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New York State Association of Foreign Language Teachers

VOL. 62 | 2011 | No. 2

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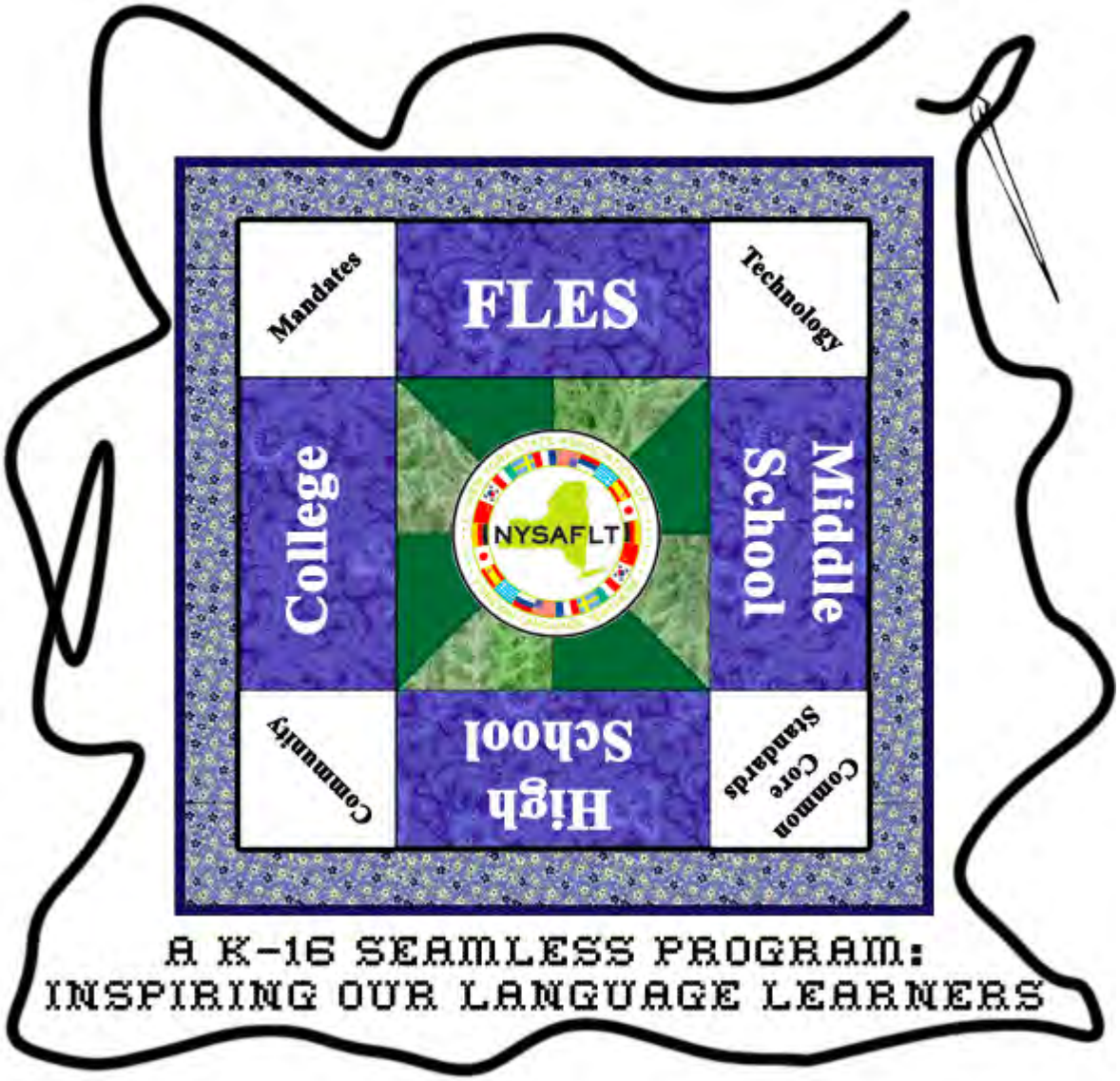

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If you would like more information about how you can make a planned gift to NYSAFLT and impact a cause near to your heart, please contact John Carlino, Executive Director, at NYSAFLT headquarters.

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- **Parents As Language Partners - (presenter: Marie Campanaro on December 15, 2011)**
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2010-2011

- **Exam and Item Writing for LOTE – A Do-it-Yourself Guide - (presenter: John Carlino on March 14, 2011)**
- **Web 2.0 for the LOTE Classroom - (presenter: Ken Hughes on March 9, 2011)**
- **National Board Certification for World Languages - (presenter: Nancy Ketz on February 9, 2011)**
  - Please note that there was a recording issue with this webinar. It was recorded in GotoMeeting format. Audio is available, video for some may not be. More details on how to possibly remedy this situation can be found here**.**
- **Maximizing Student Language Use - (presenter: Mary Holmes on January 6, 2011)**
- **Student Travel Abroad - The School Exchange Model (presenter: John Carlino on December 6, 2010)**
- **Assessments Using Technology - (presenter: Dr. Vicki Mike on November 4, 2010)**
- **Building Thematic Units for Early Language Learners - (presenter: Nathan Lutz on October 7, 2010)**

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- **Quia in the Foreign Language Classroom - (presenter: Maria Holland on May 26, 2010)**
- **Social Bookmarking for LOTE Teachers - (presenter: Bill Anderson on March 18, 2010)**
- **Web 2.010 - (presenter: Ken Hughes on January 21, 2010)**

Please note that all webinars are in .mp4 format.
Recommended software to view this format are Quicktime or VLC.

Language Association Journal

A publication of the

New York State Association of Foreign Language Teachers, Inc.

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Dear NYSAFLT colleagues:

With this issue, I am completing my three-year term and resigning as Editor of our *Language Association Journal*, due to accepting a new position and relocating to a different state. It has been an honor and a pleasure serving our NYSAFLT community in this important role. I thoroughly enjoyed working with you and am deeply grateful to the Editorial Board, as well as our wonderful Assistant Executive Director Roseann Lorefice, for their invaluable assistance during my tenure as Editor.

The issue opens with Jianguo Ji's article in which he presents a model of proceduralized L2 learner needs analysis and argues that analyzing and coping with L2 learners' transculturally-based cognitive needs requires adequate rationales and targeted strategies which, in turn, calls for systematic and practical needs analysis procedures. Juan A. Thomas and Linda Culyer in their article uncover students' and professors' attitudes toward the usefulness of LOTE study for health care professionals in the School of Health Sciences at Utica College and explore the implications of these attitudes with regard to LOTE curricula.

The Teacher to Teacher section encourages us in our LOTE advocacy efforts by Harriet Barnett's reflections on the importance and value of early LOTE learning and Harry Tuttle's example of emphasizing speaking in a LOTE classroom as well as inspires us in our LOTE pedagogy by Mala Hoffman's approach to connecting the study of French and geography in a meaningful and relevant way.

I hope that you enjoy reading this issue, which focuses on foreign language education in the era of globalization and internationalization, and consider contributing to the next one by sharing your knowledge, experience, expertise, and research with your colleagues in the profession. The next issue will highlight the theme "Teaching and Learning in the Target Language: Challenges and Opportunities," with the submission deadline of March 1, 2012.

As I say goodbye as Editor, I would like to thank you for your collegiality and friendship over the years and wish you a joyous Holiday Season and a safe, healthy, and fulfilling New Year 2012.

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

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2012 Vol. 63, No. 1
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Technology in LOTE Teaching and Learning:
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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:

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Elvira Sanatullova-Allison, Ph.D.
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COPING WITH L2 LEARNERS' TRANSCULTURALLY-BASED COGNITIVE-LINGUISTIC NEEDS

Jianguo Ji

Introduction

In meeting the ACTFL Standards for Foreign Language Learning, there is one critical issue that cannot be overemphasized: developing an insight into the innate reciprocity between linguistic forms and their embedded cultural subtleties should be regarded as a primary theme of instructed L2 acquisition. This process of internalizing the form-content relationship constitutes a fundamental basis for L2 learners' cognitive needs. Such a type of cognitive need is, by nature, translinguistic and, therefore, transcultural.

