to do the same. I seriously doubt that Bob ever shied away from leadership when needed. We should all be so dedicated!

A few years back NYSAFLT ran two highly-successful training seminars called "Leaders of Tomorrow" to encourage new leadership in our profession. As I'm sure Bob well understood, new leaders need to be sought out, cultivated, encouraged, and supported. For this reason, and knowing that many of our members have asked if they might make a contribution in Bob's name, the NYSAFLT Board of Directors will gratefully accept contributions to be used to take in a third cohort to our Leaders of Tomorrow program. If you knew Bob Ludwig personally, or would simply like to recognize the mark his leadership left on both our profession and our association and would like to make a contribution in his name, please visit our website (click on "Donate" under "About NYSAFLT") or send your contribution (checks payable to NYSAFLT) to:

NYSAFLT, Inc.
Robert J. Ludwig Leadership Fund
2400 Main Street
Buffalo, NY 14214

As I continue in my role as executive director, I cannot help but marvel at where the association is today — thanks in great part to the solid foundation that is Bob Ludwig's legacy to us. I look forward to our association's future knowing that the drive to lead Bob inspired in me was also sown in others, and that new leaders will continue to step up and to meet whatever challenges the future may bring. Whether your contribution in Bob's memory be financial or in service to the profession, thank you in advance!

From the Editor...

Dear NYSAFLT Colleagues:

This issue is dedicated to foreign language education advocacy and policy.

It opens with the reprinted MLA Presidential Address given by Catherine Porter in 2009, in which she contends that “it is time for us [...] to make our voices heard, collectively and individually, in a sustained and vigorous effort to persuade all stakeholders in the American educational enterprise that English is not enough.” Marie Campanaro provides a March 2011 public advocacy update, in which she encourages LOTE educators and their allies to become informed, pro-active, and passionate advocates for world language and culture study in the United States, in general, and New York State, in particular. Éliane McKee continues the advocacy and policy theme by identifying areas that should be examined to show the extent to which the outlook on foreign language study in this country needs to change, as pertains to the insufficiency of English, the necessity of foreign languages becoming part of the core curriculum, the benefits of an early foreign language study, and the importance of learning from other countries. Diana Zuckerman further reinforces the importance of advocating for foreign language early start by highlighting several components of effective FLES advocacy and by sharing her experiences as a K-4 Spanish teacher, turning these components into actions at the local, state, and national levels.

In the Teacher to Teacher section, Mel Yoken’s longitudinal French word study is yet another tribute to the historical, linguistic, and cultural significance of the French language in American society. Breanna Murphy and Elvira Sanatullova-Allison’s thorough analysis of one of the representative foreign language “self-study” books provides a critical reflection on what the publishing industry has to offer those interested in learning foreign languages quickly and easily. Yoshana Silver’s account of an “incident” in Cuernavaca, Mexico completes this issue on a light-hearted note, illustrating a sometimes humorous side of a “true” cultural experience.

I hope that you enjoy this issue and invite you to contribute to the next one, which will highlight the theme “Foreign Language Education in the Era of Globalization and Internationalization,” with a submission deadline of September 1, 2011.

Thank you for your support of NYSAFLT and have a safe, rejuvenating, and enjoyable summer!

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

Presidential Address: English is Not Enough*

Catherine Porter

This moment has been looming for three years now, ever since I heard the election results, and the complicated feelings that arose then are still in place. Amazement, first of all, because it's still hard to believe that a translator from SUNY Cortland could stand at this podium. Awe and humility, for sure, because I know something about my illustrious predecessors and how far I am from filling their shoes. A bit of sheer terror, too: I suspect that comes with the territory. But most of all, gratitude, immense gratitude, for the opportunity to collaborate with the extraordinary colleagues that make this huge, multifaceted association work so well. By colleagues I mean in particular the past two presidents and the two current vice presidents, with whom I've worked closely and from whom I've learned so much; the Executive Council members, all stars in their own right who know how to work productively as a team and have fun in the process; and especially our inspiring and gifted leader Rosemary G. Feal and her formidable staff. I can't name them all, but I want to thank them all, to acknowledge and applaud their integrity and intelligence, their creativity and commitment, their people skills and their many other skills that keep this big ship on course. The association is going through hard financial times, as you know, but we're in excellent hands, and I'm confident that we'll emerge from the ordeal leaner, perhaps, but stronger than ever.

I'd like to plunge into my topic not quite by telling jokes but simply by recalling a couple of classic ones: the famous claim that "if English was good enough for Jesus, it's good enough for everybody" and a well-known riddle: if someone who speaks three languages is trilingual and someone with two languages is bilingual, what do we call someone who speaks only one language? Right: an American. While these chestnuts may still provoke chuckles, they should also remind us that as educators we may need to work harder at communicating our understanding of how languages evolve, how translation works, why no single language is good enough for anyone. The wry, self-mocking humor of jokes like these brings home an uncomfortable truth: despite the occasional well-intentioned gesture to the contrary—for example, the recent creation of the position of Deputy Assistant Secretary for International and Foreign Language Education (Higher Educ. Opportunity Act 3460)—as a nation we still choose to remain overwhelmingly monolingual.

In an ADFL Summer Seminar paper in 2002, later published in *Profession*, the then MLA vice president, Mary Louise Pratt, called on her colleagues—that is, all of us—to build “a new public idea about language.” Tonight I want to extend Pratt’s argument and try to make the case that for residents of the United States, competence in the English language is necessary but not sufficient: that it would be to our national and personal advantage if every American had the opportunity to become bilingual as a matter of course, if our public idea about language embraced bilingualism as an educational norm. I shall use the elastic term *bilingual* in a broad sense here to refer to anyone who functions in more than one language (Mackey).

We live in a world of polyglot nations. From one recent compilation of world languages, we can infer that multilingualism is overwhelmingly the rule rather than the exception (“Languages”). Of the 206 countries included on that list (“country” being broadly defined), only 12 are characterized as having just one language. At the other extreme, Indonesia is said to have some 580 languages and dialects, Papua New Guinea 715 or more. Overall, two or more languages are spoken in ninety-four percent of the world’s countries, and more than two thirds of the world’s children grow up in bilingual environments (Bhatia and Ritchie¹).

The MLA Language Map, based on data from the 2005 census, shows that in the United States over eighty percent of the population five and older speak English at home, while under twenty percent speak a different language (the map identifies ninety-five distinct languages and eight additional language clusters). Three-quarters of those who speak a language other than English at home, or almost fifteen percent of the total United States population five and older, also reportedly speak English well or very well. This brings the proportion of English speakers to over ninety-five percent; in other words, fewer than five percent of the population speak English not very well or not at all. So there seems little reason for anxiety about the status of English in the United States today. As a nation founded by immigrants and enriched by successive waves of immigration over the centuries, we continue—quite rightly—to emphasize the importance of English as our common language, an essential tool for assimilation and full participation in our society. But what leads us to suppose that English alone is *enough* for Americans? What makes a polyglot country like the United States so reluctant to encourage multilingualism? Part of the answer, as I see it, lies in a vicious circle that has arisen in our educational system.

In public education in the United States, we typically wait until early adolescence to introduce schoolchildren to their first foreign language. We start with small doses and don't usually offer, let alone require, extended sequences. Our teachers have often had a late start themselves, and they don't always have much opportunity outside the classroom to extend their own language skills. Articulation between high school and college foreign language programs is haphazard at best. College language requirements are perceived by many students as obstacles to be avoided or impositions to be endured. Thus, generation after generation, our society produces large numbers of adult citizens who have never tried to learn another language or who see themselves as having tried and failed. Little wonder that many Americans come to believe, consciously or not, that it's just too hard to learn a second language and that it's therefore not worth the effort and expense to make foreign language study an essential component of the public school curriculum.

This attitude correlates with a set of tacit assumptions about language learning that appear to underlie fundamental public policy decisions about language teaching:

- Native speakers of English don't need to know any other language: they can get by with English pretty much everywhere; most foreign diplomats, scientists, and business representatives speak English.
- The country can produce competent speakers of any given language for diplomatic, military, or commercial purposes when the need arises, through rapid, intensive training of adults.
- Immigrants should learn English as a replacement language and not attempt to maintain their previous languages; bilingual education programs should therefore be transitional, enabling young students to use English exclusively as soon as possible.
- It's fine to expose native speakers of English to a foreign language in school when conditions allow, but this is not a priority; foreign languages, like music and art, are optional extras that can be cut back or eliminated when budgets are tight.

These interrelated assumptions constitute an all-too-American ideology of monolingual sufficiency, largely based, it appears, on a limited, instrumental notion of need, and the assumptions are complicit, I submit, with a restrictive, homogenized notion of American identity. Are these assumptions sustainable? It is true that English, or a limited form of English, has become a lingua franca in many parts of the world and may suffice for superficial transactions in touristic situations; it is not true that English is enough for exchanges in diplomatic, military, professional, or commercial contexts where matters of

consequence are at stake. The in-depth cultural knowledge and understanding that come with mastery of a second language are almost a prerequisite for being taken seriously in many circumstances. Whether English-only speakers are dealing with counterparts who speak their language well or working through interpreters, as monolinguals they are always at a disadvantage: they risk violating social taboos, tend to miss subtle verbal and non-verbal cues, cannot follow side conversations, and in general are less well equipped than their bilingual or multilingual interlocutors to put themselves in others' places—to figure out where others are coming from, what they are getting at or even trying to get away with.

As for the assumption that we can wait to produce fluent speakers of other languages until a specific need arises, it is certainly true that adult learners can develop bilingual competency, given adequate time and training; however, the process is time-consuming, costly, and—tellingly—likely to work best with motivated candidates who have prior successful experience with language learning. It is difficult, if not impossible, to predict which languages will be of crucial importance in the future (I don't suppose many people of my generation foresaw the importance of studying Dari or Pashto), but it is possible to prepare a critical mass of people who are not daunted by the prospect of learning an additional language because they've already done so at least once.

Against this background, the “transitional” approach to bilingual education seems positively perverse. We take children who are ideally positioned to become functioning bilinguals and tell them in effect that we want them to be monolinguals, that we don't think they can handle more than one language. In the process, we weaken their ties to their family and community of origin and put their self-esteem at risk by deprecating their home language and culture. Our failure to support immigrant populations in the effort to develop full fluency in English *and* the home language wastes human capital, impoverishing the individuals involved and society at large.

The point can be made more broadly: our failure to encourage and facilitate second-language learning throughout the population results in a devastating waste of potential. The benefits of bilingualism to the individual are increasingly attested to by researchers in fields ranging from educational psychology and cognitive studies to neuroscience. Public school students who have had an early start in a long-sequence foreign language program consistently display enhanced cognitive abilities relative to their monolingual peers: these

include pattern recognition, problem solving, divergent thinking, flexibility, and creativity. After three or four years of second-language instruction, they perform better on standardized tests, not only in verbal skills (in both languages) but also in math. They demonstrate enhanced development in metalinguistic and critical thinking: they can compare and contrast languages, analyze the way language functions in different contexts, and appreciate the way it can be used for special purposes, from advertising and political propaganda to fiction and poetry. In short, they have an edge in the higher-order thinking skills that will serve them well as postsecondary students and as citizens.

What accounts for these remarkable benefits? Does foreign language study itself have an impact on brain physiology? While we still have a lot to learn, there are intriguing clues. Experiments have shown, for example, that foreign language study increases brain density in the left inferior parietal cortex (“Learning”). Ongoing research suggests that bilinguals and monolinguals process languages differently in some respects. Bilinguals may take more advantage of the neural structures involved in processing language and other cognitive content. They appear to have a greater ability to shut out distractions and focus on the task at hand. It is clear that the demands made on the brain by language learning, like other demands that involve encountering the unexpected, make the brain more flexible and incite it to discover new patterns and thus to create and maintain more circuits (Carey). The effort involved in learning and controlling more than one language may even train the brain in a way that slows down the losses that often come with aging; indeed, a recent Canadian report indicates that dementia may be delayed by as much as four years in bilingual adults who use both languages regularly (“Bilingualism”). Virtually all “brain fitness” experts include foreign language study among the activities that may help delay the onset of dementia.

In the context of formal schooling, studies suggest that the ideal window for introducing a second language extends from pre-kindergarten through third grade, partly because of the well-known plasticity of young brains but also because, as with a first language, extended exposure is needed for mastery. The advantages to an early start are demonstrable. Ellen Bialystok and Kenji Hakuta report in their key text on second language acquisition, *In Other Words*, that at first “older learners and adults make more rapid progress than younger learners, but, over time, the older learners reach a plateau earlier and are overtaken” by the younger ones (80). It would be misleading to speak of a precisely delimited critical period for second-language

learning. In the last few decades we have come a long way in adapting foreign language pedagogy to the learner's age and developmental stage. Young children appear to learn best through what specialists call "global, multimodal, and differentiated methodologies," while adolescents and adults are thought to learn best through a more analytic approach (Caccavale). Puberty seems to bring a drop-off in the ability to acquire a native-like accent for many children: this phenomenon is attested by statistics, although the degree to which it has a biological basis is still under investigation, and in any case some studies (as well as some personal experience—I myself didn't start studying French until I was fifteen) suggest that motivation to become indistinguishable from native speakers can trump age-related factors.

Mary Louise Pratt and many other professionals rightly assert that it is never too early and never too late to begin foreign language study. But adults can choose whether or not to avail themselves of opportunities to do this; the children in our society depend on us—on school boards, legislatures, educational organizations, federal agencies, the body politic—to create contexts in which foreign languages will be learned. It is hard to see why we would not want to give all children the enhanced cognitive capacities attributable to bilingualism, especially at a time when there is a growing perception that Americans are being outperformed in the international arena on several measures of educational attainment and thus at risk of losing a crucial competitive advantage. In the Asian and European countries that have caught up to or surpassed the United States in educational achievement, the elementary school curriculum almost universally includes systematic foreign language study (European Union; Pufahl, Rhodes, and Christian), while in the United States the number of elementary schools offering any foreign language study decreased between 1997 and 2008, from thirty-one percent to twenty-five percent (Rhodes and Pufahl 1–2).

In the light of this disturbing comparison, which for some may conjure up memories of the national reaction to *Sputnik* in the 1950s, can we perceive conditions conducive to collective action? In 2006 the Committee for Economic Development issued a report stressing the importance of international studies for the economic and international security of the United States. The report's introduction strikes a note of urgency:

We are now at a critical moment in our history. The September 11, 2001 terrorist attacks demonstrated to many Americans that movements from across the globe impact our country in ways never before imagined. Despite America's status as an economic, military and cultural superpower, we risk becoming narrowly confined within our own borders, lacking

the understanding of the world around us that is essential to our continued leadership role in the world community.

(Research and Policy Committee vii)

The report recommends that the training pipeline be expanded “at every level of education to address the paucity of Americans fluent in foreign languages” (2–3).