For a long time, however, efforts to analyze and cope with L2 learners' needs for transcultural cognitive development have largely been confined to the personal styles of individual teachers and researchers, without formulating professional consensus or unified approaches. There is a frequent lack of systemic support and standardized backup for analyses of L2 learners' needs (Ji, 2010b). As a result, L2 educators have had a hard time finding a common platform for L2 learner needs analysis, on which they can pool together collective wisdom and endeavors, expand research findings, summarize experiences, exchange meaningful data, and popularize successful experiments. Systematic, practical, and user-friendly models have been scarce. Judging from this situation, it is urgently necessary to make an effort to devise systematic and practical procedures for L2 learner needs analysis.

This article discusses certain critical aspects of this issue. A model of "proceduralized L2 learner needs analysis" will also be introduced, so as to assist L2 teachers in their effort to

conduct effective analysis and devise confident strategies for coping with L2 learners' transculturally-based cognitive-linguistic needs in their L2 acquisition process.

Learners' Cognitive-Linguistic Needs and Teachers' Obligation to "Know Both Sides"

Three Basic Principles: The Reference Points for "Knowing Both Sides"

In order to satisfy learners' transculturally-based cognitive-linguistic needs, L2 teachers need to develop a professional capacity to "know both sides." Three basic principles have been identified as being worthy of attention and adoption in devising transculturally-oriented coping strategies for meeting L2 students' transculturally-based cognitive-linguistic needs. These basic principles are:

1. L2 teachers need to respect, and to transcend, the cultural-cognitive-linguistic differences between the learners' native and target language;
2. L2 teachers need to apply the basic concepts of L2 teaching methodology flexibly and dialectically;
3. L2 teachers need to strengthen their own transcultural consciousness about L2 pedagogy.

Generally speaking, these basic principles can serve as a guiding star and crucial reference points, which inform, inspire, and guide L2 teachers in their endeavors to satisfy L2 learners' transculturally-based cognitive-linguistic needs in the process of instructed L2 acquisition, and in their efforts to create effective and user-friendly strategies to cope with challenges from the process of transcultural L2 education.

Principle One: The Need to Respect, and to Transcend, the Cultural-Cognitive-Linguistic Differences

Differences between the native and target languages or cultures are an existential reality for L2 learners (Clarke, 1976). One of the basic tasks in L2 education is to acknowledge this reality of transculturally-based cognitive-linguistic differences and, in instructional designs and pedagogical operations, carefully work out solutions for solving learner problems that result from such differences (Ji, 2009). This is a pedagogical process in which the teacher needs to work diligently at providing various conditions that are necessary for facilitating L2 learners' efforts to surmount cognitive obstacles caused by cultural-linguistic differences, so as to successfully complete the process of instructed L2 acquisition.

In order to transcend the cultural-cognitive-linguistic differences, it is all but necessary to achieve "transcultural comprehension" first. This task of transcultural comprehension, nevertheless, cannot be smoothly accomplished without the guidance of transcultural consciousness (Ji, 2007a). This is owing to the existence of another reality: since language is the primary carrier of culture, what language difference represents is by nature cultural difference. Only through transcultural shifting and projection can culturally-induced linguistic and cognitive differences be properly understood and adequately tackled.

Principle Two: The Need to Apply the Essential Concepts of L2 Teaching Methodology Flexibly and Dialectically

Just as there is an unbreakable association between L2 learner needs and L2 teacher's instructional capacity, how to cope with learners' transculturally-based cognitive-linguistic needs is a natural reflection of L2 teacher's pedagogical competence. Therefore, strategies to cope with L2 learners' transcultural cognitive-linguistic needs naturally involve two types of substantial pedagogical competence: (1) "classroom interactional process control capacity" and (2)

"transcultural L2 teaching capacity" (Ji, 2008). The full play of such substantial pedagogical competence, nevertheless, depends on the methodological operations.

This requires a good familiarity, on the part of the L2 teacher, with essential constructs of L2 teaching methodology, a strong sense about L2 teaching methodology that facilitates instructed L2 acquisition, and an insight into the chronological characteristics of L2 educational theories and practices. All these expect L2 teachers to be guided by transcultural consciousness, to be clearly aware of the transcultural nature of L2 teaching, and to be operationally familiar with, and able to flexibly and dialectically apply, the essential concepts of L2 teaching methodology.

Principle Three: The Need to Strengthen the Teacher's Own Transcultural Consciousness

In order to smoothly and effectively guide learners through the process of transculturally-based cognitive-linguistic development, L2 teachers need to, first of all, develop a strong sense about transcultural education, maintaining sufficient transcultural sensitivity (Ji, 2006a). This prerequisite is of critical importance, particularly for analyzing L2 learners' transculturally-based cognitive-linguistic needs that emerge from the process of instructed L2 acquisition, and for smoothly facilitating learners' internalization of the target language information.

The degree of strength or weakness in a teacher's transcultural consciousness about L2 teaching determines, to a large extent, the degree of effectiveness or ineffectiveness in learners' L2 acquisition. This is because second language acquisition is essentially a process of acquiring a second culture (Acton & Felix, 1986). Deficiency in transcultural consciousness about L2 education will result in an L2 teacher's neglect of the subtle impact of cultural mechanisms on linguistic forms, in an L2 teacher's inability to pinpoint the real factors that underlie learners'

transcultural-cognitive-linguistic needs, and in an L2 teacher's difficulty to provide adequate facilitation to learners' L2 acquisition process.

Weight of the Capacity to "Know both Sides"

Transcultural Consciousness for "Knowing Both Sides"

L2 education is in essence a transcultural process, which requires that the teacher diagnose and pinpoint learners' transculturally-based cognitive-linguistic needs as accurately as possible. To achieve this, the teacher is expected to possess the capacity to "know both sides." Without a sufficient transcultural consciousness about L2 pedagogy, however, one can hardly develop such a capacity.

Speaking of the "transcultural consciousness about L2 pedagogy," its most practical value lies in its function to remind teachers that "knowing both sides" should be used as a template for designing and implementing teaching operations (Ji, 2010a). To be more exact, this template should serve as a basis for devising or revising teaching design, for creating or adjusting instructional procedures, for adopting or avoiding certain instructional methods and techniques, for selecting or editing materials for instruction, and for choosing or changing assessment criteria.

To "know both sides" here means that L2 teachers need to base their feedback to learner's transculturally-based cognitive-linguistic needs on the following considerations:

1. Teachers' feedback must be based on accurate diagnosis of learner needs;
2. Teachers' feedback must be based on familiarity with the cultural and linguistic information relevant to the particular learner needs;
3. Teachers' feedback must be based on a sober awareness of the extent of difference between learners' native and target language that the L2 information exhibits;

4. Teachers' feedback must be based on a sober awareness of the critical importance "timing" has for instructional intervention;
5. Teachers' feedback must be based on a sober awareness that a certain amount of foreshadowing is necessary for L2 information input.

The primary purpose of L2 learner needs analysis should be to accurately size up the degree and extent of information deficiency in learners' knowledge structure that deals with their cognitive capacity for transcultural and translinguistic learning, such as the content, degree, and cause of the deficiency. If this purpose is not fulfilled, it will be impossible to conduct targeted instruction. Without targeted instructional operations, it will be very difficult to practically plan and design the content, methods, depth, or width of teaching (Ji, 2010b).

Between Pedagogical Competence and "Knowing Both Sides"

Satisfying L2 learners' transculturally-based cognitive-linguistic needs is a major goal of the "knowing both sides" requirement, which cannot be achieved without an accurate diagnosis and analysis of L2 learner needs. However, without a "substantial pedagogical competence," it can be extremely difficult for teachers to enact accurate needs analysis or formulate adequate coping strategies (Ji, 2008). The backbone of a substantial L2 pedagogical competence, on the other hand, is the "transcultural consciousness about L2 pedagogy." These three factors, i.e., accuracy in needs analysis, substantial L2 pedagogical competence, and transcultural consciousness about L2 pedagogy, are interdependently associated and, therefore, inseparable.

The "substantial pedagogical competence," as well as its crucial component, the "transcultural consciousness about L2 pedagogy," both represent the insight and coping capacity that an L2 teacher has for dealing with L2 learners' transculturally-based cognitive-linguistic

needs. It is such insight and coping capacity that determine the degree of effectiveness of L2 instructional operations.

The most essential goal of L2 methodological thrust is to accomplish the following tasks:

1. Accurately analyze L2 learners' needs for transcultural and translinguistic cognition. This entails the necessity to ponder upon and answer questions such as "what is missing," "why is it missing," and "how much is missing";
2. Adequately design instructional operations. This entails the necessity to ponder upon and answer questions such as "what to teach," "how to teach," and "to what extent should it be taught";
3. Effectively implement instructional procedures. This entails the necessity to ponder upon and determine the timing of instructional activities as well as to determine the degree of training learners' L2 use capacity;
4. Accurately assess learning outcomes. This entails the necessity to ponder upon and answer questions about how to objectively, holistically, and dialectically examine the reciprocity between what is put into and what comes out of the instructed L2 acquisition process.

In order to fulfill these tasks, L2 teachers must learn how to flexibly project back and forth between learners' native language and culture, on the one hand, and the target language and culture, on the other.

Learner Needs-Based: Teacher's Pedagogical Competence and Consciousness about L2 Teaching Methodology

Between L2 Teaching Methodology and Learners' Transcultural Cognitive Needs

How to capture L2 learners' transcultural needs for cognitive-linguistic development is not just a priority issue for L2 teaching methodology studies. It is also the starting point for any self-contained, real-world L2 pedagogical operations. This truth resonates with important entailments of the "transcultural L2 teaching capacity" and "classroom interactional process control capacity:" teachers need to accurately identify learners' transculturally-based cognitive-linguistic needs or difficulties in learning and, on the basis of which, provide timely and adequate feedback, so as to meet the needs and tackle the difficulties (Ji, 2007a).

The methodological implications of the L2 learner needs analysis can be seen throughout instructional operations. The selection of teaching rationales, the application of linguistic principles, or the adoption of specific teaching methods and techniques – none of these can be adequately managed without considering: (1) learner's needs for transcultural cognition, (2) learners' existing cognitive structure and educational background, and (3) instructional environment (Ji, 2010b). Neither can the selection and creation of instructional materials be adequately conducted without a consideration of learner's needs for transcultural cognition, or the instructional environment and conditions in which the anticipated learning is to take place. Nor can the sequencing and editing of text materials be adequately done without a close examination of learners' existing capacity to process new information and carry out critical thinking.

Moreover, overall teaching designs and specific lesson preparations also need to be based on an accurate diagnosis of the "internal" needs of the L2 learners, and on a realistic understanding of the "external" conditions for the instruction (Ji, 2010a). Timely, adequate, and flexible adjustments in the designing and implementation of instructional activities should also be conducted on the basis of constant emergence of transcultural-cognitive-linguistic needs – needs that keep coming out of learners' L2 and C2 acquisition process.

Challenge to L2 Teaching Methodology: Absence of Cultural Context

In instructed L2 acquisition, absence of careful attention, or adequate response, to learners' transculturally-based cognitive needs is destined to lead to the type of trouble depicted in a classical Chinese metaphor: "a blind man riding a blind horse on a pitch-dark night approaching a deep pond of water." Such trouble constitutes a special type of challenges to L2 pedagogy, due to the absence of cultural context in instructed L2 acquisition (Ji, 2007b). The depth, width, and degree of such challenges, more often than not, can go way beyond the scope of our usual prediction and imagination.

In contrast, there are much fewer, and much less serious, challenges when it comes to the teaching of a language, literature, or culture in non-transcultural situations. This refers to the teaching of a language to its native speakers in the native speakers' sociocultural environment. In such a situation, the need for differentiating "delivering the textbook information" from "teaching the learner how to learn" does not constitute the same degree of urgency, thanks to the compensatory function of the native cultural-linguistic context.

Between Dynamic Classroom Process and L2 Pedagogical Consciousness

Discussions of L2 pedagogical consciousness will not be fruitful unless the dynamic nature of the instructional process is being emphasized. Nor will they be, without using the dynamic angle to examine the structural components of L2 teaching methodology. Such a perspective, from which concepts of L2 methodology can be better assessed, is all necessary, because of the following crucial factors.

On one hand, effective instructional endeavors, or learners' smooth acquisition of knowledge about the target language, normally come directly from the lively and dynamic interactions between teaching and learning in the classroom. In other words, effective and interaction-based instructed L2 acquisition usually results from an insight into the dynamic

relations between teaching and learning. On the other hand, judging from the dynamic nature of the teaching-learning relations and the interactional reality of the classroom process, the L2 methodological mechanisms themselves should also be rendered dynamic, taking on a dynamic nature too (Ji, 2007b). Therefore, a serious attention to the intimate interdependency between L2 methodological mechanisms and L2 classroom interactional process should be included into L2 teachers' needed consciousness about L2 pedagogy.

Strategies for Analyzing and Coping with L2 Learners' Transculturally-Based Cognitive-Linguistic Needs

Connecting L2 Learner Needs Analysis to L2 Instructional Procedures

When analyzing and coping with L2 learners' transculturally-based cognitive-linguistic needs, it is necessary to integrate the process of needs analysis into the process of methodological operations. The process of needs analysis should genetically encompass many important aspects of L2 teaching. Not only should it be associated with theoretical rationales of foreign language education, but it should also be related to the classroom process. Not only should it be docked with the design of instructional operations, but it should also be connected to the assessment of learning outcomes.

Moreover, the process of analyzing and coping with L2 learners' transculturally-based cognitive-linguistic needs, when associated with the process of instructed L2 acquisition and methodological operations, should be materialized in the form of a series of steps or a set of procedures (Ji, 2010b). With a visible and proceduralized process of needs analysis, L2 teachers will not only find it handy to make quantitative and qualitative classifications of L2 learner needs, but they will also find it easy to quantify, qualify, evaluate, and modify the operations of the needs analysis and the measures that are taken for coping with particular needs.

A Unique Model of L2 Learner Needs Analysis

To make up for the lack of guidelines for analyzing L2 learners' transculturally-based cognitive-linguistic needs, a set of practical procedures was created in the late 1990s by Dr. Jianguo Ji, a Professor of Modern Languages at the City University of New York, who has been using it in L2 teaching and L2 teacher training. He christened this model Proceduralized Needs Analysis and Coping-Strategy Design, or PNACD (Ji, 2006b). Since 2006, he has introduced the rationales of this "proceduralized L2 learner needs analysis" model to a number of L2 Chinese teacher training programs both in China and in the United States.

As its procedural structure indicates, this unique model of needs analysis is in close unison with L2 teaching methodology in terms of their operational features. Therefore, it can be regarded and treated by L2 teachers as part of their methodological operations (Ji, 2010b). From a macro view, such a proceduralized model not only can function as a necessary component of the general teaching design and the specific lesson planning, but it can also be integrated with instructional procedures. Thus, it can serve as a crucial link in the process of instructed L2 acquisition. From a micro view, it is of great practical value to use this model of proceduralized needs analysis as an important component of the instructional operations. In addition, it can also serve as a valuable reference for assessing the professional quality of the teacher, as it can quite systematically reflect a teacher's transcultural L2 teaching capacity. All these features of this model prove to be meaningful, whether for the professional development of L2 teachers, or for the upgrading of L2 instructional effectiveness, or for the quality control of L2 programs. The following is a sketch description of this model.

A Unique Model of L2 Learner Needs Analysis and Coping Strategies

Uniqueness of the "Proceduralized Needs Analysis" Model

Needs analysis without a systematic set of procedures and specific steps is unthinkable. What makes Ji's model desirable is its procedural construct, which is concise and practical, and its methodological construct, which makes it possible for its smooth incorporation into instructional design to be materialized, in addition to its distinct quality, which is characteristic of transcultural L2 education. This model embodies the integration of the transcultural consciousness about L2 learners' process of transcultural cognitive development. It also reflects a keen sensitivity on the part of the teaching to the transcultural cognitive needs of the learning.

This model is composed of a series of interrelated steps that formulate a set of systematic procedures. The internal mechanisms of this set of procedures are organically and dynamically related to each other. The following is a detailed description of the model.

Procedure 1: Capturing Signs and Signals that Reveal L2 Learner Needs

Capturing Signs and Signals: Requirements for the L2 Teacher

"Capturing signs and signals" is the first step in the process of L2 learner needs analysis. It goes without saying that, in order to make an analysis of learners' needs, the teacher must search and capture signs and signals that reveal learner needs. To be more exact, the teacher needs to capture, from students' learning behavior, the expressions of learners' transcultural cognitive needs, and to categorize the needs.

The task to capture the expressions of learner needs requires that the teacher pay sensitive attention to learner behavior. It would be very difficult to capture such expressions promptly and timely if a teacher's major instructional effort is limited to the method of lecturing on textbook information, or if a teacher's primary attention is confined to a one-way flow of information in so-called "imparting the textbook knowledge." L2 teachers ought to be aware that, during the normal fast pace of L2 classroom interactions, clues to leaner needs are a transient phenomenon.