Our current economic predicament complicates this project while making it more urgent than ever. In a recent op-ed piece in the *New York Times*, Thomas Friedman cites a businessman, Todd Martin, who claims that “our education failure is the largest contributing factor to the decline of the American worker’s global competitiveness”; Friedman goes on to argue that our schools need to send forth students who not only read, write, and do arithmetic adequately but also can solve problems creatively. Every schoolchild whose ability to think critically and creatively is increased by the boost in cerebral capacity that serious and sustained foreign language study occasions is a future adult who may bring new perspectives to bear on the problems that confront our globalized world, climate change and economic instability being just two obvious examples. Producing a multilingual—as opposed to a merely polyglot—population would give us a vast pool of bilingual speakers able to function in any number of world languages and able to learn others quickly. The dynamics of what we now call bilingual education would change dramatically: if multilingualism became a national goal and eventually a reality, children from non-English-speaking backgrounds could be proud of their bilingualism; their acquisition of English would be normalized, part of a larger process in which native speakers of English were also acquiring second languages. We would produce citizens with enhanced intercultural awareness better able to interact with sensitivity and insight in multilingual, multicultural contexts. We could do all this while developing more nimble thinkers, more competent problem solvers, more agile users of language.

We could do all this by establishing second-language competency as a national goal and incorporating foreign language study into the core K–12 curriculum. There are many time-tested models we could follow, successful programs of long standing in communities scattered throughout the United States. To my mind, the most attractive in many respects is the immersion model, in which instruction is delivered exclusively in the new language starting as early as kindergarten. Typically, all content areas—including the language itself—are taught in the new language for the first three or four years, after which English is introduced

as a core subject. Two-way immersion programs work well in communities where there are many native speakers of a single foreign language—for example, Spanish, Arabic, or Mandarin. But immersion is by no means the only viable approach. A foreign language can be introduced as a core subject as late as grade 3 with good results, provided that enough time is set aside for it in the school day and provided that the language is maintained in the core curriculum in subsequent years in a carefully articulated way.¹

Clearly, there are big hurdles to jump in implementing an elementary foreign language program in a given community. The choice of language itself can be contentious. Finding qualified teachers is often a stumbling block. Articulation with existing middle and secondary school programs can entail major curricular adjustments for the teachers involved. These are essentially practical problems, though, to which solutions have been or can be found. Securing adequate start-up funding is often the biggest hurdle of all; nevertheless, a recent report from the Center for Applied Linguistics on the disappointing decline in elementary language programs concludes on a potentially positive note: “When legislators, administrators, and other education policy makers recognize the need to incorporate foreign languages into the core curriculum, the necessary funding and other resources will follow” (Rhodes and Pufahl 7). The task before us, then, is still the one to which Pratt pointed: building a new public idea about language. Are the repeated calls for increased attention to foreign language study just voices in the wilderness, or do they have a chance of being heard? One reason a transformation in thinking about language and a resultant shift in educational norms may be somewhat more conceivable now than they were even a few years ago is that evolving political and economic realities are forcing us to see ourselves and the place of the United States on the world stage differently, less presumptuously, than in recent memory. We might take heart, too, from observing other social changes that have accompanied or resulted from fundamental shifts in public attitudes over the last several decades, such as the decline in smoking or the evolution in women’s roles traced by Gail Collins in her recent book *When Everything Changed*. The practical question we face as members of the Modern Language Association is the extent to which, through our association as it collaborates with others, but also as individual professionals and citizens, we are prepared to assume a leading role as advocates for this change in the public idea about language, to serve as active proponents of this awakening to the value of bilingualism.

For teachers of modern languages, including English, incentives for rallying to this cause are not hard to envision. Let me ask you to imagine for a moment a future in which most of our postsecondary students come with twelve or thirteen years of sustained, serious foreign language study behind them. Their foreign language professors will find that they haven't all achieved mastery or native fluency, but they will be experienced language learners, prepared for advanced study if they choose to go on in the same language, efficient and motivated if they choose to start a new one. Their English professors will find that they have a comparative grasp of the structures of the English language, an informed appreciation of its capabilities and limitations, and an approach to English-language literature nourished by prior experience with literary texts from a different tradition. All their instructors will find them experienced in thinking and talking about language and culture as such and accustomed to stepping outside their own systems to compare and contrast and perform other tasks we associate with critical thinking. A fundamental insight that experience with more than one language reinforces is that language is a vehicle of expression and representation deployed by speakers and writers as they construct their own worlds. Each language does the job differently, puts into play its own approach to filtering perceived realities and its own tools for individual expression in a language-structured relation to those realities. To experience the contrast of differing languages and their distinct expressive resources is to learn valuable lessons in humility, tolerance, and sensitivity to other peoples and cultures.

Thomas Rochon, a political scientist and president of Ithaca College, tells a revealing story about his doctoral research in the Netherlands, where he went to interview politicians, union leaders, and community activists. His Dutch was not as strong as their English, for the most part, but he found out something important early on:

When I insisted on Dutch and they began to speak in that language, they became different people: less formal, more revealing, more nuanced in their thinking, and able to say things about Dutch social and political relationships which they probably would not have been able to express had they been speaking English. Given the aspects of Dutch public life I was trying to understand, their inability to express themselves would not have been a reflection of their limitations so much as a reflection of the limitation of English itself as a language that has no need to describe some varieties of ideological antipathies and negotiations that are everyday matters in the Netherlands.

Until we can stand outside our mother tongue, as Tom Rochon did, and compare its ways and means of constructing the world with those of another language, we lack a vantage point for understanding the confining hold any single language exerts as an instrument of representation. The critical capacity of bilingual individuals, stemming from their awareness of alternative systems, lies in their ability to factor the differences between languages and linguistic worlds into their own representations of the larger multinational, multilingual world.

Let me take a moment to invoke the complicity, at once obvious and somewhat paradoxical, between a new focus on bilingualism and the attention to translation that I've tried to promote this year. Suppose the prevailing view of language in our society was indeed modified by a turn toward bilingualism. How might such a change affect the status of translation in our disciplines? Tonight, as I veer toward my conclusion, I can only evoke the horizon of a substantial answer and invite you to reflect further on the question. Access to the full richness and complexity of human experience depends crucially on immersion in other languages and in the differences in perception, understanding, and communicative relations that they bring into play. Studying another language and reading literature in translation can both provide access to otherness. But the otherness in translations is often concealed or obliterated. Publishers don't like to advertise the fact of translation, reviewers tend to ignore it, readers typically remain oblivious, and even instructors carefully analyzing the work of a translated author sometimes fail to point out to students that they are reading the work of another person, a translator who rendered a version of the original—one of an infinite number of possible versions—with full awareness that a translated text cannot perfectly reflect the source.

Teaching literature in translation has been criticized as an appropriative or colonizing strategy that English departments of yesteryear used for the purpose of annexing the whole of world literature and, as it were, naturalizing or anglicizing it, diluting its distinctiveness, imposing on it the poverty of a monolingual universe. Yet the use of translations is justifiable not only as a practical necessity but also as a heuristic device that enables the teacher-scholar to stress the linguistic singularity of the original and to present the text of the translation as an act of critical interpretation. Instructors who lack direct access to the language of the original can do this by comparing a variety of translations, or by bringing in a guest lecturer who can provide a comparative analysis of key passages, or even by calling on the expertise of bilingual students when circumstances allow.² The critical point is that

the fact of translation needs to be acknowledged and understood in the wake of and through the bilingual's experience with translation, even if this experience is limited to the earlier stages of foreign language study—remember, I began with an inclusive definition of bilingualism! After all, anyone who has seriously attempted to learn another language has realized that to know any language in its intricacy is at some point to translate it and to translate into it, to encounter the untranslatable within and without, to mark the gains and losses and compensatory strategies inherent in translation, to discover the ways in which languages converge and diverge. The success of a literary translation derives in large part from attention to the specificity—or, one could say, the strangeness—of each language's resources for artful articulation. It is incumbent on us, then, when we teach literary, historical, or philosophical texts in translation, to remind our interlocutors that a translated text needs to be apprehended through multiple lenses.

Bilinguals use more than one lens daily; their horizons are widened and their lives enriched by the ability to embrace difference and find joy in the play within, between, and around languages that stepping outside one's mother tongue allows. Few if any other intellectual achievements open more doors in the mind, in the heart, and in the world than learning to understand and speak another language. And few produce a more profound or lasting satisfaction. There is pleasure to be had even in the blunders and misunderstandings that arise in the learning process and regularly thereafter for those engaged in code switching, as I know myself from a recent attempt to learn Swedish and as Doris Sommer argues in her provocative book *Bilingual Aesthetics*: “Living in two or more competing languages troubles the expectation that communication should be easy, and it upsets the desired coherence of romantic nationalism and ethnic essentialism. This can be a good thing,” Sommer contends, and I couldn't agree more (19). It is a good thing that need not and should not remain the privilege of an elite.

A comprehensive rationale for an expanded commitment to foreign language study is articulated in the *MLA Report to the Teagle Foundation on the Undergraduate Major in Language and Literature*. This report asserts decisively that “multilingualism and multiculturalism have become a necessity for most world citizens” and that “all students who major in our departments should know English and at least one other language” (10).⁴ The report's call for us to pursue this goal in rethinking our programs in postsecondary education

can be extended into a professional mandate to help move the bilingual agenda forward nationally by collaborating with other groups that support foreign language study, international education, transregional scholarly initiatives, and the humanities more broadly. Without underestimating the difficulties involved, I contend that it is time for us to embrace this mandate and make our voices heard, collectively and individually, in a sustained and vigorous effort to persuade all stakeholders in the American educational enterprise that English is not enough.

NOTES

1. For models of successful programs and advocacy strategies, see especially the National Network for Early Language (www.nnell.org).

2. David Damrosch's anthology *Teaching World Literature* suggests a wide variety of approaches to this task.

3. The task of translating literature or other artful prose beckons toward a significant lens that, for want of time, I do not take up here: that of (un)translatability, as it is addressed, for example, in Cassin. The key point is that what makes certain concepts untranslatable—and makes translatability a criterion applicable to ideas and arguments rather than to words and phrases—is the immersion of their meanings in terminological networks that do not simply cross from one language into another. The translator has to identify such networks and compare them, but the translation cannot reproduce those of the original; instead, it produces compromise formations that work in the target language. A strong appreciation of cross-lingual difference requires assimilating and analyzing the semantic networks of at least two languages.

4. Here is the crux of the rationale: "Our political and social lives are not 'English only' domestically or internationally. The value of fluency in multiple languages cannot be overstated in the twenty-first century, when the emergent conditions of life bring more of us more often into circumstances that, on the one hand, ask us to travel through the complex terrain of a globalized economy and, on the other, bring far-flung local parochialisms to our doors through the vastly expanded reach of new communications technologies. Students who study languages other than English are achieving not merely formal communication but also

sophistication with the nuances of culture—both in the sense of culture as art, music, and poetics and the broader sense of culture as way of life. The translator, international lawyer, or banker who successfully conducts business in a language other than his or her native tongue shows linguistic capacity and cultural understanding, something a university education in languages is uniquely capable of instilling” (10–11).

WORKS CITED

- Bhatia, Tej K., and William C. Ritchie. *The Handbook of Bilingualism*. Malden: Blackwell, 2005. Print.
- Bialystok, Ellen and Kenji Hakuta. *In Other Words: The Science and Psychology of Second-Language Acquisition*. New York: Basic, 1994. Print.
- “Bilingualism Has Protective Effect in Delaying Onset of Dementia by Four Years, Canadian Study Shows.” *Science Daily*: Science Daily, 12 Jan. 2007. Web. 25 Sept. 2009.
- Caccavale, Therese. “The Correlation between Early Second Language Learning and Native Language Skill Development.” *Learning Languages* 13.1 (2007): 30–32. Print.
- Carey, Benedict. “How Nonsense Sharpens the Intellect.” *New York Times* 6 Oct. 2009. Science Times: D1. Print.
- Cassin, Barbara, ed. *Vocabulaire européen des philosophies: Dictionnaire des intraduisibles*. Paris: Seuil, 2004. Print.
- Damrosch, David, ed. *Teaching World Literature*. New York: MLA, 2009. Print.
- European Union. Education, Audiovisual and Culture Executive Agency. *Foreign Language Teaching in Schools in Europe*. European Union, Educ., Audiovisual and Culture Executive Agency, 2001. Web. 3 Mar. 2010.
- Friedman, Thomas L. “The New Untouchables.” *New York Times* 21 Oct. 2009: A31. Print.
- Higher Education Opportunity Act. Pub. L. 110-315. 122 Stat. 3078-508. 14 Aug. 2008. *GPO Access*. GPO, 11 Feb. 2009. Web 8 Mar 2010.
- “Languages by Countries.” *Infoplease*. Pearson Educ., 2007. Web. 6 Oct. 2009.
- “Learning Languages ‘Boosts Brain’” *BBC News*. BBC, 13 Oct. 2004. Web. 27 Jan. 2010.
- Mackey, William F. “The Description of Bilingualism.” *The Bilingualism Reader*. Ed. Li Wei. London: Routledge, 2000. 26-54. Print.
- Modern Language Association. “The Modern Language Association Language Map.” *Modern Language Association*. MLA, 23 Jan. 2008. Web. 27 Jan. 2010.
- _____. *Report to the Teagle Foundation on the Undergraduate Major in Language and*

Literature. Modern Language Association. MLA, 2009. Web. 7 Apr. 2010.

Pratt, Mary Louise. "Building a New Public Idea about Language." *Profession* (2003): 110-19. Print.

Pufahl, Ingrid, Nancy C. Rhodes, and Donna Christian. *Foreign Language Teaching: What the United States Can Learn from Other Countries*. Washington: ERIC Clearinghouse on Lang. and Linguistics, 2000. Print.

Research and Policy Committee. *Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security*: CED: Committee for Economic Development. Committee for Economic Dev., 2006. Web. 5 Dec. 2009.

Rhodes, Nancy C., and Ingrid Pufahl. Executive Summary. *Foreign Language Teaching in U. S. Schools: Results of a National Survey*. Center for Applied Linguistics. Center for Applied Linguistics, Nov. 2009. Web. 27 Jan. 2010.

Rochon, Thomas. Message to the author. 15 Nov. 2009. E-mail.

Sommer, Doris. *Bilingual Aesthetics: A New Sentimental Education*. Durham: Duke UP, 2004. Print.

*This article is reprinted with the permission of the Modern Language Association and appeared in the PMLA, (2010): 546-55.

Catherine Porter is visiting professor at the Society for the Humanities, Cornell University, and professor of French Emerita at the State University of New York College at Cortland. An internationally recognized translator of scholarly works, Porter has translated 35 books. In 1996, she was named a Chevalier de l'Ordre des Palmes Académiques, a title bestowed upon scholars who have contributed significantly to the advancement of French language and culture.

2012 MEMBERSHIP RENEWAL

Your 2012 membership may be paid any time after June 30.
NYS AFLT membership is by calendar year (January – December).