It is no exaggeration to point out that it takes specially trained skills and professional talents to capture pedagogically meaningful signs and signals that reveal the transculturally-based cognitive-linguistic needs of L2 learners.

How to Capture and Categorize Expressions of L2 Learner Needs

In order to capture expressions of learners' transculturally-based cognitive-linguistic needs, it is necessary to pay close attention to students' learning behavior.

"Students learning behavior" here refers mainly to the various types of response that students give when they encounter information about the target language and culture. Such responses often take the form of spoken or written expressions of the target language, which students try to use on the basis of the cultural and linguistic knowledge they have studied. Such responses also take the form of questions and comments, which are directed at the newly introduced language information and cultural phenomena. In addition, such responses can also be detected through other observable behaviors, such as emotional expressions and non-verbal language forms.

Procedure 2: Analyzing the Nature of L2 Learner Needs

Relationship between Capturing and Analyzing Learner Needs

"Analyzing L2 learner needs" is the second step in the process of the needs analysis. Signs and signals about cognitive needs that have been captured provide the first-hand data for diagnosing and analyzing deficiencies in a learner's cognitive structure. It is apparent that, only by obtaining such first-hand data can needs analysis be conducted. Only with such data will the teacher be able to start examining and assessing the extent of the "information gap" or "knowledge structure gap" between a learner's existing knowledge structure and a knowledge structure that is academically and intellectually required. Only when such data becomes available

can the teacher get an accurate picture about a learner's exact deficiency in transcultural cognitive development.

Getting an Accurate Picture of the "Knowledge Structure Gap"

Analyzing the nature of learner needs is essentially a process of searching for and discovering answers about these questions, as follows:

1. What exactly is missing from the learner's cognitive structure?
2. What is the extent or degree of the deficiency or insufficiency?
3. What are the major factors that contribute to such deficiency or insufficiency?

In other words, in our effort to analyze the nature of the learner needs, the first thing to do is to get a clear idea about the deficiency in the learner's knowledge structure, and about the content and causes of the deficiency. Only after a clear idea has been obtained will the teacher be able to make a targeted effort in designing instructional plans and organizing learning activities or remedial assistance.

Determining the Quantity and Quality of Cognitive Deficiency

L2 learners' deficiency in their cognitive structure, when manifested in the process of learning language forms and cultural content, can be generally summarized into three categories: (1) without any knowledge; (2) having some miscellaneous knowledge, but without a systematic understanding; (3) the understanding of the cultural and linguistic phenomenon is far from the nature of the issue.

It is feasible to make quantitative and qualitative assessment of the learner's cognitive deficiency on a particular aspect of knowledge or piece of information. Of course, this is merely a rough illustration. Meticulous measurement still requires the inclusion of various other factors. Factors to be considered in the quantitative and qualitative assessment may have to include, for example:

1. Specific sub-categories of language skills, such as listening vs. speaking vs. reading vs. writing;
2. Different communicative contexts, in which the act of language use takes place;
3. Weight or ratio of a particular language phenomenon for learning, as a particular component in a particular teacher's instructional plan.

Procedure 3: Determining the Degree of Difficulty for Meeting L2 Learner Needs Priorities in Difficulty Determination

BEFORE making decisions about the coping strategies – about the content materials to teach, the teaching methods to adopt, and the depth and width of the instructional operations – an L2 teacher needs to make a predictive judgment on the degree of difficulty in dealing with the learner's cognitive deficiency. The teacher needs to examine possible challenges of the cognitive deficiency from these two angles: (1) the psycholinguistic process of instructed L2 acquisition and (2) the conditions for facilitating that acquisition process.

Determining the degree of difficulty, or "difficulty determination," in coping with L2 learners' cognitive deficiency will have to involve a number of crucial factors. It will involve the factor of "timing," since the determination of the difficulty has to come before the decision about what to teach, how to teach, and the depth and cope of instruction. It will also involve the "angles of difficulty determination," as it has to consider both the process and the conditions for the instructed acquisition of L2 knowledge. At the same time, it will involve the "goal and objectives of the difficulty determination," as the subsequent coping strategies to be devised will have to be targeted at individual learner's specific area(s) of transculturally-based cognitive-linguistic deficiency.

As instructional practices inform us, certain aspects of L2 pedagogical operations are fundamental to instructed L2 acquisition. These include: offering learner-specific facilitation, conducting targeted instruction, being particular about the timing in orchestrating learning activities, and providing a systematic intervention in every stage of the instructed L2 acquisition process.

Difficulty Determination and Systematicness of Remedial Information

"Degree of difficulty in coping with learner needs" takes various forms. The most frequent ones are: (1) the issue in question involves too many dimensions of academic and intellectual inquiry, which makes it very hard for L2 learners to process the information in all these dimensions within the given time frame; and (2) the issue in question appears to be too far beyond the current cognitive stage and the existing intellectual level of the learner, because of its extraordinary depth and width.

There is one more factor that is organically related to the objectives, angles, and timing for difficulty determination: the degree of systematicness of the remedial instruction, the type of instruction that provides make-up information for coping with learners' cognitive deficiency. The degree of difficulty determination largely depends on the degree of systematicness of the remedial instruction. The weaker the systematicness is, the less productive the remedial instruction. And vice versa.

Procedure 4: Devising Coping Strategies for Meeting L2 Learner Needs

Basis for Strategy Development: A Targeted and Individualized Approach

"Devising coping strategies for meeting learner needs" is to determine the content, quantity, and means for the "remedial" instruction. Specifically, it is a process in which the teacher adopts a targeted and individualized approach to dealing with the issues of "what to

teach," "how much to teach," and "how to teach." This is a task that is to be accomplished based on the analysis of the learners' cognitive deficiency, after having made a predictive judgment about the degree of difficulty for teaching the "missing" information, and with individual learners' specific type of cognitive deficiency in mind.

Determining "What to Teach," "How Much to Teach," "How to Teach"

In dealing with "what to teach," emphasis should be given to how the determination is to be made with regard to the editing, rearranging, and sequencing of the cultural-linguistic information selected for learning.

The effort to decide on "how much to teach" is to determine the depth and width of the instruction. This requires that the teacher make predictive assessments about the quantity, extent, and quality of the cultural-linguistic information to be introduced and processed in the instructed L2 acquisition process. The particularity of the "remedial" instruction requires that the effort to decide "how much to teach" strike a balance, in the content selection process, between systematic comprehensiveness and brief clarity.

The effort to decide on "how to teach" is to determine the means and methods of teaching. This requires that the teacher produce practical and specific plans for the adoption of theoretical principles, for the design of instructional operations, for the implementation of teaching procedures, for the selection of instructional techniques, and for the assessment of learning outcomes.

Coping Strategies Design: Categorical Features and Dynamic Nature

Examined for its categorical features, each and every operational move in the process of "devising coping strategies" – analyzing learners' cognitive deficiency, planning and designing the content of learning, methods of teaching, depth and scope of instruction – invariably falls

into the domain of L2 teaching methodology. Examined for its dynamic nature, each and every process of the planning and designing – that for content of learning, that for methods of teaching, and that for depth and width of instruction – invariably exhibits its transcultural construct, as the L2 learner needs analysis is essentially a transcultural process. This is specifically because of the fact that each process of planning and designing invariably requires that the teacher be capable of shifting and projecting back and forth between the two languages and cultures, so that he/she will be able to find effective ways to satisfy learners' cognitive needs and make up for learners' cognitive deficiency.

Procedure 5: Preparing "A Bucketful of Water"

Relations between "A Cup of Water" and "A Bucket of Water"

In the Chinese educational tradition, the notion of "a cup of water" vs. "a bucket of water" constitutes a vivid metaphorical depiction of the relationship between the learning and the teaching. According to Ji's "proceduralized L2 learner needs analysis" model, what needs a particular emphasis is that the preparation of L2 teacher's "bucketful of water" should have two major components: (1) the "preparation of a transculturally-oriented knowledge structure" and (2) the "preparation of a transculturally-oriented critical thinking and problem-solving capacity." Metaphorically speaking, such preparations require that the teacher's "bucketful of water" be characterized by two constructs: (1) a minimally required "water level" and (2) a normally expected "water quality."

"Minimally Required Water Level": L2 Teacher's Preparation of a Transculturally Oriented Knowledge Structure

One cannot talk about L2 teachers' "bucket of water" without mentioning the "necessary amount of the water in the bucket." As it is impossible for a teacher to know it all in this age of

information explosion, setting a "bottom line" becomes a practical thing to do. This bottom line can be called "minimally required water level."