Membership Type	Rate
Regular	\$55 (2 years for \$105)
Associate	\$35
Student	\$15
Retiree	\$25 (2 years for \$45)

Online renewal is quick, easy and safe! Go to www.nysaflt.org – Just click on **Membership (not Members Only)**.

Do You Care Enough to Act? Are You Scared Enough to Act?

Public Advocacy Update – March 2011

Marie Campanaro, Chairperson
NYS AFLT Public Advocacy Committee

The Nation's Cry for Foreign Language Expertise

In August of 2010, after consultation with federal agency heads, Secretary of Education Arne Duncan released findings on the national need for expertise in foreign languages and their world region cultures. The U.S. Departments of Agriculture, Commerce, Defense, Health and Human Services, Housing and Urban Development, Labor, State, Interior, Treasury, Energy, Homeland Security and Justice/Federal Bureau of Investigation list 78 languages as vitally important to their missions.

Proficiency in a language other than English, as well as the knowledge of other cultures, is critical for our nation's economy and security within and outside of our borders. Our nation's youth will not be "college and career ready" without this valuable competitive edge.

In the U.S. Census Bureau report *Language Use in the United States, 2007*, it was noted that 55.4 million people speak a language other than English in their homes. (We know from the 2010 census that this number is larger, but no official report of the breakdown of those languages has yet been released.) The majority of those people speak Spanish, seconded by Chinese. French, German, Tagalog, Vietnamese, and Korean boast over a million speakers each. The implications of these numbers on every aspect of our economy from service industries, health care facilities, and criminal justice to marketing are obvious.

Congressmen Holt and Tonko have co-sponsored the Excellence and Innovation in Language Learning Act, HR 6036, which states:

According to a 2007 report by the National Research Council, a pervasive lack of knowledge about foreign cultures and foreign languages in this country threatens the security of the United States, as well as its ability to compete in the global marketplace and produce an informed citizenry.

The purpose of HR 6036 is to address these needs by improving foreign language instruction, developing effective and innovative foreign language teaching practices, and providing a quality K-12 language sequence for every student.

The Foreign Language Education Partnership Program Act, HR 4065, also addresses the urgent need for effective foreign language programs and policies to prepare our students to compete in the global marketplace and to provide services to the English deficient speakers within our borders. The new legislation would provide incentives for creating and maintaining model programs of articulated, sequenced K-12 foreign language instruction, with the goal of graduating high school students with an advanced level of proficiency.

Senator Daniel Akaka (D-HI), during the Senate hearings for the Subcommittee on Oversight of Government Management, the Federal Workforce, and the District of Columbia *Closing the Language Gap: Improving the Federal Government's Foreign Language Capabilities* on July 29, 2010, estimated that \$2 billion is lost each year due to our nation's inadequate cross-cultural skills. He stated that having a pool of proficient foreign language speakers provides vital services for our English language deficient populations, our economic security, and protects our national security.

The Nation's Step Backward

At the present time, the federal administration's proposed 2012 budget calls for the elimination or consolidation of all activities not aligned with educational reform priorities. This

will negatively impact the status of the Foreign Language Assistance Programs (FLAP). This is another example of the very grave direction foreign language funding is headed. When the attitude that LOTE programs can be compromised comes from our national leaders, the inevitable trickle-down effect will be devastating for us all.

Despite the overwhelming evidence as to the critical need for the study of foreign languages and their cultures for our economy, our government leaders are eliminating LOTE programs as a cost saving measure.

New York State Moves To “Improve” Graduation Requirements To Make Our Students “College And Career Ready”

New York State Commissioner of Education David Steiner and Board of Regents members have been touring the state and meeting with representatives from the educational community in a series of Regents Forums on Graduation Requirements. LOTE is not mentioned on any of the discussion topics presented by the forum.

NYS AFLT has been able to have at least one member present at each of the forums held so far: Rochester (January 19), Capital Region (January 25), Western NY/Buffalo (January 27), Long Island (February 10), New York City (February 15), and the Southern Tier (February 17). In each instance, participants were able to state – either in small group discussions or to the forum at large – the integral role that the study of foreign languages and their cultures plays in our national economy and security. At each forum, we have made known the absence of LOTE in New York State’s plan for the future.

What Is Our Next Move?

It is time, once again, to contact your federal legislators and urge them to preserve and even expand programs that support LOTE educational programs. Call them, visit them, and/or

write to them. Personally approach LOTE supportive parents, students, and colleagues and urge them to write as well. Be sure that every LOTE teacher you know will take a few moments to add his or her voice at this critical time.

Call Your U.S. Congress Representatives

Use the Public Advocacy section of the www.nysaflt.org website to find out who your congressional representative is, if necessary. Requests to support HR 4065 and HR 6036 would be made to your congressman or congresswoman. Requests to oppose the cuts to LOTE programs, such as the FLAP Grants, would go to both your congressional representatives and senators.

You will not be speaking to your representative, but to a secretary or assistant from his or her office. Your call will be short and painless. Give your name and address. Legislators want to be sure they are speaking with their constituents. Prepare to state your request briefly: “I am asking congressman/woman X to support HR 4065 and HR 6036 and to oppose the cuts that will eliminate the FLAP grants so urgently needed for our nation’s economy and security.” That’s it! Say “Thank You” and “Good Bye”!

Visit Your U.S. Congressional Representatives

Most U.S. congress representatives have Washington, D.C. office hours from Monday through Wednesday or Thursday of each week and return to their local offices on weekends. When you visit your congress representative, have a brief agenda of items you wish to share regarding the importance of LOTE. Bring printed copies of letters, research summaries, and other articles that you feel are important to share. You will find many pertinent documents on the Public Advocacy section of the www.nysaflt.org website. It is also worthwhile to recruit some

colleagues (teacher and non-teacher) from your legislative district to come with you. Let the office know in advance how many people will come.

Write To Your U.S. Congressional Representatives

Use the Public Advocacy section of the www.nysafl.org website to find speaking points, letter templates, and other updated information to use when contacting your legislators.

Recruit Non-LOTE Personnel To Call Or Write

Many LOTE teachers have been very active in calling, writing, and even visiting their legislators. On a number of occasions, NYSAFLT leaders have been told that hearing this same message from people who are not LOTE teachers will carry greater weight in the minds of many legislators.

It is time to approach your parent volunteers, parents of your most enthusiastic students, colleagues with whom you have collaborated over the years, guests from the community you have invited to your classroom, and so on. Explain to these people that LOTE programs across the state and nation are in jeopardy and we need their help. Print out information from the Public Advocacy section of the www.nysafl.org website to help them make our case. Provide them with the names and addresses, and/or phone numbers of the people they need to contact.

New York State

It is also advisable that we each continue to call or write to Commissioner Steiner (or soon to be Commissioner John King) and your Board of Regents Members. You can find your local Regents and contact information on the Public Advocacy section of the www.nysafl.org website. Enlist the voice of non-LOTE personnel once again to reiterate the importance of the study of foreign languages and their cultures in New York schools. We need to preserve and/or reinstate the proficiency and Regents examinations. We need to stress that one high school credit

of LOTE is not going to put NYS graduates on a competitive playing field with the rest of the nation or world. We need to urge NYS to start foreign language learning earlier and maintain its programs in uninterrupted sequences throughout elementary and secondary schools in order to create a population of truly proficient and culturally knowledgeable citizenry.

Marie Campanaro has a B.A. in Spanish and English Magna Cum Laude and an M.S. in Education with Bilingual Multicultural Concentration from the SUC Brockport. She received National Board Certification in World Languages Other than English in 2003. She was an ELA teacher from 1979 – 1986. She currently teaches Spanish in the Spencerport School District and is the hard-working chairperson of the NYSAFLT Public Advocacy Committee.



The New York State Association of Foreign Language Teachers, Inc.
and the Classical Association of the Empire State
are pleased to announce the

NYSAFLT 94th Annual Conference
co-sponsored by CAES
***“Best of Language Learning:
People, Programs and Practices that Inspire”***
Friday – Sunday, October 14 - 16, 2011
Hyatt Regency Rochester and
Riverside Convention Center

Keynote Speaker, Maryann Woods-Murphy

2009-2010 New Jersey State Teacher of the Year and
2010 NECTFL Teacher of the Year

All registration materials available
online at <http://conference.nysaflt.org>, from
NYSAFLT Headquarters: hq@nysaflt.org
or (716) 836-3130.

Apply for a scholarship today! Register now!

Early bird cut-off: August 15. Hotel cut-off: September 23.



Shall We Continue with Our Heads in The Sand and Ignore Foreign Language Early Start?

Éliane McKee, Ph.D.

Evidence of the importance of foreign language study is mounting. Today's challenges of a global world cannot be ignored. Economic, diplomatic, military, and social and human rights issues require us to be proficient linguistically and cross-culturally in world languages. Admittedly, a small progress has been made in the teaching of languages such as Chinese and Arabic. But such small steps are hardly enough, and especially when this is done at the expense of programs in the commonly taught languages, such decisions bode new problems. The Committee for Economic Development points to school systems as barriers to foreign language study by creating insufficient numbers of languages essential to meeting the challenges of this century. For example, they state: "...Although approximately one million students in the United States study French, a language spoken by 70 million people worldwide, fewer than 40,000 American students" will have the opportunity to excel in that language (Cited in NEA Research, December 2007).

While there is much on-going discussion about transforming world language education in the United States and adapting to a changing world, the country keeps on sliding farther behind the rest of the world in foreign language study. Areas of utmost importance beg to be examined to show the extent to which our outlook on foreign language study needs to change.

1. English is not all sufficient.

There is an urgent need to get away from the old perception that English is sufficient. After all, English is studied in almost all industrialized countries and in many developing ones. Martha Abbott, director of education for the American Council on the Teaching of Foreign

Languages (ACTFL), calls this view very naïve. In his 1999 speech, CIA Director Leon Panetta noted that English is not the international language. In France and Germany, he points out, it is necessary to use French and German. French, along with English, is the official working language of the United Nations, UNESCO, NATO, the Organization for Economic Cooperation and Development, the International Labor Bureau, the International Olympic Committee, the 31-member Council of Europe, the European Community, the Universal Postal Union, the International Red Cross, and the Union of International Associations. In a survey of Internet use, it was found that approximately 73% of the world's 2 billion internet users do not use English (Ingold & Wang, 2010). The authors state that "participation in today's global society requires effective and culturally informed communication in a wide range of world languages" (Ingold & Wang, 2010, p. 1). Air Force Captain Mark Jacobson, a C-17 pilot and student of Arabic in Jordan, says: "The lingua franca of the world is not English; it is broken English. This only gets people so far, and in many contexts they fall back on a variety of second mutual languages to communicate" (retrieved from <http://ricks.foreignpolicy.com>, 2010).

All languages are important. In their study, *Transforming World Language Education in the United States*, Ingold and Wang (2010) report findings from the Office of International Education of the U.S. Department of Education. Nine cabinet level agencies emphasized that all languages are critical to their mission. These languages ranged "from the widely taught Spanish and French to the less commonly taught Chinese, Korean, and Japanese and to rarely taught languages such as Hindi, Pashto, Urdu, and Vietnamese" (Ingold & Wang, 2010, p. 2). They quote from the report of the Committee for Economic Development:

To confront the twenty-first century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders.¹

The challenge for educators is to continually present these needs to decision and policy makers. The American Council on the Teaching of Foreign Languages offers eight steps adapted from the Joint National Committee for Languages to become an effective advocate (retrieved from www.yearoflanguages.org, 2011):

- keep informed of political issues that affect languages
- identify specific issues that our state foreign language association should address
- identify specific points in the decision-making process
- inform other teachers
- contact the media as in letters to the editor
- build coalitions with other organizations
- clarify and strengthen foreign language budgets with justified criteria
- organize and maintain network lists

Ingold and Wang (2010) also offer extensive and detailed recommendations to transform world language education in the United States. All stakeholders must take specific and concrete action. They list (pp. 25-26):

- state governments and education agencies

¹ Committee for Economic Development, Education for Global Leadership, *The Importance of International Studies and Foreign Language Education for US Economic and National Security*, 2006.

- local education agencies
- institutions of higher education
- teacher preparation programs
- national and professional organizations and institutes
- federal government

As long as languages are presented to students as unimportant, students will remain blind to the necessity of becoming serious language learners. Foreign languages must cease to be viewed as a frill but as an essential discipline and, a greater variety of languages must be taught.

2. Foreign language study must become part of the core curriculum.

We must be convinced that foreign languages are as essential as math, science, writing, and reading, and must be recognized as part of the core curriculum in all academic institutions at all levels. We must act convincingly. When in 1979 the President's Commission on Foreign Language and International Studies outlined recommendations to combat foreign language ignorance, most of them were never implemented (Cook, 2011; Panetta, 1999). The 1983 congressional report, *A Nation at Risk: The Imperative for Educational Reform*, called for high expectations and a rigorous core curriculum that included English, science, math, social studies, as well as foreign languages. Nothing was done. Although foreign languages have been again recognized as part of the "core" curriculum in *The Goals 2000 Educate America Act*, again, nothing has been done to implement programs. The United States continues to be the only country where students can complete secondary or higher education without having any language study (Cook, 2011; Panetta 1999). In 1980, Paul Simon (former Senator from Illinois) feared a foreign language crisis in America. He called its citizens "the tongue-tied Americans." Now, more than three decades later, educators continue to struggle with the same problems, still unable

to come to grips with the issues of foreign language study to deliver an effective and rigorous curriculum. And, we continue to be a nation at risk.

The events of September 11, 2001, again shook the country. Regarding world language education and the benefits of foreign language study, the National Education Association reported (NEA Research, December 2007, p. 1):

Most recently, the events of September 11, 2001, compelled the federal government to reflect on the expertise of its personnel and to focus attention on the need for more and better skills, particularly in certain languages considered critical. It would be shortsighted, however, to limit national attention to the needs of government alone. Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace...The U.S. education system – from elementary to secondary school to higher education – needs the capacity to provide the requisite training.

To use Thomas Friedman's words, the world is flat (Friedman, 2006). "I recognize even more today with the flattening of the world and the downward spiral of the United States in its position as a world power, how important it is to us to offer a strong language program" said Barbara Swadyk, Assistant Superintendent of Instructional Services for North Carolina's Winston/Salem/Forsyth County school (Cited in Sweley, 2007, p. 47). Sadly, there has always been the tendency for Americans to wait for the wake-up call before realizing the lacunae the country faces. With the advent of Russia's Sputnik in 1957, a national sense of urgency shook the country. The United States realized that the inadequacies of foreign language knowledge – and particularly in Russian – only contributed to the American scientists' inability to keep

informed about the development of the Russian satellite (Curtain & Dahlberg, 2004). In his 1999 paper, Panetta (1999) emphasized:

...while American higher education remains strong, it is not as trained, prepared or capable as others in the international market place. The slide has begun and our nation's growing insularity will only further dull our competitive edge. Internationalism and foreign language training is the key to helping us understand the rest of the world as well as to function in the new international economy of the 21st century. If other nations understand this, so should America.