The "minimally required water level" for the teacher's "bucketful of water" here refers to the idea that, in order to satisfy L2 learners' transculturally-based cognitive-linguistic needs on a particular topic or subject matter, the L2 teacher needs to prepare himself/herself with at least a minimally acceptable amount of knowledge for teaching that topic or subject matter. This requires that the teacher must do his/her homework in order to possess the necessary amount of information or knowledge that is related to that particular topic in question, so that he/she can provide a holistic answer to the learner.

"Normally Expected Water Quality": L2 Teacher's Preparation of a Transculturally-Oriented Critical Thinking and Analytical Capacity

In addition to maintaining the "minimally required water level," L2 teachers also need to keep their "water quality" up to the "normally expected" standard. This means that L2 teachers should possess a transculturally-oriented capacity for their process of critical thinking and problem solving.

To develop and maintain such "normally expected water quality," serious endeavors need to be made in at least these two ways: (1) constantly improving one's own professional strength and unremittingly working to enrich oneself with professional knowledge and (2) conscientiously and continuously enhancing one's transculturally-oriented capacity to conduct critical thinking and holistic analysis.

Table Form of the "Proceduralized Analysis" Model

Practical Merits of the Table Form

When condensed and simplified into a formula or a table form, a model of complex rationales and procedures can become easier to adopt and utilize for instructional operations or managerial processes, thus exhibiting a much extensive practical value. Below is a table form of the above "proceduralized analysis" model.

This table form (see Table 1) is a concise representation of major features of the model, providing a user-friendly tool for L2 teachers to conduct learner needs analysis and formulate coping strategies. It can be used as a flexible framework in teaching operations such as lesson preparations, classroom instructions, or learner problem assessment.

TABLE 1. TABLE FORM OF THE PROCEDURALIZED L2 LEARNER NEEDS ANALYSIS

Proceduralized L2 Learner Needs Analysis The Table Form	
Issue in Question	
Procedure 1: Capturing Signs that Reveal Learner Needs	
(1) capturing expressions of learner needs	
(2) identifying cases of learner needs	
(3) categorizing the cases of learner needs	
Procedure 2: Pinpointing the Nature of Learner Needs	
(1) sizing up "information gap" and clarifying causes of deficiency	
1) determining "what is missing"	
2) determining "how much is missing"	

3) determining “why is it missing”	
(2) assessing the quantity and quality of the cognitive deficiency	
1) without any knowledge	
2) having miscellaneous knowledge, without a systematic understanding	
3) without understanding the nature of the issue	
Procedure 3: Determining “Remedial” Instruction Difficulty	
(1) identifying the level and angle of the issue	
(2) identifying depth and width of the issue	
Procedure 4: Devising Coping Strategies	
(1) determining “what to teach”	
(2) determining “how much to teach”	
(3) determining “how to teach”	
Procedure 5: Preparing “a Bucketful of water”	
(1) deciding on minimal “water level”: - preparing transculturally-oriented knowledge structure	

(2) maintaining normal "water quality": - developing transculturally-oriented critical thinking and analytical capacity	

A Note about the Use of the Table Form

Before using the above table form, teachers are advised to familiarize themselves with or revisit the major concepts and specific rationales embedded in the model of "Proceduralized Analysis of L2 Learners' Transcultural Cognitive Needs." The benefits of this table form will be optimized when the user comes to fully understand its basic concepts and structural uniqueness, and when the user grasps its underlying principles and rationales characterized by a confluence of theories of foreign language education, foreign language teaching methodology, and crosscultural communication.

Concluding Remarks

It is part and parcel of an L2 teacher's instructional operations to satisfy L2 learners' transculturally-based cognitive-linguistic needs in their efforts to internalize the target language and culture. What is required of an L2 teacher is not merely a professional willingness to "respect the differences" or "transcend the differences." It also requires that the teacher be capable of utilizing concepts of L2 teaching methodology in a flexible manner and deftly demonstrate his/her substantial pedagogical competence. But most crucially, an L2 teacher is required to possess a strong consciousness about the transcultural nature of L2 education.

Coping with L2 learner needs for transculturally-oriented cognitive-linguistic development will not be successful without the fundamental role of "transcultural consciousness;" nor will it be fruitful without the function of the "substantial pedagogical

competence." This is undoubtedly true, whether in the case of trying to get to "know both sides," or in the case of trying to achieve a smooth transcultural and translinguistic "shifting" and "projection."

Nevertheless, the effort to satisfy L2 learners' transculturally-based cognitive-linguistic needs, the application of transcultural consciousness, or the function of the substantial pedagogical competence – none of these can be materialized by themselves. In order to achieve the desired effect, they need to be incorporated into the operational processes of the L2 teaching methodology. Hence, the process of meeting L2 learners' needs for transculturally-oriented cognitive-linguistic development is essentially an operational process of L2 teaching methodology. The use of the "proceduralized needs analysis and coping strategies" to facilitate L2 learners' acquisition process is actually a form or a means of that pedagogical operation.

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HEALTH CARE STUDENTS' ATTITUDES TOWARD LANGUAGE STUDY: MULTILINGUALISM AND MULTICULTURALISM IN A SMALL NEW YORK COMMUNITY

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Introduction

Health care professionals of the 21st century face many challenges regarding the changing demographics of the population. The ability to communicate and the need for health providers to have cultural competence are instrumental in order to provide effective health care to a diverse society. Limited English proficient patients face linguistic barriers when accessing health care services in the United States, which can result in misdiagnoses and/or inadequate treatment. Health providers employ a variety of informal strategies, such as gestures and interpretation by co-workers and family members, to overcome linguistic barriers, but these ineffective techniques do not overcome the language gaps and often lead to poor clinical care (Mason, 2003). Even more problematic than the language barrier is some health professionals' ignorance about the ethnic diversity that makes up the communities where they live. Health care providers from South Carolina reported that they had little knowledge about the Latino presence in their community and had had first contact with them in the health care setting (Fore, 2007).

Researchers have specifically addressed the communication skills that working health care professionals need to deal effectively with patients who speak a language other than English (LOTE). Although caregivers in a large Midwestern city could produce routinely used words and expressions in Spanish, they did not have well-developed receptive skills, preventing them from understanding their patients. On considering this unusual imbalance in the workers' acquisition

of Spanish, Lear (2005) argued for new second language acquisition models that apply to non-traditional foreign language students who have acquired more productive skills than receptive skills. Murphy and Macleod Clark (1993) surveyed nurses regarding specific problems with ethnic-minority clients; the longer the nurses had worked in the profession, the more they felt that cultural sensitivity was a necessary component of initial training. The nurses highlighted that "poor communication, a lack of knowledge of cultural differences and a lack of resources" (Murphy & MacLeod Clark, 1993, p. 449) resulted in less than adequate care.

Although language is not typically addressed in the formation of health care professionals, surveys have shown that heath care professionals see the importance of language awareness and cultural sensitivity training. In Lepetit and Cichocki's needs assessment survey (2002), Clemson University students from the Department of Public Health Sciences favored courses that stressed cultural sensitivity as well as productive language skills for a new International Health Studies Program. In a study commissioned by the Welsh Assembly, Roberts et al. (2007) surveyed the extent of Welsh language awareness among nurses, midwives, and health visitors. Although the linguistic context of the survey is that of bilingual Wales, the results have implications for other bilingual and multilingual settings, because they show that health provider's language attitudes can enhance cross-cultural communication. The authors emphasize the value of training initiatives in improving language awareness.

Attitudes toward language study have been shown to be relevant for a variety of reasons, including motivation and achievement of proficiency (Dörnyei, Csizér, & Németh, 2006; Gardner, 1985; Glisan, 1987; Hofman, 1977; Horwitz, 1988; Lambert & Gardner, 1972; Masgoret & Gardner, 2003). Given the above studies' warnings about poor treatment outcomes for limited English proficiency patients, we wished to measure the attitudes of college students

currently enrolled in health majors towards the usefulness of language study in their future professions. A classic definition of attitude is given by Allport (1950), "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 13). Thus, we hypothesized that attitudes may change as individuals gain experience with patients who speak a LOTE and, therefore, we included a group of participants with considerable experience in the health care industry, namely, the health professors.