(The Committee for Economic Development gives a timeline, from 1936 to 2006, of important developments in international studies and foreign language education in Appendix I of their document *Education for Global Leadership*, 2006.) Now, here we are in 2011, and hardly anything has been done.

President Obama himself has shown signs of nervousness about experiencing another "Sputnik moment" referring, of course, to 1957 when the Soviet Union launched its first artificial satellite. While senator of Illinois and speaking in Powder Spring, GA, he told the crowd how embarrassing it is when Europeans come to this country and they all speak English. He called for American children to learn foreign languages. Nonetheless, when funding cuts are being considered, the first aim is at foreign language study.

3. An early start and a lesson from history.

The key to foreign language proficiency is to have children begin in their first year of schooling. Unfortunately, many educators still remember how the world was caught by surprise

and how the one day (October 4, 1957) changed it. Many will be quick to point out that, while generous federal grants became readily available through the National Defense Education Act and language programs could be quickly established at both the elementary and the secondary levels, they faded away just as quickly. This was truly regrettable. Yet, the reasons language programs failed are obvious. Briefly stated:

- they grew too rapidly
- they made promises and set goals that were unattainable
- taxpayers did not see the results promised
- there was no clear rationale
- methodology was not appropriate
- there was a lack of qualified teachers; there was no pre-service or in-service training
- with no adequate methodology youngsters were getting bored with studying languages
- they did not get support from secondary schools; articulation with middle and secondary schools was nonexistent; from one level to the next, students seemed to study the same thing over and again
- teaching consisted mostly of listening and speaking
- language programs were not part of the curriculum and, therefore, were not taken seriously
- everything was done too fast without much planning
- there was no research to answer the question: Why Foreign Language Early Start (FLES)?

In the words of Joshua Cook (2011), looking backwards first will help us move forward and avoid some of the mistakes made in the 1960s. For one thing, as the last point indicates, there was no research conducted as to why an early start was desirable. Today, there is a plethora of research findings that show the benefits of beginning foreign language study early. This research is well known to language educators. Language teachers are cognizant of the innumerable academic and socio-cultural benefits of early language study (see overview in next section). We also know much more about the brain and language, and how languages are learned. This has helped classroom techniques to evolve to facilitate learning, adapt to new bodies of knowledge, make it exciting and, especially, useful. Students can travel abroad more freely and experience both language and culture firsthand. Student foreign exchange programs are not uncommon even for the younger learners. Teaching materials have become readily available and, with the advancement of technology, language learners have the advantages of using authentic language for real communication in and outside the classroom.

Still, one of the greatest mistakes is for the layman, and specifically for those who are not foreign language teachers, to think that a couple of years of a language will suffice for one to become proficient. This is the reason we find misleading ads and programs boasting about learning a language in no time at all. We are familiar with the ads in magazines on airplanes that guarantee the fastest way to learn a language with no memorization, no workbooks; some boast learning a language incredibly fast – in just thirty days. Others are even more daring: “Learn to speak a foreign language in only 24 days! Immerse yourself...You’ll be speaking in no time.” This was very much the second point made above why language programs at the elementary levels failed – they did not deliver what had been promised. Language learners could not communicate in the language studied. Then, there is also the belief that if students take a

language, say from the elementary grades through high school and perhaps college, they must major in that field or it is a waste of time. This, of course, is erroneous reasoning. The world is not filled with mathematicians, or English language teachers even though mathematics, English, and other disciplines are studied from the elementary grades all the way through high school and beyond.

We must recognize that it takes years of diligent study to “know” a language, let alone to have attained true communicative competence. Just as two years or four or ten, of mathematics or science hardly make one a mathematician or a scientist, even so it is with foreign languages. In her article *Providing Opportunities for Foreign Language Learning in the Elementary Grades* Myriam Met (1999) makes a point: “...if it were shown that older learners can grasp mathematics concepts more easily than young children do, would educators consider delaying the introduction of mathematics in the school curriculum until grade 9?” At the National Language Conference in June 2004,² a suggested action was “increasing domestic capabilities by building a new critical-language pipeline from kindergarten to grade 16.”

4. The benefits of an early start.

Common sense tells us that continuous study of any discipline is *sine qua non* to mastering that discipline. By beginning early, students have a longer sequence and, as Abbott points out, starting with one language at an early age sets the stage for advanced levels of proficiencies in one or more languages (Abbott, 2007). To that effect, Glass (2010) cites a student whom she had in her Spanish classes since pre-kindergarten. This same student continued with Spanish in high school, having also added French. She wrote that she is ready to

² The conference was sponsored by the Office of the Secretary of Defense, along with the Center for Advanced Study of Language, the Department of State, the Department of Education, and the intelligence community. See www.nlconference.org for more information.

take on more languages at Columbia University (Glass, 2010, p. 10). The numerous benefits found through research indicate that early second language study enhances all aspects of a child's biological, cognitive, academic, social, and attitudinal development. Research concerning the benefits of foreign language study is summarized below. (An extensive and detailed bibliography regarding the benefits of second language study can be retrieved from www.ncssfl.org/papers/BenefitsSecondLanguageStudy.)

- Cognitive and biological enhancement. We have all heard that little children are like sponges. Early childhood development specialists tell us that until the age of ten, the brain has the ability to absorb a tremendous amount of information; after the age of ten, the brain loses its plasticity. Teaching children early enough will develop the organizational capability of their brain or the “wiring” as neurologists call it. Although not conclusive, there is enough evidence that the network in the brain that deals with sounds will atrophy if not used before the age of ten; this explains why it is virtually impossible or much more difficult to develop a native-like pronunciation if language is studied in adulthood. Lightbown and Spada (2006) confirm that, “the research evidence is fairly strong that those who begin second language learning at an early age are most likely to eventually be indistinguishable from native speakers” (p. 186). This is also coupled with the phenomenon that young learners are uninhibited, allowing them to show freely what they know or can do.
- Academic enhancement. There are ample data that show that children who have studied a second language score higher on standardized tests in reading, language arts, and even mathematics than those who do not study a second language. Later in high school or in college, they do better than those who only are now beginning their

language study. There is evidence that learning a second foreign language strengthens abilities in all subjects. Studies have shown that students having a third language performed significantly better in French than students who had only one language. Data also show that children of below average intelligence, when in early language programs, tested equally well in listening comprehension and speaking as the above-average intelligence students. Second language study promotes achievement in English grammar and vocabulary. Achievement gaps often created by economically disadvantaged children seem to narrow with early foreign language study. Acquirers who begin natural exposure to a second language during childhood generally achieve higher proficiency in the second language than those who begin as adults.

- Problem-solving skills and higher order thinking skills enhancement. Studies show that language learners are more creative, think divergently, and show greater mental flexibility. Tests conducted to measure problem-solving skills showed, for example, significant differences in students involved in a Spanish immersion program (grades 2-3); conclusions are drawn that symbolic reasoning develops at early stages of bilingualism.
- Multicultural competence enhancement. If children are to value diversity of point of view, that is, going beyond just tolerating it, there is no better way of achieving it than by studying a foreign language. Ample research shows that children who have studied a second language show more openness to other cultures and more appreciation; they display a greater sense of cultural pluralism. Provided foreign language students have a continuous and well developed sequence in the second language, they develop a solid global attitude. Second language learners have shown

to have a broader tolerance of other people and their culture. Curtain (1990) explains that elementary school children are in the process of moving from egocentricity to reciprocity as their cognitive skills continue to develop. Referring to Piaget, she explains that “cognitive development takes place when a child is faced with an idea or experience that does not fit his or her realm of understanding, (and) the conflict becomes the catalyst of new thinking” (Curtain, 1990). Other studies show that children who studied a second language and culture scored significantly higher on all sub-scales on an inventory questionnaire than children who did not participate in a second language program.

- Sense of self-achievement enhancement. Second language learners feel better about themselves; they have a higher self-concept and a greater sense of achievement in school. This is particularly true of young learners who feel a sense of pride knowing something their parents do not. Just observe how proudly a young child writes his or her name. Never mind if some letters are printed backwards, handwriting is shaky, line is slanted, or characters are of different sizes; the joy and the pride that emanate from the “See, I can write my name” is priceless. This same exuberance is manifest when a child can demonstrate counting in a foreign language or naming items around the house, or saying his or her name. If an early start is in place in the curriculum, elementary foreign language programs are able to offer the opportunity to support, re-teach, and reinforce much content across the curriculum.
- Career enhancement. Provided foreign language students have an early start and have a continuous and well developed sequence in the second language, they will not only develop a global attitude but develop linguistic proficiency. Combined with other

areas of study, the possibilities are limitless. To be able to adapt to a changing world, Ingold and Wang (2010) state: “Our workforce must manage complexity, adapt to change, solve multifaceted problems, and work effectively with people from other nations and cultures. Across all fields – business, education, art, science, technology, engineering, math, health, law, and social services – linguistic ability and transcultural competence have become fundamental skills that workers and leaders in an interconnected world must possess” (p. 1).

Those educators who have been involved in a foreign language early start program can attest to the validity of beginning early. Janet Glass (2010), describing the Dwight-Englewood FLES program in Inglewood, NJ, where she has been teaching Spanish for the last 17 years, writes:

Along the way I’ve become convinced of a few things: an early start, long sequence, proficiency target and strong evidence are all essential...Added to that, thematic teaching around culture, staying in the target language, the frequent use of technology, intensive planning, willing students, and institutional support have all created fertile ground for success. (p. 10)

In Downers Grove, IL, at Avery Coonley School, a French language program has been in place since the 1940s. Teachers Denise Clivaz and Elizabeth Roberts (2010) have developed a conversational model focusing on context, structure, practice, and ownership to fully involve the pupils into real communication. They write: “Our students are more engaged; they feel empowered as they use the language effectively and spontaneously” (p. 15). Stu Silberman, Superintendent of Fayette County Public Schools in Lexington, KY, is quoted as saying: “It is extremely important for our students to acquire a second, third, and even fourth

language,...it not only broadens their view of the world, it helps them with their overall academic achievement as their brain develops...and the acquisition of languages needs to start extremely early...the earlier we can get to them the better” (quoted in *Learning Languages*, Fall 2010, vol. 16, issue 1).

5. What do other countries do?

We need to get away from the idea that children in other countries as, for example, in Europe, must study foreign languages because of the number and the proximity of neighboring countries. This is erroneous thinking. According to a Eurostat³ news release, September 26 has been designated as the European Day of Languages with “the general objectives to alert the public to the importance of language learning and to promote the rich linguistic and cultural diversity of Europe and to encourage lifelong language learning in and out of school” (September 2010). This same source states that nearly 80% of children were studying a foreign language at the elementary school in 2008. In their study on early language programs in various countries, Nikolov and Curtain (2000) provide insights into what specifically countries in Europe and Australia have been doing to promote early language learning. While many concerns and issues are comparable to ours, one thing comes clear: language is generally part of the core.

³ Eurostat is the statistical office of the European Union.

Table 1. The Share of Pupils Studying a First and Second Foreign Language, 2008

	Primary				Upper secondary, general			
	1st language		2nd language		1st language		2nd language	
	%		%		%		%	
EU*	79	-	10	-	83	-	39	-
Belgium	:	:	:	:	:	:	:	:
Bulgaria	70	English	8	Russian	87	English	37	Russian
Czech Republic	55	English	12	German	100	English	58	German
Denmark	67	English	-	-	92	English	35	German
Germany	56	English	4	French	91	English	27	French
Estonia	67	English	21	Estonian**	96	English	65	Russian
Ireland***	3	French	1	Spanish	58	French	17	German
Greece	93	English	24	French	95	English	8	French
Spain	98	English	5	French	94	English	27	French
France	:	:	:	:	99	English	64	Spanish
Italy	99	English	2	German	94	English	20	French
Cyprus	56	English	2	French	90	English	34	French
Latvia	67	English	12	Russian	97	English	51	Russian
Lithuania	64	English	-	-	88	English	39	Russian
Luxembourg****	100	German	83	French	:	:	:	:
Hungary	33	English	19	German	78	English	49	German
Malta	:	:	:	:	:	:	:	:
Netherlands	32	English	-	-	100	English	86	German
Austria	:	:	:	:	:	:	:	:
Poland	67	English	13	German	81	English	49	German
Portugal	:	:	:	:	:	:	:	:
Romania	41	English	18	French	96	English	83	French
Slovenia	44	English	2	German	97	English	72	German
Slovakia	45	English	5	German	98	English	69	German
Finland	68	English	5	Swedish	99	English	92	Swedish
Sweden	100	English	5	Spanish	100	English	42	Spanish
United Kingdom	69	French	19	Spanish	32	French	8	Spanish
Iceland	64	English	16	Danish	73	English	44	Danish
Norway	100	English	-	-	98	English	24	German
former Yug. Rep. of Macedonia	56	English	-	-	:	:	:	:

Source: Unesco/OECD/Eurostat data collection on education systems

* EU average based on available Member States.

** Estonian is counted as a foreign language when it is taught in a school where it is not the main teaching language.

*** All students in Ireland study Irish in primary and secondary schools. Irish and English are official languages in Ireland.

**** Although the official languages in Luxembourg are French, German, and Letzeburgesch, for the purpose of education statistics, French and German are counted as foreign languages.

: Data not available

- Not applicable

Note: This table was retrieved from Eurostat News Release 2010. Retrieved from

<http://ec.europa.eu/eurostat> on February 2, 2011.

Table 2. Foreign Languages Offered and Age of Instruction

Country	Foreign Language	Starting Age	Compulsory*	Widely Available	Additional Foreign Languages
Australia	French	6		X	German, Greek, Italian, Japanese
Austria	English	6	X		French, Italian
Brazil	English	11 or 12	X		Spanish, French, German
Canada	French	10	X		German, Spanish, Italian, Japanese, Mandarin, Chinese, Punjabi
Chile	English	.>12	?		French, German, Italian
Czech Republic	English and German	9	2X		French, Russian, Spanish
Denmark	English	10	2X		German, French, Spanish
Finland	English or other	9	2X		Swedish, Finish, German, French, Russian, Spanish, Italian
Germany	English or other	8	2X		French, Spanish, Russian, Italian, Turkish
Israel	English	10	X		Hebrew, French, Arabic
Italy	English	8	X		French, German, Spanish, Russian
Kazakhstan	English	10	X		German, French
Luxembourg	German or English	6 and 7	2X		English, Italian, Spanish
Morocco	French	7	X		English, Spanish, German
Netherlands	English	10 or 11	2X		German, French
New Zealand	French	>12		X	Japanese, Maori, German, Spanish
Peru	English	>12	?		French, German
Spain	English	8	X		French, German, Italian, Portuguese
Thailand	English	6	X		French, German, Chinese, Japanese, Arabic
United States	Spanish	14		X	French, German, Japanese

*2X means that two languages are compulsory.

Note: This table was reproduced from Foreign Language Teaching: What the U.S. Can Learn from Other Countries. ERIC Report, p. 7.

Table 1 indicates the countries, the academic levels, and the languages studied. It is noteworthy that in most countries two modern foreign languages are studied at both the primary and secondary levels.⁴ Percentages listed indicate that almost all primary pupils study a foreign language in: Norway (100%), Luxemburg (100%), Sweden (100%), Italy (99%), and Spain (98%), the English language generally being the first foreign language studied. It only makes sense that the second foreign language added is that which is spoken in the neighboring country. It is ironic that in the United States, while we do fairly well teaching Spanish having Mexico as our southern neighbor, along with Cuba and Puerto Rico, we tend to eliminate French with Quebec to the north and we completely neglect the study of Russian with its proximity to Alaska.

Table 2 shows the starting age for language study in a small group of countries around the world. Although these countries represent only a small sample (20 countries), when educators were asked to name three most successful aspects of foreign language education in their country, they all came to a consensus that, first, an early start was necessary. Since the publication of Table 2, many schools have started language study as early as pre-school. Germany, for example, has also added Polish. In first and second grades, the foreign language is integrated into other subjects taught.

⁴ Primary education (International Standard Classification of Education level 1): Depending on the country, primary education begins at between 4 and 7 years of age and generally lasts 5 to 6 years. Programmes are designed to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects. Upper secondary education (International Standard Classification of Education level 3): Depending on the country, upper secondary education normally starts at 15 or 16 years of age, at the end of full-time compulsory education. General programmes: covers education that is not designed explicitly to prepare participants for a specific class of occupations or for entry into further vocational or technical educational programmes. Many programmes enable access to tertiary education. (Eurostat News Release, 2010)

6. What can we learn from other countries ?

The United States must look at what other countries are doing. A worldwide study conducted by the Center for Applied Linguistics collected interesting information concerning foreign language instruction at the elementary levels (ERIC Clearinghouse on Languages and Linguistics, 2002). This study allowed the researchers to identify some of the essential characteristics of an early start in foreign language education. The countries surveyed were: Australia, Austria, Brazil, Canada, Chile, Czech Republic, Denmark, Finland, Germany, Israel, Italy, Kazakhstan, Luxembourg, Morocco, the Netherlands, New Zealand, Peru, Spain, and Thailand; information was also gleaned from studies on China, England, and Hong Kong (Pufahl et al., 2001). This study allowed foreign language educators to examine what works in other countries and what the United States can learn from this. Pufahl, Rhodes, and Christian (2001) concluded that:

- An early start is essential for the development of high levels of proficiency. The researchers noted that seven of the countries had compulsory foreign language education by age eight and that many required a second foreign language in upper elementary grades. This contrasts starkly with the United States where the majority of students begin foreign language study at age 14.
- A well articulated framework is unequivocally essential to bring consistency and coherence to language education. Study of the foreign language must be continuous and a strong articulation between levels must be in place. The researchers point out that many European countries have adapted their foreign language teaching and are teaching at the national level to the overall frameworks and standards articulated by the Council of Europe's language policy and activities (Council of Europe, 1996). All

literature points to the fact that articulation between levels is virtually non-existent in the United States. Language courses in higher education consistently keep focused on beginning levels.

- A rigorous teacher education was *de rigueur* for successful programs with emphasis on pre-service and in-service training. It is not sufficient to have native speakers or linguistically proficient individuals teach. Language teachers must be equipped with the pedagogical tools it takes to develop communicative competence. They must be cognizant of research findings, methodologies, procedures, and techniques to use to enhance every aspect of learning.
- A comprehensive use of technology-enhanced foreign language teaching in the classroom particularly in the area of communication and pronunciation. An effective use of technology must be developed to help language students connect with the rest of the world.
- Effective teaching strategies were mentioned as a powerful tool. Among those were:
 - Ø use of the foreign language as the medium of instruction
 - Ø integration of language and content learning
 - Ø communicative teaching methods
 - Ø focus on language learning strategies
 - Ø building on the first or subsequent languages
 - Ø sole use of foreign language in the classroom
 - Ø use of a modular approach in which students are grouped according to proficiency
 - Ø use of authentic materials

- A strong policy at national, regional, and local levels to maintain foreign languages as core subjects is essential. Educators realize that support needs to come not only from administrators and the community but from federal and state sources.
- Assessment was regarded as one of the best practices in foreign language education. Assessment of programs and pupils' achievement were considered strong indicators of program effectiveness.
- Maintenance of heritage, regional, and indigenous languages enhances foreign language study. Programs that teach the mother tongue of speakers of languages other than the dominant one in the country were highly encouraged.

Conclusion

An abundance of reports and research findings show that world language education in the United States is anemic. Worse, most Americans in leadership roles are keenly aware of it. There is also much evidence that commonly taught languages, less commonly taught languages, and rarely taught languages must be taught beginning in kindergarten to continue through 12th grade and beyond. Some institutions around the country, at more local levels, have already reacted to an additive language policy. In their report on *World Language Education: An Imperative for the Global Age*, Ingold and Wang (2010) give several examples where language education is being strengthened:

- Under the leadership of Mayor Richard Daley, the city of Chicago has expanded Chinese, Arabic, and Hindi language programs to more than fifty schools in 2010, with 13,000 students studying Chinese alone. At the same time, the city is working to strengthen its existing French, German, Hebrew, Latin, Russian, and Spanish programs.

- Michigan, with leadership from Flagship programs, has greatly expanded access to longer sequences of Arabic, notably serving its large heritage population of Arabic speakers. For more information, visit the Michigan Flagship website at <http://www.umich.edu/~nearest/arabic/flagship.html> (p. 8).
- Oregon and Ohio are addressing the issues of K-16 articulation of language learning through their Chinese Flagship programs. For more information, visit their websites at <http://www.thelanguageflagship.org/chinese#UOREGON> <http://www.thelanguageflagship.org/chinese#OSU> (p. 8).
- Under former governor – now U.S. Ambassador to China – Jon Huntsman, Utah has mandated the establishment and implementation of one hundred dual language immersion elementary programs in Chinese, French, and Spanish from 2009 through 2014 through its Critical Language Program. For more information, consult Rule R227-488 in the Utah Administrative Code at <http://www.rulesw.utah.gov/publicat/code/r277/277-488.htm> (p. 8).
- There is also a National Heritage Language Resource Center at UCLA and the Alliance for the Advancement of Heritage Languages, headquartered at the Center for Applied Linguistics in Washington, D.C. which offers research and information on ways to help heritage language speakers develop into bi-literate adults. For more information, visit the websites at <http://www.nhlrc.ucla.edu> and www.cal.org/heritage (p. 7).

What is it that we, in the state of New York, do not understand? Since Chinese and Arabic are being considered as fundamental language for our globally multi-culturally divergent world, would it not make sense to start at the elementary level? Could not educators design a rigorous curriculum that would provide for foreign language education? We need to think fast as

teachers in the less commonly languages will need to be skilled in areas of child development and methodologies, and be proficient in the language to be taught so that instruction can be conducted in the target language as much as possible. By beginning in the early grades with the less commonly taught languages, articulation between the other grade levels will be easily attainable. At the same time, it would be preposterous to eliminate the currently taught languages at the expense of Chinese or Arabic. The world still continues to speak French, German, and Spanish. Students should have a choice of a second foreign language. Languages such as Russian, Japanese, and Italian should regain their status. All languages are important if they serve as a means for communication. Statistics show that even the commonly taught languages are studied by relatively few numbers.

The foreign language early start classroom does not require a vast amount of equipment or decorations to be an attractive place to learn. In fact, it is best kept simple. However, to thoroughly involve children K-6 into the learning process will require:

- space for young learners to move and learn away from their desks
- equipment such as wall magnetic whiteboard to allow children to work with the language and enhance reading and writing skills
- items such as small magnetic white board and magnetic letters for each pupil, even the very young ones, to allow them to practice writing phrases and sentences in the language
- lots of visuals, story books, and other realia
- technology particularly in higher grades

Funding sources at all levels, local, regional, state, and federal, will be needed to help school districts implement language programs. Leadership by the federal government, business leaders, states, and governors can help to improve and develop foreign language education and

international studies. There are too many top agencies that see the critical choices America faces in this increasingly interdependent world. As Curtain (1990) says, “If education is a means by which to prepare children for the complicated world that we inhabit, to give them tools with which to understand new challenges, then the educational system should offer an expansive curriculum as early as possible” (p. 4). The time is ripe now. Let’s not wait.

References

- Abbott, M. G., Caccavale, T. S., & Steward, K. (2007). Cognitive benefits of learning language. In Duke Gifted Letter, 8 (1). The Duke Talent Identification Program Online Newsletter for Parents and Gifted Youth. Retrieved January 21, 2011, from <http://www.actfl.org>.
- America Council on the Teaching of Foreign Languages (ACTFL). Foreign language advocacy. Retrieved January 21, 2011, from <http://www.yearoflanguages.org>.
- Clivaz, D., & Roberts, E. (2010). Instructional model for FLES: A conversational approach. *Language Learning*, 16 (1).
- Cook, J. (2011). History of foreign language studies in America: Before we can move forward, we must look backwards. Retrieved January 20, 2011, from <http://www.associatedcontent.com>.
- Committee for Economic Development, Education for Global Leadership. (2006). The importance of international studies and foreign language education for U.S. economic and national security. <http://www.ced.org/docs/report/reportforeignlanguages.pdf>.
- Council of Europe, Council of Cultural Co-operation. (1996). Modern Languages. Learning, teaching, assessment: A common European framework of reference. <http://culture.coe.fr/lang/eng/eedu2.4.html>.
- Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match* (3rd ed.). New York, NY: Longman.
- Curtain, H. (1994). *Languages and children : Making the match*. New York: Longman.
- Curtain, H. (1990). Foreign language learning: An early start. ERIC Digest. <http://www.cal.org/resources/archive/digest/1990early.html>.

- Eurostat News Release. (September 24, 2010). In the EU nearly 80% of children were studying a foreign language at primary school in 2008. Retrieved February 5, 2011, from www.epp.eurostat.ec.europa.eu.
- Glass, J. (2010). Dwight-Englewood FLES program. *Language Learning*, 16(1).
- Ingold, C. W., & Wang, S. C. (2010). *The teachers we need: Transforming world language education in the United States*. College Park, MD: National Foreign Language Center at the University of Maryland. http://www.nflc.org/publications/the_teachers_we_need.pdf.
- Jacobsen, Capt. M. (2010). Retrieved January 1, 2011, from <http://ricks.foreignpolicy.com>.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed.). Oxford, UK: Oxford University Press.
- NEA Research Regarding World Language Education. (December 2006). The benefits of second language study.
- Met, M. (1999). Providing opportunities for foreign language learning at the elementary grades. Excerpted from Myriam, M., & Phillips, J. (1999), *Foreign Language Curriculum Handbook*. ASCD.
- Nikolov, M., & Curtain, H. (Eds.). (2000). *An early start: Young learners and modern languages in Europe and beyond*. European Centre for Modern Languages: Council of Europe Publishing.
- Panetta, L. E. (1999). Foreign language education: If 'scandalous' in the 20th century, what will it be in the 21st century? Retrieved February 11, 2011, from www.language.stanford.edu.
- Panetta, L. E. (2010). In Joseph Picard, U.S. falls behind in foreign languages. *International Business Times*, December 9, 2010. Retrieved February 11, 2011, from www.ibtimes.com.
- Pufahl, I., Rhodes, N. C., & Christian, D. (2000). Foreign language teaching: What the United States can learn from other countries. ERIC. Retrieved February 3, 2011, from <http://www.cal.org.ericll/countries/html>.
- Shryock, R. (2009). French the most practical language. Retrieved January 18, 2011, from <http://www.fll.vt.edu/French/whyfrench.html>.
- Sweley, M. H. (2007). Speak up for K-12 language programs: The administrators' perspective. *The Language Educator*, 46-49.

Éliane McKee (Ph.D., the Ohio State University) is Professor Emerita of Foreign Language Education and French in the Department of Modern and Classical Languages at the State University of New York College at Buffalo, where she taught for 27 years. Since retiring in 2007, she initiated a K-5 French class for homeschooled children, now in its third year. She is the author of several journal articles and a frequent presenter at conferences and workshops as well as a member of several organizations, notably ACTFL, AATF, NELL, NYSAFLT, and WNYFLEC.



NYSAFLT Summer Institute

co-sponsored by NNELL and the NYS Education Department

New York State Association of Foreign Language Teachers Inc.



21st Century Skills Building Global Literacy

adaptability, entrepreneurialism, LOTE, curiosity, interpersonal, technology, synthesis, collaboration, teamwork, global, innovation, problem-solving, creativity

*Assessment
FLES
Technology
Culture
Reading
Writing
Speaking
Advocacy
and more!*



August 2 - 5, 2011
SUNY Oneonta - Oneonta, NY



World Language Advocacy All the Time!

Diana Zuckerman

Advocating for foreign language programs, and in particular for early foreign language programs, has become a part of my daily life for the past seven years. It comes from my passion and belief that *all* children of *all* ages should have the opportunity to study world languages. I began teaching English as a foreign language in 1986 when I was 23 years old and living in Spain. Having brought up a bilingual and bicultural son, the importance of language learning has become engrained in me. While a lot of what we already do as foreign language educators naturally promotes our programs, we still need to keep a toolbox of advocacy gear nearby at all times.

Why Do We Need to Advocate?

When I began writing this article, Rondout Valley Central School District's administrators had just recommended to the Board of Education that our Elementary K-4 Spanish Program be eliminated. This same recommendation has been made every year for the past five years of the program, but what surprised me was that the administrators recommended eliminating the district's successful Middle School French Program also. We know that foreign language learning is one of the best educational gifts that we can offer our children today. Diminishing and eliminating programs and languages is counterproductive to preparing our children for life in the 21st century.

In Ulster County, New York, alone the two school districts out of ten that offer German programs are planning to phase them out. One school district is threatening to phase out their French program, and the two districts that have elementary foreign language programs proposed eliminating or reducing them. However, for most of the private schools in the area, learning a

foreign language in elementary school and having multiple languages offered is part of the standard curriculum. In addition, SUNY Albany has made a devastating decision to terminate their Languages Other than English (LOTE) programs with the exception of Spanish. Clearly, we have a lot of work ahead of us in New York State and need to educate decision-makers and gain support for maintaining our programs. In his article *Disappearing Languages at Albany*, Jaschik (2010) stated:

The State University of New York at Albany's motto is 'the world within reach.' But language faculty members are questioning the university's commitment to such a vision after being told...that the university was ending all admissions to programs in French, Italian, Russian and classics, leaving only Spanish left in the language department once current students graduate. (p. 1)

We are at a critical time and must reverse decisions that are detrimental to educating our students in our interconnected global society.

What Is Advocacy?