Students at Utica College are required to study a language other than English for one year as part of their general education core, a requirement that forces the health students to deal with languages before they begin their careers as health workers. In addition, all health care students must complete some type of credit-bearing clinical/practicum course in a health care setting. Some students have jobs in the health care industry where they might observe patients who speak a LOTE, even though they are not yet directly involved in treatment. Descendants of Arabic-, Italian-, Polish-, Ukrainian-, Welsh-, and German-speaking immigrants live in the local community, and Arabic, Italian, Polish, and Ukrainian are still used in religious services and/or local radio programs. In addition, the area receives many different refugee groups. During the past two decades, Bosnians, Russians, Vietnamese, and Burmese have been welcomed into the local community. Perhaps the fastest growing group is the Latino community, whose numbers increased 28% between the years 2000 and 2009, according to the United States Census Bureau.

Methodology

Instrument

The Institutional Review Board for Human Subject Research approved this project in February 2009. The questionnaire (see Appendix A) was administered between March 2009 and

mid-May 2009. The survey consisted of 13 questions. Independent variables requested included gender, year in college, major, first and second language, and language study in high school and college. In order for a survey to be counted as valid, the participant needed to give consent, be at least 18 years of age, and answer item 9, the research question: "Do you think it is useful for health care professionals to study a second language?" In the text, this question will be referred to as "the usefulness question." All participants were asked about their experience in an actual heath care setting, that is, if they completed a practicum/clinical course and if they held a job in the health industry. If participants answered 'no' to both of the latter two questions, they were instructed to stop the survey. Participants were also asked where they had acquired their experience, either in the local area or outside. Those subjects who had had experience in an actual health care setting completed the remaining questions, specifically, if they had contact with or if they observed any patients who spoke a language other than English, and if so, what languages. Participants were also asked if they had observed difficulties in communication between the patient who spoke a LOTE and the health care professional. The final question asked what types of skills or knowledge a health care professional need in order to give the best possible treatment/health promotion for a patient whose language is not English.

Participants

A total of 290 surveys were administered and 265 were counted as valid (91% valid response rate). Participants included 15 professors and 250 students enrolled in 17 health studies classes. The participants' information is listed in Table 1. Of the 265 participants, 137 had completed a clinical course and 135 had held some type of job in the health care industry. More than one half of the participants (156) had had experiences with a patient who spoke a language other than English, 127 observed difficulties in communication between the health care provider

and the patient, while 27 indicated that they observed no such communication difficulties. All statistics were done with S.P.S.S. Cross-tabulation dependencies were considered statistically significant if the Pearson chi square probability (p) was less than .050.

TABLE 1: PARTICIPANT PROFILES

Gender	70.8% Female
	29.2% Male
Year of Study	20.2% First Year
	10.3% Second Year
	19.5% Third Year
	23.7% Fourth Year
	20.6% Graduate Students
	5.7% Professors
Area of Study	10.2% Health Studies
	34.2% Nursing
	8.3% Occupational Therapy
	32.0% Physical Therapy
	5.6% Psychology-Child Life
	4.1% Therapeutical Recreation
Participant's L1	88.7% English
	2.3% Haitian Creole
	1.9% Russian
	1.9% Twi

	1.5% Bosnian (Serbo-Croatian)
	1.1% Spanish
Participant's L2	81.6% none
	9.0% English
	3.8% Spanish
	2.6% French
	1.5% Twi
L2 Study	94.4% High School
	47.5% College
	6.8% Language Course for Health Professionals
Experience	22.0% Job Only
	12.5% Practicum/Clinical Course Only
	39.0% Job and Practicum
	26.5% No Experience

Results

Is It Useful for Health Care Professionals to Study a Second Language?

The majority of the participants (244) felt LOTE study was useful, while 21 did not. In the cross-tabulation of attitude, the independent variables showed that a greater percentage of males (14.7%) than females (5.4%) thought that studying a LOTE was not useful for health care professionals, p=.014.

Experience with LOTE patients, as well as difficulties in communication, lead to positive responses to the usefulness of language study. No contact with LOTE patients is related to a

negative response to language usefulness. Twenty-five per cent of participants who had had no experience with LOTE patients responded that language study was not useful, versus 6.4% who had had contact with such patients (p=.001). Participants who observed difficulties in communication were more likely to answer that the study of a LOTE was useful (p=.001); 23% of the participants who observed no communication difficulties felt that LOTE study was not useful versus 4.7% of those who did observe such difficulties.

Experience can also be described in terms of 'stage' in one's career. 'Stage' is considered here as the student's year in the college program or status as a professor. Year of study shows a non-random relationship (p=.020) with the participant's attitude regarding the usefulness. Neither professors nor fourth-year students answered 'no' to the usefulness question. First and second year students also show low frequencies of negative responses. The highest indices of negativity are found in the third year and graduate students. The cross-tabulation of usefulness answers by class shows that 5 out of 28 students in Nursing D, a third year class, and 6 out of 31 students in the graduate level physical therapy (PTK) class answered 'no' to usefulness (p=.007).

In order to understand why those two classes stood out, the participants were classified into four groups: (1) those who had held a job in the health care industry, (2) those who had only completed a clinical course/practicum, (3) those with no job or practicum experience, and (4) those who had completed both a clinical course and had held a job. The cross-tabulation of those four categories of work experience with the answers to the usefulness question showed that the participants who had only completed a clinical course had more negative attitudes toward language study (p=.003): 24% of the clinical-only students believed that language study was not useful versus 4.3% of those with no experience, 6.9% of those who had held a job and 5.8% of those who had both held a job and had completed a practicum. Students enrolled in Nursing D

and PTK had greater 'practicum-only' experience, 35% and 14%, respectively, than 'job-only' experience, 3% and 0%. The cross-tabulation of the experiential groups with observation of a LOTE patient ($p<.001$) showed that 37.5% of participants who had only completed a practicum had not observed LOTE patients versus 23% of those who only held a job and 7% of those with both job and practicum experience.

Difficulties in Communication and Ways to Improve Communication

Among the participants who had completed a clinical course and/or who had worked in the health care industry (194), 156 had observed a LOTE patient and 127 marked that they had observed difficulties in communication. Those participants who had had work or clinical course experience answered the last questions of the survey. These questions were designed to reveal their opinions regarding which linguistic skills or accommodations, such as medical interpreters or translated vocabulary lists, might improve communication between health professionals and patients (see Table 2). The numbers listed under 'yes' give the percentages out of the 194 respondents who had had experience in a health setting. Even though some of the 194 participants who had had job or clinical course experience had not actually observed a LOTE patient, they were still allowed to answer the skill's question. Participants were allowed to check more than one item. Cultural sensitivity and medical interpretation were the most popular responses.

TABLE 2: LINGUISTIC SKILLS NEEDED FOR PATIENTS WHO SPEAK A LOTE

	Yes (%)
A. utilize a list of medical terms translated into the patient's language	77
B. understand what the patient says	74

C. speak the patient's language	32
D. read the patient's language	19
E. write the patient's language	19
F. understand something about the patient's culture	82
G. utilize the services of a medical interpreter or telephone	81
H. not need to know anything about the patient's language to communicate with him/her	6

The majority of the participants (160) felt that cultural sensitivity is one of the best ways to improve treatment/health promotion with LOTE patients. Options B 'understanding the patient' and A 'utilizing a list of translated medical terms' were also popular choices, although less so than cultural knowledge. Options C, D, and E – speaking, reading, and writing the patient's language – received the least amount of checks – 62, 37, and 37, respectively. Most participants saw less need for the health provider to speak the patient's language and, to an even lesser degree, read and write it. Interestingly, all the participants who answered that language study is not useful left options C, D, and E unchecked. The cross-tabulations of the usefulness question with the responses to C, D, and E yielded p=.002, .026, .026, respectively.

The responses to G (medical interpreter) and H (the provider does not need to know anything about the patient's language to communicate with him/her) suggest that the vast majority of participants feel that health care workers do need to know something about their patients' linguistic and cultural background. Option H received the fewest responses. If a participant did not observe difficulties in communication, she or he most likely answered 'yes' to H (p=.027). More participants (17%) who felt that LOTE study was not useful chose H than

those who thought it was useful (4.7%), p=.040. Option G (the utilization of the services of a medical interpreter) was another popular remedy, also related to contact with patients (p =.034). Participants who observed difficulties in communication (87%) were more likely to select G than those who did not (70%). However, 85% of the participants who believed that LOTE study is useful selected G, as well as 67% of those who felt that it is not useful. Regardless of the attitudes toward usefulness, these percentages are not statistically different and suggest that both those who believe that language study is useful and those who do not feel that some type of accommodation should be made for patients who do not speak English.