Advocacy for foreign language education can take many different forms. In much of the United States this advocacy is necessary or we may potentially lose these valuable programs. There are many components of advocacy, including:

- firmly believe in the value of foreign language learning
- educate ourselves and others
- access and share relevant research and information
- find out who supporters are and involve them
- identify and reach out to those who may need convincing
- perform outreach to promote interest

- participate in foreign language associations

We should be spreading the word about the benefits of foreign language learning, not only when programs are threatened but even when they are solid, safe, and strong. Helena Curtain and Carol Ann Dahlberg (2010) attested to this fact:

Once a new program is established, successful, and well regarded, it is tempting to believe that the need for advocacy is over. In fact, the early language teacher [as well as all language teachers] needs to be a long-term advocate, if the program is to experience continued success...it takes effort on the part of the language teacher to demonstrate what students are learning and to sustain public awareness and support...Advocacy begins with the language teacher's day-to-day interactions with the rest of the learning community: school and district administrators; parents; and colleagues. (p. 438)

The effectiveness of our advocacy efforts begins with our own persistent beliefs about the validity of foreign language learning for *every* student beginning in kindergarten or earlier and continuing through high school and beyond. We need to ensure that our students have opportunities to study a variety of languages at all levels of their education. Jackson et al. (2011) asserted:

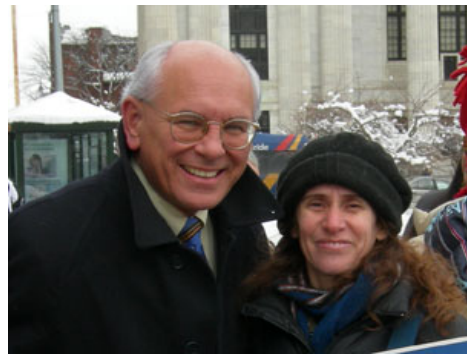
Global competence is an area where most American classrooms are falling short. Consider a class of children entering kindergarten in the United States. While their classes may include students from around the world, global issues and cultures will not be regularly woven into their schoolwork. They will probably study only one language – English – until high school, even though they would learn a second language far more easily if they began in elementary school. Meanwhile, 20 out of 25 industrialized countries start teaching world languages in grades K-5, and 21 countries in the European

Union require nine years of language study. International business leaders are warning that American graduates may be technically competent but are increasingly culturally deprived and linguistically illiterate compared with graduates from other countries competing for the same jobs. (p. 1)

We need to dedicate ourselves as educators and advocates to use the study of foreign languages and cultures as a way to bring the world to our children.



Why advocate? For our children. Second graders from Rosendale Elementary School sing and play instruments from around the world in Spanish class.



Diana Zuckerman thanks Congressman Paul Tonko in Albany for his support of foreign language education for our students.

Actions We Can Take

What we do in the classroom matters. When students are motivated and bring their foreign language experiences out of the classroom and the school environment, it helps inform others about our programs and can in fact be the best form of advocacy. When what we do in the classroom flows out into the hallways and fills the school environment with different activities, such as during Foreign Language Week events, we are also promoting languages to the entire school community. When we integrate curriculum with other subject areas, we help our students and our colleagues make interdisciplinary connections.

Talk to parents, educators, and community members about the advantages of world language learning and the need to support and maintain our programs. Nancy Ketz (2008), NYSAFLT President, pointed out:

The second step in local advocacy is to identify your audience, and even more importantly, to identify their point of view. It is probably more obvious to pinpoint the person or group who is putting up a roadblock to your efforts, but it is of utmost importance to understand their perspective...The more you know about the objections (and the objectives) of your audience, the better you will be able to prepare information that will promote your cause. (p. 15)

Highlighting foreign language activities in school newsletters and local newspapers also helps to increase awareness. School board members tend to become more supportive when they have opportunities to see our students in action, live or videotaped, during presentations at their board meetings. Actions that we can take and that we can encourage supportive community members to take include:

- discuss (early) foreign language learning at local PTA meetings
- write to local school boards and school administrators regarding support for foreign language programs that start in elementary school and continue throughout high school
- write letters to the editors of local newspapers, journals, and magazines
- contact local business and professional associations regarding the need to equip citizens with linguistic and cultural competency acquired through the study of other languages
- contact local and national legislators by phone or e-mail to request their support of foreign language learning legislation, such as the Holt-Tonko Bill: Excellence and

Innovation in Language Learning Act (HR 6036)

www.actfl.org/files/hr6036/HR6036.pdf

- host a screening of the award-winning foreign language documentary, *Speaking in Tongues*, followed by a discussion on the importance of learning languages

<http://speakingintonguesfilm.info>



A panel of foreign language advocates consisting of a parent, school board member, student, and elementary foreign language teacher explained the importance of foreign language learning to the audience at a community screening of Speaking in Tongues



Rosendale Elementary students impressed the audience in Spanish at a local Speaking in Tongues screening. Bravo!

Additional Advocacy Resources

To be effective advocates, we need to stay informed. There are many associations and organizations that provide advocacy resources easily accessed online. Some of these include:

- American Council on the Teaching of Foreign Languages www.actfl.org
- Asia Society <http://asiasociety.org/education-learning>
- Center for Applied Linguistics www.cal.org
- Fairfax Flags Foreign Language Advocacy for Grade Schools www.fairfaxflags.org
- National Network for Early Language Learning www.nnell.org
- New York State Association of Foreign Language Teachers www.nysaflt.org
- *Speaking in Tongues* www.speakingintonguesfilm.info

- University of Oregon Brain Research Development Laboratory www.changingbrains.org: click on “Watch Online” and then on “Language”

Our local, state, and national foreign language associations support our students and our profession. Our participation in these organizations will help us stay more informed as well as more empowered to begin or continue our advocacy work. Advocacy begins with each one of us, and our commitment and efforts directly benefit the students we teach. At the NYSAFLT Annual Conference, [Spencer Ross](#) (2010), President of the National Institute for World Trade, declared: “I believe that our nation cannot achieve its full intellectual and economic potential without radical improvement in our linguistic skills and our multicultural knowledge.” Our programs and our students are worth the effort. We can make a difference by advocating all the time.

References

- Curtain, H., & Dahlberg, C. A. (2010). *Languages and Children: Making the Match*. Boston, MA: Pearson Education.
- Jackson, A. W., Kolb, C. E. M., & Wilson, J. I. (2010). *The National Imperative for Language Learning*. Education Week. Retrieved January 25, 2011, from <http://asiasociety.org/education-learning/world-languages/-american-schools/national-imperative-language-learning>.
- Jaschik, S. (2010). *Disappearing Languages at Albany*. Inside Higher Ed. Retrieved October 4, 2010, from <http://www.insidehighered.com/news/2010/10/04/albany>.
- Ketz, N. (2008). Grassroots advocacy. *NYSAFLT Language Association Journal*, 59 (2), 15-17.
- Ross, S. (October, 2010). The Senator Paul Simon NYSAFLT Friend of Foreign Language Award Speech. NYSAFLT Annual Conference, Rochester, NY.

Diana Zuckerman holds a B.A. in Spanish and Psychology and an M.S. in Education from SUNY at New Paltz. Certified in Spanish N/Pre K-12 and currently teaching Spanish at Rondout Valley Central School District since 1998, she also taught English in Sevilla, Spain for five years. She has recorded five Spanish music CDs with her 5th grade Spanish students. A NYSAFLT Director, she is the NYS representative for NNELL and President of ALOUD.

French Word Study

Mel Yoken

Over the 45 years I taught French, 42 at the college level, I stood on my soapbox the very first day, laid down the explicit rules of the course I was about to teach, then added forcefully why the student should study French. One of those “whys” was always the fact that in the American media (i.e., newspapers, journals, magazines, pamphlets, brochures, or just about anything in print), there was, there still is, and always will be a plethora of French words, phrases, and expressions. The student and, in fact, anyone who reads should understand these words, phrases, and expressions, which have a French origin, and which are commonly used in English.

Even as a youngster, I remember viewing words and expressions on menus in American restaurants such as baguette, biscuit, brioche, café au lait, cerise, champagne, crème brûlée, crème caramel, crème de menthe, crème fraîche, croissant, fromage, haricot, hors d’oeuvre, margarine, meringue, omelette, pâté, petit beurre, petit four, vol au vent, etc.

I also remember viewing words and expressions related to food and cooking on menus in American restaurants such as à la carte, à la mode, apéritif, au gratin, au jus, au naturel, bistro, bon appétit, brasserie, cordon bleu, cuisine, dégustation, dessert, du jour, cuisine, demitasse, en brochette, haute cuisine, maitre d’, mayonnaise, nouvelle cuisine, pièce de résistance, table d’hôte, and other cooking terms such as blanche, sauté, fondue, purée and flambée, just to name a few. The aforementioned are used quite commonly today!

In 1965, 46 years ago, I really began to get interested in – and began to study – these words. In 1966, my first year of teaching French at SMTI (Southeastern Massachusetts Technological Institute), which became Southern Massachusetts University and, finally, in 1992, University of Massachusetts at Dartmouth, I started cutting out the aforementioned words and expressions and many, many more from all the plethora of newspapers, periodicals, brochures, pamphlets, and magazines that I read. It was a herculean task, to put it mildly, as I always read at least four newspapers daily Monday through Saturday, and, on the average, three to four newspapers every Sunday. I also read, on the average, three magazines every day, including Saturday and Sunday. In addition, that meant clipping from all the alumni magazines, periodicals, brochures, pamphlets, advertisements, etc. that I regularly received. Succinctly stated, I am, and always have been, a voracious reader par excellence.

Since the Norman Conquest of England in 1066, many thousands of French words and expressions have become part of our everyday English vocabulary. About 26-28% of all current English vocabulary is, in fact, from French origin.

I have an accurate, painstaking tabulation of my 46 years of research; in other words, what periodicals and what newspapers have used most frequently French words and expressions, and what French words and expressions are used the most. More importantly, for my wife at least, 2011 marks the very end of this study, or shall I call it an obsession, par excellence. I promised her that I will never cut out another French word or expression from anything anymore after 2011. *Après tout*, I have at least 30,000 of these cuttings, and I am sure the Smithsonian Museum in Washington, D.C. or the Louvre in Paris does not want any of them!

Let me add that, objectively speaking, I feel that this 46-year quotidian study, 1965-2011, may have been the longest research project in history. I have delineated a spate of unusual

French words and expressions that have appeared in American print. I must admit that for me, as one can well imagine, it was an *embarras de choix*, but here are some of them in this particular category! In any event, using such expressions that have a French origin or imitate such expressions – usually in a humorous, comedic way – add a *je ne sais quoi* to whatever there is in print. These examples, copied exactly as they appeared in print, represent only a miniscule fraction of the uncommon expressions which I clipped from media venues, so voilà:

“A la Cart” (*New York Magazine*, 28 February 2005); “A la tarte” (*Boston Globe*, 2 September 1999); “Après mai, le deluge?” (*The Economist*, 20 April 2005); “Après-Pops” (*Boston Magazine*, August 2008); “Arch de Triomphe” (*AARP*, May/June 2003); “Bone Appetit” (*Boston Globe*, n. d.); “Bug appétit” (*Time*, 9 June 2008); “Bun Appétit” (*Boston Globe*, 28 July 2010); “Cause celebs” (*People*, 18 April 2005); “Cherchez les clichés!” (*New Bedford Standard Times*, 24 December 2000); “Coop D’Etat” (*Entertainment Weekly*, 23 June 2000); “Coop de ville” (*Newsweek*, 24 November 2008); “déjà view” (*USA Today*, 23 June 2010); “déjà Blues” (*Boston Globe*, 6 October 1996); “Eau de memories” (*Entertainment Weekly*, 19 November 2004); “Embarras de richesse” (*The Economist*, 9 April 2005); “L’état, c’est trop” (*Providence Journal*, 28 May 1997); “fate accompli” (*Boston Globe*, 27 September 1999); “Faux hawk” (*Boston Globe*, 31 July 2008); “Faux Paw” (*Smithsonian*, 1 October 2005); “Femmes Fertiles” (*Boston Globe*, 9 May 2010); “Femmes Vitales” (*Entertainment Weekly*, 21 July 2006); “Fête Accomplished” (*Entertainment Weekly*, 7 February 2003); “flop-d’estime” (*Time*, 17 July 2000); “Friend or Faux?” (*USA TODAY*, 9 December 2009); “Haute Dog” (*Boston Globe*, 9 June 2010); “Haute Times” (*Boston Globe*, 27 May 2010); “Haute Slopes” (*Travel & Leisure*, December 2008); “Laissez Unfair” (*Boston Globe*, 20 December 1989); “Less Is

L'Amour" (*AARP*, September/October 2009); "Miso en scene" (*New York Times*, 6 April 2005); "Le nom juste" (*Boston Globe*, 19 January 1992); "Objet d'Starch" (*People*, 25 November 2002); "Ooh La Loud" (*Discover*, April 2008); "Part deux" (*Boston Globe*, 7 December 2003); "Pause Celeb" (*Entertainment Weekly*, 14 July 2008); "paw de deux" (*Boston Globe*, 28 November 1998); "Pied-a-mer" (*Architectural Digest*, September 2008); "Pied sur terre" (*New York Times*, 18 February 2005); "Pomme de terre" (*Boston Globe*, 12 October 1997); "Prouvé It" (*Harpers Bazaar*, June 2000); "Sacré boeuf" (*U.S. News & World Report*, 27 November 2000); "Some Like it Haute" (*Vanity Fair*, December 2008); "Speakez-vous...?" (*Fall River Herald News*, 2 March 1992); "Tour de Course" (*New Bedford Standard Times*, 11 May 2010); "Tour de farce" (*Vanity Fair*, March 2009); "Trey chic" (*Entertainment Weekly*, 8 August 2003); "Vive le French toast" (*New Bedford Standard Times*, July 14, 2010)

Of all the newspapers that I read over the years, the top five to use the most French expressions and/or words were: *The New York Times* (6,742), *The Boston Globe* (4,645), *USA Today* (3,209), *The Wall Street Journal* (2,096), and *The Washington Post* (1,243).

Of all the magazines that I have read, the top five to use the most French expressions and/or words were: *People* (1,828), *Time* (898), *Entertainment Weekly* (679), *The New Yorker* (623), and *Newsweek* (486). It is interesting to note that *People* uses the French word "beau" excessively!

Of the thousands of French words and expressions that appear in our media on a daily basis, I calculated, by what I clipped out during this study, that the top 80 most frequently used French words/expressions are as follows:

menu (3,722); début (2,983); restaurant (2,512); décor (2,122); avenue (1,886); petit(e)

(1098); première (998); fête (990); par excellence (988); résumé (918); du jour (902); chic (886); élite (863); déjà vu (847); fiancé(e) (846); né(e) (799); faux (795); entrepreneur (789); cabaret (702); encore (622); fromage (612); cuisine (610); renaissance (597); soirée (595); croissant (589); café (585); adieu (521); cliché (510); beau (509); bistro (505); detour (501); château (499); gourmet (497); liaison (483); lingerie (480); boutique (430); concierge (425); prix fixe (422); haute couture (420); pâté (418); oeuvre (410); carte blanche (400); ballet (392); venue (391); femme fatale (388); entrée (382); noir (380); protégé (379); façade (378); objet d'art (377); en route (376); faux pas (375); debacle (370); camaraderie (367); chef d'oeuvre (341); genre (339); risqué (318); rendez-vous (302); nouvelle cuisine (290); à la carte (289); connoisseur (282); exposé (270); adieu (266); en masse (260); blasé (258); clientele (255); divorcé(e) (250); brasserie (249); palette (248); bon voyage (247); coup d'état and tête-à-tête (219); tour de force (218); cul-de-sac (217); émigré (216); c'est la vie (216); bon vivant (214); frisson (212); gourmand (211); panache (209)

Words and expressions such as à la, à la mode, armoire, auteur, beaux-arts, belle époque, bon vivant, cause célèbre, chanteuse, coterie, coup d'état, de rigueur, doyenne, fait accompli, gaffe, grande dame, grandeur, haut(e), joie de vivre, la crème de la crème, laissez-faire, noblesse oblige, outré, raison d'être, savoir faire, and svelte were close behind.

We, as Francophones/Francophiles par excellence, should know and use these terms and, if we are teachers, we should use them with our students and expect them to know and use them, too. Knowing these words ameliorates our vocabulary and, as you all know, we are judged by our vocabulary wherever we go and with whomsoever we speak. Whether we are arguing a point, ordering a dinner in a restaurant, expressing our innate feelings, this unique vocabulary

can truly help us to communicate more effectively. In fact, it can help the student improve his/her SAT score, and can enrich his/her life and career, as it has mine!

We must stress the fact that there is a plethora of these special expressions and phrases in French, because, let's admit it, French is the quintessential, chic, sophisticated, and romantic language. I often make the comparison that, while there are phrases and expressions in Italian, German, Spanish, etc. that we use in English, they all pale in comparison to the huge number in French. In every spelling bee, local or national, that my wife and I have watched or attended, many of these expressions are used. In recent spelling bees, for example, we have noted *apéritif*, *avoirdufois*, *bonhomie*, *boulevardier*, *brasserie*, *camaraderie*, *connoisseur*, *demimonde*, *dénouement*, *ennui*, *etiquette*, *marionnette*, *meringue*, *omelette*, *poignant*, *potpourri*, *protégé*, *renaissance*, *rouge*, *soubrette*, *soupçon*, *suite*, *toilette*, and *turquoise*.

This 46-year study that I completed manifests and proves the fact that French is far more prevalent in our everyday media than we realize; therefore, all Anglophones should make an honest effort to educate themselves with the French language, *toujours belle et douce*, so that they, too, can read, comprehend, communicate, and recognize all these aforementioned words and expressions as intelligent and educated citizens.

Dr. Mel Yoken is a Chancellor Professor Emeritus of French Language and Literature at the University of Massachusetts at Dartmouth and a life member of NYSAFLT.

Does Learning Languages Fast

Equate to Learning Languages Effectively:

A Reflection on a Representative Foreign Language “Self-Teaching” Book

Breanna Murphy and Elvira Sanatullova-Allison, Ph.D.

Ezra Pound once stated: “The sum of human wisdom is not contained in any one language, and no single language is capable of expressing all forms and degrees of human comprehension” (Pound, 2011). These words, so beautifully produced and given to the public as a mere gift, could not encompass the importance of language(s) in a more meaningful way. With the innumerable number of languages in the world, not *one single language* could ever dream of withholding all of the world’s information; wisdom, remarks Pound, cannot base itself in just one language. Therefore, how can a person who claims to be wise and worldly truly claim this if he/she is monolingual? Wisdom comes, in part, through expanding one’s mind and learning new things, such as languages!

As is evident if one were to simply step into any bookstore, there are literally *hundreds* of books, each one of which claims to be a guide, if not *the guide*, to learning a foreign or second language. Of course, each one of these books takes a different approach, has a different target audience, and, overall, has a somewhat different goal. For example, some of these books focus on quick language learning; others attempt to present their readers with the easy route to mastering languages, if that truly exists; and still others set out to not only teach you the language, but educate you about its history, the changes it has gone through over time, and the like. Each book, as you can see, has its own purpose, if not a gimmick.

Thus, as an exercise in critical reflection on what the publishing industry has to offer those interested in learning languages in a “manageable” way (meaning quickly and easily), one of us being a pre-service foreign language teacher and the other a foreign language teacher educator, we attempted to thoroughly analyze a book that, judging by its cover, looked incredibly interesting to us: *The Quick and Dirty Guide to Learning Languages Fast*. The color scheme, playing with the idea of the colors of a speedy highway [black, yellow, and white] draws the reader in automatically; the clever use of space on the cover [interlacing words with one another as they work together to form the title] is aesthetically appealing. All-in-all, if one is looking for a book that will help him/her learn a language, this guide is sure to stick out on the shelves. However, does the fact that a book’s cover is pleasing to the eye and the book’s title is triggering your interest make the book *good*? A book can easily look exteriorly attractive and contain falsities, absurd conclusions, and be altogether misleading, if not nearly useless. So, we were eager to look inside this one and find out for ourselves.

The Quick and Dirty Guide to Learning Languages Fast was published in 2000 by Paladin Press, which characterizes itself as “Publisher of the Action Library” and attributes its success to “diligently [seeking] out and [publishing] unique, hard-hitting information our readers demand – information that some people think should be available only to a privileged few” (Paladin Press, 2011). The choice of the publisher is not surprising, if you consider that the book was written by a U.S. Army Green Beret, A. G. Hawke, who began his endeavor of writing this book with a purpose: to help others who have potentially found themselves in situations similar to his. Hawke states that he has frequently found himself scurrying to learn a new language. Due to his job, he was often required to “travel to many countries on short notice on vital missions with complex requirements” (p. 1). At first, he would be trained at the Defense Language

Institute, a language institution run and operated by the federal government. However, he soon realized that this method was not the best, nor the most efficient, when it came to quickly picking up a foreign tongue. Thus, Hawke decided to attempt to make his own guide to learning foreign languages! He states that, while doing this, he “[stuck] to the K.I.S.S. principle – keep it simple, stupid” (p. 2), which, he claims, “works for any language” (p. 3) and by using which he became “officially rated in seven languages: Russian, Spanish, French, Italian, German, Serbo-Croatian, and Turkish” (p. 3). Hawke assures his readers that there is no need to complicate their language learning undertaking. After all “you don’t need to practice law in the tongue you’re trying to learn” (p. 2). To end his short introduction, Hawke promises his audience that he is going to present them with a “foolproof way of conquering a foreign language” (p. 3), urging them to commit anywhere from one week to one month to study and acquire the language. However, he goes on to warn the readers that his method might not be suitable for all people, as it is generally geared toward those who: are monolingual, have never had formal foreign language instruction, who wish to learn a language quickly, and whose goal is to merely be functional, *not* perfect. He also later states that this method is better suited for those who are visual learners, hence, books will be the primary focus of his orientation. Here, it is obvious that this book has a *specific* target audience. After making his readers aware of this fact, Hawke then makes them a promise that they will, *if* they fit the aforesaid description, undoubtedly acquire a foreign language quickly with his book. But, *is this a promise he is able to keep?*

Right away, it becomes fairly clear that if one is reading this book with intentions of using it to learn a foreign language, this person must have a *great, great* deal of discipline and a very strong desire to learn a foreign language; one cannot merely *think* that he/she wants to become functional in a new language, but rather he/she has to *know* and be 100% sure that he/she

is willing to set aside the time and effort to work diligently. Hawke tells his readers that he has done the “hard stuff;” he has gotten “rid of everything that is not absolutely necessary” so that *you* can focus on what is useful to “get the job done” (p. 5). To an extent, this is completely true. Hawke clearly lays out the steps for you, ranging from what materials you need, how long you should devote to your studies each day, *when* and *what* you should study, and he even goes the extra mile to give you some helpful tips that some books leave out. Nevertheless, although this book is (a) well written, (b) has an intelligent premise and simply presented idea, and (c) is appealing to the reader, there are many things that the author seemingly neglects to tell his audience from the beginning.

For example, although it may have been naïve of us, based on the title, we inferred that the book also promised ease – and how wrong we were to assume that! To use this book to its maximum potential, it will surely not be easy. As aforementioned, it requires that the reader have a great deal of stamina, be strong-willed, and be prepared to devote nearly every waking minute to learning the new language. Hawke does say that one has to be prepared to immerse oneself in the desired language, but even this can be confusing for the reader. He says that it would be ideal to be surrounded with the language as much as possible, thus, try to watch movies, read books, listen to music, or go to restaurants that reflect the language that you are trying to learn. However, what if your geographic location prevents you from doing this? What if there are few, if any, books available in your neighborhood bookstore in French, Spanish, or Italian? What if you have no means to download movies and music in German? If you are unable to take advantage of those things, what are the odds that there are *people* who speak the target language in your area? Because of these factors, learning a language all on your own with little outside

support is going to be brutal, to say the least. One must be very devoted to learning one's new language and truly have the drive to do it.

Another thing that Hawke neglects to mention to the reader is that this journey will not only be rather difficult, but it could also prove to be quite expensive. In addition to the book one evidently has in one's hands as he/she reads Hawke's words, one also needs: a few notebooks, a dictionary, and a phrase book. But that is not all. Hawke also mentions that a book of colloquial expressions would be helpful, as would some flash cards, a grammar book, and some CDs! Evidently this *is not* cheap, easy, or simple.

While the beginning of the book appears to have its downfalls, it also presents many helpful ideas and is a very easy read. The author keeps a light, airy, almost comedic tone throughout the guide, always goofing around with his readers. As we read, we often found ourselves smiling ever so slightly at his joking tone. For example, he often talks to his readers, or rather sometimes "impersonates" them, as though they were military. In one section of the book, when Hawke attempts to address grammar terms for the first time, he states, as the reader, "I have to learn grammar terms! What the heck! Over?!" (p. 13). Here, we found ourselves smiling as we imagined the look on a bewildered language learner's face. As you can see, Hawke does not take himself, or this subject matter, too seriously, but rather puts just the right amount of humor into his work.

After 20 pages of introductory information, Hawke finally begins instructing his readers on the art of learning a foreign language. He takes it in steps, day by day. This book is broken up into seven days, because, according to the author, this would be the ideal amount of time. In these seven days, Hawke expects the reader to put his/her best foot forward and put his/her mind to the task at hand. He immediately tells the audience that some of the information that he is

going to present to them should be tailored to fit their needs, while other pieces of the book should be followed word for word. However, he does not tell his audience which parts are which, thus leaving it up to the reader to decide. This could prove to be difficult, though we imagine that, as one is going through the motions, one will eventually figure out what Hawke means by this. However, since the purpose of our exercise was not actually to read this book and try to learn another language at the same time, we can only assume.

Before letting the reader take off, Hawke strictly sets up the layout of the reader's next week. Each day, Hawke tells the reader, he/she will devote "x" number of minutes to reviewing, "y" number of minutes to learning and remembering new information, "z" number of minutes to grammar rules, and so on. Thus, the reader is now finally aware of the time commitment that he/she is expected to make. It will not be easy, nor will it be painless, but, maybe in the end, if one was *truly* and *honestly* devoted and driven to learn a new language, spending the time will have been worthwhile.

Day one, says Hawke, will be devoted to reviewing one's materials and thoroughly readying oneself for this tough journey. One must clearly lay out the rules of this endeavor, organize his/her materials in a way that will make them easy to use, and prepare oneself to begin learning *tomorrow*! All in all, Hawke allows the learner to use day one to simply take in the true amount of material one is going to be forced to memorize because, frankly, that is all Hawke's system is – extensive memorization. Yes, Hawke's system does seem to present the reader with a language learning quest that *might* work, but it will only work to some extent. Perhaps, as we explore the complete breakdown of the book, its usefulness, or lack thereof, will become clearly evident.

Whereas on day one the learner is simply expected to put his/her materials in order, thus, easing the learner's preoccupation with organization in the coming days, day two brings the learner's first real engaging activity with the language. On this day, as you see on the chapter's opening pages, one will be learning the "ins" and "outs" of greetings, basics, and emergencies as well as mastering common expressions. Seeing this, one might think to oneself: "What words and phrases should I be looking up? What if I do not look up a crucial phrase?" The reader should not worry! Hawke has already, as previously mentioned, set up tables so that the learner might dive right in. He has provided the reader with the necessary words, thus, eliminating the stress of coming up with the words and phrases that the reader will need to know in order to be "functional" in the language, which mainly consist of vocabulary items that could easily be memorized. As we know, being foreign language learners ourselves, in this section it seems as though Hawke is merely following the layout that a foreign language teacher would use with his/her students who are at the novice or beginning level.

Take for example, the first guided "matrix" (p. 32), as Hawke calls it. In this grid, the first words Hawke expects the reader to begin memorizing are those like "Hello," "Goodbye," "My name is...", "What is your name?" "Please," "Thank you" (p. 34), and so on. However, Hawke also includes phrases that he thinks would be helpful for *the target audience of this book* rather than the general learner.

Because Hawke is assuming that his readers have a specific motivation for learning a foreign language, such as travel, he includes phrases that a general foreign language learner would not be expected, nor interested, to learn. He expects that the learner look up phrases such as "Can you draw me a map?" and "Do you have a car?" (p. 35). Hawke takes this approach to tailor his lessons to the people who he believes are more apt to use his book. In any case, the

approach that Hawke takes seems to be relatively useful for the reader. He leaves blank spaces in his grid so that the learner might fill in these blanks with his/her own important phrases and questions that will better suit his/her needs.

Hawke's section devoted to day two also presents the audience with some interesting information to ponder. For example, Hawke tells the reader that although some of the "common expressions" in the target language might deal with cuss words and profanities, he urges the reader *not* to learn these. While these words, according to Hawke, are usually the ones that foreign language learners will pick up the fastest, these are the words that one should try to avoid learning and using. He states that "you want to impress people with your goodness and wholesomeness" (p. 37) because you never know who you might be talking to! We thought that it was an insightful observation and helpful advice.

The section on day two also gave me some very interesting insight when it comes to increasing one's level of comfort in the target language – learn some jokes! Hawke states:

Jokes can help quite a bit. If you can learn some short one liners, these will not only help you to learn and exercise your memory, they will expand your understanding of how the foreign language works. In addition, they are a great way to make friends and cheer people up. This results in more assistance with your studies because people will want to be your friend and help you. (p. 38)

We do not know if we have ever been so pleased while reading a book as when we read this short paragraph! Whereas learning profanities will probably reflect poorly on one in a foreign land, learning jokes can heighten not only one's abilities and memory, but also his/her appeal to others! When going abroad, this could prove to be especially helpful and worth knowing. In fear that no one will like you or will stray from you because you lack the ability to speak the

language as a native, one can often be very anxious about going to a new country. However, perhaps knowing a few jokes can mend these fears! Perhaps it would even be a great thing to teach in a foreign language classroom at the high school level, not only to continually exercise the students' memory, but also to heighten their attentiveness and interest in the matter at hand.