The Participants and the Languages in the Community

Most participants (88.7%) reported English as their first language and 81.6% declared that they knew no second language fluently. The most cited second language was English (9.0%), followed by Spanish (3.8%). The vast majority of participants studied a language in high school (94%), and, while a lower percentage studied a language in college (47.5%), in both cases the most frequently studied language was Spanish – 126 (57% of those studying a LOTE) studied Spanish in high school and 83 (65% of those studying a LOTE) in college. The college has a one-year LOTE general education requirement. Even though almost one half of the participants had satisfied the language requirement at the time of answering the questionnaire, such a low response to knowledge of a second language suggests that they felt that they had not reached a sufficiently high enough proficiency level to be considered fluent.

Table 3 lists the percentage of participants who encountered language X either in their jobs or clinical course. Spanish is the language observed at the highest frequency: 116 of the 156 participants who had observed a LOTE in the health care setting observed Spanish. Of the 135 participants who had a job in the health care industry, 107 (79%) had observed Spanish and 28

(21%) had not. However, 74% of the participants who completed a clinical course in the local community observed Spanish as compared to 76% participants who completed a clinical course outside of the area and observed Spanish. Similarly, 79% of the participants who held a job near the college observed Spanish as compared to 84% of participants who held a job outside of the local area and observed Spanish. These relationships are not statistically different, and, therefore, Spanish was likely to be observed by this group of participants both inside and outside the local community.

TABLE 3: PERCENTAGE OF PARTICIPANTS WHO OBSERVED LANGUAGE X

Spanish	74
Bosnian	42
Russian	33
Polish	25
Italian	25
Vietnamese	23
Arabic	14
French	10
Burmese	5.1
Hindi	2.3

Although French was one of the languages observed at a low frequency, crossing French with job location shows that 64% of those who observed French had held jobs outside of the local area ($p=.044$). On the other hand, the percentage of participants who worked in the local

area observed Russian, Serbo-Croatian (Bosnian), Polish, and Vietnamese at a higher frequency than those who held a job outside the local area: 77% for Russian, 84% for Bosnian, 80% for Polish, and 76% for Vietnamese – p=.005, <.001, .005, and .048, respectively. The observation of Bosnian and Polish were also dependent upon clinical course location – 84% of the participants who observed Bosnian and 88% of the participants who observed Polish had taken a clinical course locally, p=.004 and .005, respectively. Within the experiences of this sample, Spanish is found with equal probability inside and outside of the local community, unlike Polish, Bosnian, Vietnamese, and Russian, which are more likely to be found inside than outside the local community. This result contrasts with French, which is more likely to be found outside of the area.

Discussion

The participants in this study overwhelmingly thought that LOTE study is useful for health care professionals. A similar result can be inferred from other studies. Lepetit and Cichocki's (2002) needs assessment questionnaire asked Clemson University students from the Department of Public Health Sciences which language they wished to learn; Spanish was chosen by 148 out of 165 respondents, but no responses of 'no language' were reported. Wright et al. (1997) and Valdini et al. (2009) described two highly successful Spanish language immersion programs designed specifically for health care professionals; any health care professionals willing to undertake such intensive programs most likely believed that Spanish was useful for her/his career.

As hypothesized, the participants' attitude towards the usefulness of language study is a function of experience. Contact with patients is the most direct way to describe experience.

Participants who had contact with LOTE patients tended to think that language study was useful, as did participants who observed difficulties in communication.

Nevertheless, experience may be described in other ways. Beginning level classes were targeted to obtain participants who supposedly had no experience in the health care industry. Higher-level junior and senior classes were surveyed in order to include participants who had completed a clinical course/practicum. Lastly, professors were questioned in order to get a sample of health professionals who had considerable experience in the industry. However, because of the variability in the ways students complete their requirements, this sampling resulted in students from all undergraduate years and showed that juniors might be enrolled in first-year '101 classes' and that even first-year students might have worked in a health care setting, not as providers, but in other types of positions where they observed medical professionals working with LOTE patients. 'Stage in one's career' did have an effect on the usefulness attitude. However, positive responses to usefulness did not increase as one progressed from the lower to the more advanced years and, eventually, to graduate programs, as the researchers initially hypothesized. The cross-tabulation of year in program versus the usefulness attitude ($p=.020$) showed that graduate students and third-year students were the most negative. When the cross-tabulation was performed by class ($p=.007$), the Nursing D and Physical Therapy K classes stood out – a third-year and a graduate course, respectively. Four groups were then defined based on health care setting: job only, clinical course only, both job and clinical course, and neither. The clinical course only group was the most negative ($p=.003$), even more negative than the no experience group. In part, the fact that the practicum only group did not come into contact with LOTE patients ($p<.001$) explains why that group was less positive to language study, but why is the no experience group more positive than the practicum only group? The

former tended to be first- and second-year students who might feel less time pressure to complete their degree requirements. The practicum only students are more advanced students who are close to completing their degree requirements, but, since their experience in the health industry is limited to a clinical course only, they have not experienced all possible health care scenarios, especially those involving patients who speak a LOTE. They might have interpreted the usefulness question as yet another requirement for their degree and, owing to the proximity of the licensing examinations and graduation, they reacted more negatively. This is a post-experimental explanation, though, which was not tested in the questionnaire. In summary, job experience and contact with patients who speak a LOTE are related to positive attitudes to language study.

The Languages in the Clinical Setting

While Spanish was the language most observed in the clinical setting, both inside and outside the local area, Bosnian, Polish, Italian, and Russian figured in at least 25% of the respondents' linguistic experiences. Indeed, our participants, unlike those in Fore's study (2007), did recognize the multilingual nature of the communities where they completed their clinical course work. This is particularly significant since they were not yet certified, full-time practitioners, but rather students. This multilingualism might seem to suggest that the future health practitioner must master several languages in order to be successful, even in a small community. It is unrealistic that students could undertake training in all of them and, even if they could, it is unlikely they would acquire reasonable levels of competency, given their self-reported competency. However, while the participants witnessed this linguistic diversity, they suggested that cultural knowledge might offer a way to bridge the language gap. They valued

cultural sensitivity more than any other skills such as reading, writing, speaking, and listening, although the latter was more favored than reading, writing, and speaking.

The participants' response on the importance of cultural knowledge in enhancing treatment in consistent with an observation reported by Moyer (2010) on how cultural sensitivity can break down communication barriers. Although the only 'linguistic' communication between a physician and a North African migrant patient at a Barcelona public health clinic consisted of a few French phrases, the treatment session ended successfully because the doctor had 'cultural' communication skills. In fact, the impact of cultural competence on health care is well documented, and researchers have urged that cultural knowledge should be included as part of health professionals' formation (Campinha-Bacote, 1999, 2006; Lepetit & Cichocki, 2002; Timmins, 2002; Whitman & Davis, 2008). Workers in health professions see a relationship between patients' cultural background and medical contexts, and the students in this investigation also see this relationship.

Second language educators have long tried to integrate culture into the LOTE classroom. Robinson-Stuart and Nocon (1996) found that ethnographic interviews exposed students at San Diego State University to culture in meaningful ways. In a similar experiment at the University of Minnesota, Bateman (2002) found that culture fostered positive attitudes toward the people who spoke the target language. Such types of interviews might be especially valuable for beginning language students majoring in the health professions. Bloom et al. (2006) describe a required course "Spanish for Health Care Professionals" at the University of Texas at Austin, which includes cultural understanding as well as required oral practice with native Spanish speakers.

Languages are community dependent. This conclusion seems to state the obvious, but many health providers are not even aware of the different languages present in their communities. Fore (2007) found that health care professionals in South Carolina did not know that large numbers of Spanish-speaking people lived in their communities until the latter sought medical care. In the present study, the large number of different languages found in the local community stresses even more the importance of general cultural sensitivity. The very successful immersion programs in Spanish for health care professionals (Valdini, Early, Augart, Cleghorn, & Miles, 2009; Wright, Geissler, & Cowell, 1997) satisfy a growing need, but what would happen if Serbo-Croatian-, Vietnamese-, Polish-, Russian-, or French-speaking patients visited health care clinics where only Spanish and English were spoken? Even in the Utica community, there have been recent calls for medical interpreters in Karen, Maay Maay, and Kizigua (Potts, 2009).