As the reader begins day three, he/she nears the halfway point in Hawke's guide. As of yet, the learner only knows introductions and random phrases. Today, however, he/she will attempt to memorize a great deal of pronouns, verbs, and nouns. Altogether, Hawke leaves space for 377 new words to be learned in the time span of one day. Of course, you must take into account the 50 new words you "learned" yesterday. Looking at this section, although we were not attempting to use Hawke's system, we found ourselves completely overwhelmed. How does he expect even the best of "memorizers" to learn (and presumably retain) about 400 new words in about 16 waking hours? As we have mentioned before, one must *truly* have a strong will to use this book to its fullest. Although Hawke *does* set it up in a very easy layout to follow, to be able to stick to this strict regimen is going to take the most devoted of people. It just illustrates that, honestly, no quick and easy way exists when it comes to learning a foreign language; one must commit the time and energy and work diligently for what is desired.

If, by some miracle, one finds oneself sticking to the book's suggestion of learning the target language in a week, day four is sure to be just as brutal as day three. On day four, one will be learning all about conjunctions, adjectives, adverbs, and prepositions, all of which are essential when it comes to language. Although the word lists for this section are not nearly as extensive as those for day three, these parts of speech could prove to be more difficult to master, especially when it comes to using them correctly in a sentence. However, Hawke makes no attempt to describe the importance of these words, but rather moves swiftly to day five.

As the book continues on, it seems as though Hawke becomes bored with his own writing. He begins to shuffle over things, ignore important points, and his grids are much less “filled out” than in previous chapters. For example, whereas for day two Hawke listed about 50 pre-filled slots, for day five there are a mere 30 or so. The topics (e.g., synonyms, antonyms, numbers, time, weather, and commands/imperatives) seem just as important, do they not? So, why does Hawke try to rush through it? As we neared the end of the book, we began to find ourselves annoyed with it, though, we suppose if one is truly interested in learning a language “fast,” the dryness and lack of substance of the material will not matter.

On days six and seven, the final days of one’s foreign language learning journey, Hawke tells the reader that things are going to start “getting tougher” because now, he/she will “stop memorizing words and start learning something about the mechanics of the target language” (p. 116). Here, Hawke expects the learner to master, in *two days*, most of the target language grammar, such as past tense, present tense, future tense, case, gender, articles, possession, and the like. One of us, who is an undergraduate pre-service foreign language teacher in her junior year, just like many of her classmates, has been learning Spanish since seventh grade, which adds up to about eight years of study. Even now, she does not feel 100% comfortable when it comes to conjugations, for example, and still makes mistakes, after years of practice and probably hundreds of hours of grammar and conjugation rules “drilling.” In light of this, how can Hawke realistically expect the reader to learn, if not master, something that took one of us eight years to semi-perfect in but two measly days?! To think that the best of learners could abide by Hawke’s guide and be successful would be preposterous. Yes, Hawke presents his audience with *many* good ideas, but the time frame that he proposes is misleading, to say the least. Seven days

is not nearly enough time to become “functional” in the target language, unless, of course, you plan on carrying this filled-out book around with you for the duration of your stay in country “a.”

Thus, overall, *The Quick and Dirty Guide to Learning Languages Fast* is a “bag of mixed tidings,” so to speak. In some ways, we would definitely recommend this book to others. The author presents a great deal of information in a pleasingly comical, yet still serious, tone, thus, never losing the reader’s interest. The learning tips were especially interesting and helpful, and we thought that many of them could easily be implemented in the foreign language classroom. The fact that they are all listed at the back of the book only helps the reader even more. There were a few of these pointers that we especially appreciated such as tip number three: “learning adjectives and adverbs is greatly enhanced by studying them in anonym pairs” (p. 161). As we reflected on this, one of us realized that this is, indeed, how she often thinks about adjectives and adverbs. If she cannot remember one, she thinks of its opposite, and often this will lead her to the word she wants.

In other ways, however, the book does not deliver on its promise, especially in light of its *slightly* misleading title, thus, leaving the reader disappointed and yearning for more. The premise of the book is based on extensive memorization within unrealistic time allocation, not truly *learning* a language, but rather *cramming* a language. What is more, not *once* does Hawke talk about syntax, for instance. How can a learner become truly “functional” in the target language without basic knowledge and understanding of the sentence structure of the language he/she is learning?! In his book Hawke leads the reader to believe that every language follows the same syntactic system of English, which is obviously not true. Perhaps if Hawke were to write language specific learning guides he would find more success, for, based on this particular book, his method leaves much to be desired.

In conclusion, this book, more than anything, could be of best use as a reference tool, though, perhaps not one to be used as the author originally intended. For, when it comes to *truly* learning a foreign language, there is no short cut; the path of true learning might be long and treacherous, but at the end, you will know much more than you will ever ascertain from this 176-page book.

References

- Hawke, A. G. (2000). *The quick and dirty guide to learning languages fast*. Boulder, CO: Paladin Press.
- Paladin Press. (2011). Retrieved May 10, 2011, from <http://www.paladin-press.com>.
- Pound, E. (2011). Retrieved May 10, 2011, from <http://www.goodreads.com>.

Breanna Murphy is originally from Moira, New York, and is presently an undergraduate student double majoring in Spanish Language and Literature and Middle and Secondary Spanish Education at the State University of New York College at Potsdam. Elvira Sanatullova-Allison is an Associate Professor of Education and the Coordinator of the Foreign Language Education Program at the State University of New York College at Potsdam. She holds a B.A. from the Tashkent State Pedagogical Institute of Foreign Languages and an M.A. and a Ph.D. from the University of Nebraska at Lincoln.

A True Cultural Experience – Bitten by a Donkey!

Yoshana Silver

Last summer, I traveled to Cuernavaca, Mexico as a recipient of the NYSAFLT Travel Scholarship. I arrived on a Friday and went on an excursion that week-end to Teotihuacan. En route, we stopped for lunch at a cafeteria for some homemade food and conversation. There was a cute little donkey out in the front tied to a tree. I decided to say hello and take a touristy picture as a keepsake. As I stood next to the donkey and smiled for the camera, I chuckled as he licked my arm with his giant donkey tongue. I continued to chuckle, now nervously, as he started to nibble and finally clamped down with a big bite to my arm. The girl from New York who now had the lower portion of her arm inside a donkey's mouth did not know what to do. While loudly mumbling, "Ow, ow, ow," I tried to pull my arm out, only for the donkey to take a bigger and harder bite. No one around me realized that my arm was inside the donkey's mouth. "Oh, the cute little donkey is nibbling on that tourist's arm, let's get a picture!" At this point, I started to yell (in Spanish) for help, and a few of the people working at the café came over, someone quickly hit the donkey with his hand, and my arm was released.

Everyone hovered around, as I wondered what was going to happen to me. I had just been bit by a donkey on the street in Mexico. *¿Qué va a pasar?* Some of the people working came over to help, and "encouraged me" to drink two shots of tequila. I was so nervous that the last thing I wanted was alcohol, but, apparently, not drinking was not an option. *¡Olé!*

They cleaned the wound a bit, gave me a bag of ice, cut up raw potato to put on my wound, and we said farewell to the cafeteria and donkey. The raw potato traveled with me, tied around my bruises with a hair tie, as I hiked up the ancient temple/pyramids. The swelling and

redness was relieved within the hour, and our tour guide constantly made an example of me and the “amazing healing power of natural Mexican medicine” throughout our trip.



Yoshana Silver meets a donkey friend in Mexico.



Yoshana showing her “souvenir” donkey bite!



A potato! Surprise cultural solution to a donkey bite.

For the remainder of my time in Cuernavaca, I became infamously known as the “girl that got bitten by the donkey” by everyone at the Universidad Internacional because, apparently, it is not common. *¿Un qué? Un burro o un perro? ¿Un burro? ¡No me digas! ¿En serio?* It did not help that *burro* and *perro* sound so similar, similar to the English counterparts, as whenever I told my story most people assumed that I was going to say that I got bit by a “dog” (as they heard the “d” in “donkey”).

A burro, tequila, raw potato – a true cultural experience!

Yoshana Silver is a Spanish teacher at Massapequa High School – Ames Campus in Massapequa, NY. She holds a B.A. in Spanish with a minor in Secondary Education and Mathematics from Hofstra University in Hempstead, NY and an M.A. in Liberal Studies with a concentration in Education from SUNY Stony Brook in Stony Brook, NY. She studied in Madrid, Spain; Mérida, Venezuela; San José and Quepos, Costa Rica; and Cuernavaca, Mexico. She is a member of AATSP, NYSAFLT, and LILT.

CALL FOR PAPERS
NYSAFLT
Language Association Journal

2011 Vol. 62, No. 2

Foreign Language Education in the Era of Globalization and Internationalization
Deadline for Submission: September 1, 2011

2012 Vol. 63, No. 1

Teaching and Learning in the Target Language: Challenges and Opportunities
Deadline for Submission: March 1, 2012

Language Association Journal is the official peer-reviewed journal of the New York State Association of Foreign Language Teachers (NYSAFLT) and is published two 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 translations)
- 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
- follow the guidelines, as outlined in the *Publication Manual of the American Psychological Association, 5th edition* (2001) (APA style resource: <http://www.psychwww.com/resource/apacrib.htm>)
- use Times New Roman font size 12 double-spaced
- proof-read the manuscript to ensure that it is as error-free as possible
- send an electronic version of the manuscript to nysafltjournal@nysaflt.org as an e-mail attachment in Microsoft Word; if photos or graphics are included, send as separate files.
- in the e-mail, provide a brief biographical information, which would appear at the end of your article and should also include:
 - Ø your name, title, affiliation, and contact information
 - Ø your educational background
 - Ø what languages, ages/grades, and language proficiency levels you have taught in your teaching career
 - Ø professional affiliations or involvement in language education

All properly submitted manuscripts receive an e-mail acknowledgement from the Editor. Submission of a manuscript does not guarantee its publication. After an initial review by the Editor, those manuscripts that meet specifications are sent to one to two members of the Editorial Board for anonymous evaluation. Each of the reviewers is asked to make one of three recommendations regarding each submission: (1) publish as is, (2) publish after revising/rewriting, or (3) do not publish. When all reviews are received, the Editor makes the final decision regarding manuscript's publication and notifies the author about the submission's status. All manuscripts accepted for publication are subject to editing.

Elvira Sanatullova-Allison, Ph.D.
Editor, *Language Association Journal*
Associate Professor of Education
Coordinator of Foreign Language Education Program
The School of Education and Professional Studies
The State University of New York College at Potsdam

Bennington College

Master of Arts in Teaching a Second Language

- designed for working teachers •
- low residency •
- become a better teacher •
- improve your language skills •
- deepen your cultural knowledge •
- learn within a close-knit cohort •

Earn a MATSL degree in French or Spanish through a unique **summer residency program** at Bennington College in Vermont. The program is designed for **working teachers** who want to sharpen their teaching skills and define the future of the foreign language profession.

802.440.4710
matsl@bennington.edu
www.bennington.edu

**Did you know that you can view completed webinars
“On Demand”?**

**Professional development from the comfort of your
home or classroom!**

**Now with group viewing rates for department
meetings!**

<http://www.nysaflt.org/webinars/>

Spanish Immersion Program for New York State Spanish Teachers



Study the Spanish language and the culture of Mexico at the Cemanahuac Educational Community, located in beautiful Cuernavaca, Mexico, the City of Eternal Spring

- Spanish language classes at all levels, with never more than 5 students per class
 - Family stay with a Mexican family, all meals included
 - Lectures and workshops on history, literature, art, music, and current events in Spanish and English
 - Excellent guided field study tour program to places of historic and archeological interest
- Graduate level academic and CEU credit for teachers and other professionals
 - Volunteer opportunities exist to use Spanish outside the classroom
 - Individualized programs and group fees for high school groups; free tuition and field study trips for accompanying teachers

2011 and 2012 Scholarships -- Available for New York Teachers

Includes registration, tuition, housing with a Mexican family (double room), and one all-day field study trip.
Write to Jill Dugan (Latin American Scholarship Chairman)
for more information!

*I look forward to talking with you at the NYSAFLT
conference in Rochester in October.*

Vivian B. Harvey, Educational Programs Coordinator
Cemanahuac Educational Community
vivian@cemanahuac.com
Web page: www.cemanahuac.com



www.donquijote.org

Live Spanish

in Spain and Latin America

- 12 schools in Spain and 24 throughout Mexico & Latin America
- More than 25 courses: general intensive Spanish courses, D.E.L.E preparation courses, teacher refresher courses, school groups...
- 1 - 40 weeks, all levels, all year, small groups
- Home stay, student flats and residence accommodation

For more information
don Quijote **SPAIN**
Calle Placentinos, 2
37008 Salamanca - Spain
infocentral@donquijote.org
Tel: +34 923 26 88 60
www.donquijote.org

SPAIN

Alicante Marbella
Barcelona Salamanca
Cadiz Seville
Granada Tenerife
Madrid Valencia

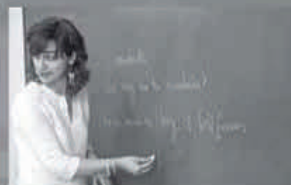
MEXICO

Guanajuato
Oaxaca
Playa del Carmen
Puerto Vallarta

LATIN AMERICA

Argentina Ecuador
Bolivia Guatemala
Chile Mexico
Costa Rica Peru
Cuba Dominican Republic

don Quijote
in-country Spanish language courses



Study abroad

in Spain

and Latin America

100%
immersion

www.enforex.com

24 Spanish schools in Spain & Latin America

- The utmost flexibility & variety
- Starting dates every Monday, all year round
- All levels — beginner to proficiency
- More than 20 programs for all ages & interests (short & long duration)
- Small class size (average 5, maximum 10)
- Special group rates
- Spanish teacher training courses
- Summer camps for children & teenagers (5 to 18 years old) mixed with 60% Spanish students
- Incredible mix of nationalities, personal attention & services

... discover us!



Head Office
C / Alberto Aguilera, 26
28015 Madrid - Spain
US Toll-free: 1-866-607-7246
Tel: +34 91 594 37 76
Fax: +34 91 594 51 59
E-mail: info@enforex.es



Enforex

Alicante · Barcelona · Cádiz · Granada · Madrid · Málaga · Marbella · Pamplona · Salamanca · Sevilla · Tenerife · Valencia · (Spain)
Argentina · Bolivia · Chile · Costa Rica · Cuba · Dominican Republic · Ecuador · Guatemala · Mexico · Peru · (Latin America)