It is unlikely that a student can attain competency in a language after a one-year requirement. The Utica College LOTE requirement does not produce fluent speakers, however, students do develop positive attitudes toward the value of language study and cultural sensitivity. If the requirement can instil empathetic attitudes towards people who speak a LOTE, he/she might be more understanding of future patients who struggle to communicate in a language and culture that are not their own. This empathy could possibly result in a successful treatment outcomes, similar to the one referenced above in the Barcelona health clinic (Moyer, 2010), in spite of the linguistic barrier between patient and caregiver. Such attitudes might help health care professionals provide holistic care to a culturally and linguistically diverse population.

Conclusions

The participants felt that LOTE study is useful for health care professionals. Independent variables influencing this attitude included: gender (females tended to see greater usefulness than males), year/class (third-year and graduate students saw less usefulness), and experience. The latter is expressed in terms of experience with patients, stage in one's career, and type of health care setting. Participants who had observed a LOTE patient and those who observed difficulties in communication were more likely to see the usefulness of LOTE study. Participants who held jobs, as opposed to those who only had completed a clinical course, were more positive toward LOTE study. The languages observed in the health care setting are a function of the demographic characteristics of the community. Spanish was the language found by most participants, regardless of job or clinical course location, to be both in and out of the local area, while Bosnian, Russian, Polish, and Vietnamese were found predominantly in the community, unlike French, which was observed outside of the local area. The linguistic diversity that a health care professional will encounter depends on the areas where he/she will work, a fact that emphasizes the importance of general cultural sensitivity.

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Appendix

THE SURVEY

We kindly ask you to complete the questionnaire below, whose goal is to survey the attitudes and experiences of health studies majors and graduates towards the study of a second language. This is a research study whose results may be published. There are no correct or incorrect responses. This is not a test, and in NO way will affect your grade in the course. Your participation is completely voluntary, and you may stop at any time without penalty. If you do not wish to participate, hand in a blank survey. You may also choose to not answer any question(s) you do not wish to for any reason. If you start the questionnaire and experience discomfort you can stop without any repercussions. We do not anticipate any risks in your participation, other than you may become uncomfortable answering some questions, as in any college classroom exercise. While we cannot promise you any direct benefit, the results of your survey will help to assess the value of studying a second language for health care professionals. It will be impossible to identify your specific participation because we do not ask for identifying information. The investigators will not hand out nor collect the forms in order to ensure anonymity and that they

are blind to the surveys. This form is confidential and will be kept in the investigators' offices until the results have been analyzed statistically; the forms will then be destroyed. Individual answers will not be publicly discussed, but rather summarized collectively. If you have any questions concerning your rights as a research participant or if you wish to report any concerns about the study, you may contact the Institutional Review Board for the Protection of Human Subjects (IRB). We are Juan A Thomas assistant professor of Spanish and Linda Culyer, assistant professor of nursing. If you would like to participate, please X the box, indicating your consent to use your answers in this study:

I CONSENT ☐

PLEASE TURN TO THE OTHER SIDE OF THE PAGE --->

1). Are you younger than 18 years old? YES NO

IF 'YES' PLEASE STOP NOW.

2). Sex (circle): M F

3).Year in college(circle): freshman sophomore junior senior graduate professor

4). MAJOR/FIELD(circle): gerontology health studies nursing OT PT psychology-child life TR other:_____

5) What is your first (native) language?____What other languages do you speak fluently?_____

6). Did you study a second language (foreign language) in High School? YES NO

a).If 'YES', what language did you study (circle all that apply):French Spanish German Italian Latin Other:_____

7). Did you study a second language (foreign language) in College? YES NO

a).If 'YES', what language did you study (circle all that apply):French Spanish German Italian Latin Other:_____

8). Did you study any college language course specifically for the health professions?

YES NO

a). If 'YES', what was the course?

_____

9). Do you think it is useful for health care professionals to study a second language?

YES NO

10). Have you completed a clinical course in a hospital or a community-based setting (such as a nursing home, rehab center, school, doctor's office, hospital, etc)? YES NO

a). If yes, please indicate ONLY the city/ town and country, if not the USA: Utica AREA OTHER:___

11). Have you held any job in the health care industry where you had contact with or observed patients? YES NO

a). If yes, please indicate ONLY the city/ town and country, if not the USA: Utica AREA OTHER: ___

If you answered NO to both 10 and 11, please stop now.

12). Did you have any experiences with or did you observe any patients who spoke a language other than English? YES NO

a).If yes, what language(circle all that apply):French Spanish Italian Serbo-Croatian(Bosnian) Polish Russian Vietnamese Arabic Other:_____

b).If yes, did you experience or observe difficulties in communication between the patient and health care professional? YES NO

13). Based on your experience, what linguistic knowledge/skills does a health care professional need in order to give the best possible treatment/ health promotion for a patient whose language is not English. The health care professional should (circle all that apply):

A). utilize a list of medical terms translated into the patient's language.

B). understand what the patient says.

C). speak the patient's language.

D). read the patients language.

E). write the patient's language.

F). understand something about the patient's culture.

G). utilize the services of a medical interpreter or translator telephone.

H). not need to know anything about the patient's language to communicate with him/ her.

***

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Teacher to Teacher

THE IMPORTANCE AND VALUE OF EARLY FOREIGN LANGUAGE INSTRUCTION

Harriet Barnett

Unfortunately, these are the days of LOTE (Languages Other Than English) program cut-backs and eliminations rather than LOTE program growth and expansions or the introduction of new programs. Nowhere is this felt as badly as in early LOTE programs such as FLES. I think that we need some reminders of the true importance and value of FLES. It would then be our duty to point these out to others in the school community, parents, taxpayers, and those who make the policies that govern school programs.

1. The first and most obvious value of FLES is the INCREASE IN FOREIGN LANGUAGE PROFICIENCY that can only come when extended exposure to a language is available. According to the Performance Guidelines for K-12 Learners of the American Council on the Teaching of Foreign Languages (ACTFL), it takes a K-12 sequence to achieve the pre-advanced performance level. Anything close to this performance level is denied to the students without a FLES program.
2. The CULTURAL advantages of an early start are tremendously important. Elementary age students usually do not have hard and fast notions about what is "right or wrong" in different cultures. They are inquisitive about other ways of doing things and tend to look at cultural differences as just that, "different and interesting" instead of "wrong." This openness tends to disappear in the older child. By beginning early, she/he has gotten over her/his cultural biases and is much more accepting of differences.
3. YOUNGER CHILDREN LIKE TO IMITATE SOUNDS AND EXPERIMENT WITH WORDS. In addition, the methods and materials for beginning the study of a language

are more suited to them. Therefore, it is relatively easy for a young child to learn a language. With the inclusion of ALL students, this relative ease creates an enormous advantage for success. This is particularly true when the goals are communication rather than structure, comprehensibility rather than accuracy, as they are today. All research shows that the optimum age to begin the study of a language is before the age of seven and that the "windows of opportunity" begin to close after age ten.

4. Another advantage is the ease with which FLES programs can FORM INTER-DISCIPLINARY UNITS with other subject areas. This enables the FLES classes to act as reinforcements in skills and content. Reading and writing skills being developed in the elementary grades are being developed in the FLES classes as well. Content in math or science is reinforced as part of a unit in the FLES class. The student who did not "get it" the first time around in her/his home class, encounters content and skills in a different and additional setting in his FLES class. This reinforcement gives her/him an extra chance at success in her/his home class experiences and expectations.
5. Students just developing skills in their native language (English) BECOME AWARE OF LANGUAGE by experiencing the similarities and/or differences in languages. Different alphabets, word placements, agreements become items of interest.
6. The ENTHUSIASM AND COMFORT level of young students can never again be duplicated. Instead of wondering if they "have to learn this" or "is it on the test," they want to know more in order to express their thoughts and wishes. While the role of most teachers is to motivate students, the role of the FLES teachers is to channel, nurture, and maintain the enthusiasm in order to ensure continued productive learning.

I fear that FLES is undervalued because the advantages it affords children are not understood. As I hope that I have shown above, much more is gained from the early study of a

second language than language proficiency itself. Of course, that would be reason enough. Taking into consideration the MANY advantages to the child of FLES, it seems unbelievable that parents and educators would even imagine depriving their children and students of this opportunity.

I hope that I have given you, the LOTE teachers who read this article, the tools and ammunition with which to convince others to start or maintain FLES programs. Now it is your responsibility to get out there and do it. If reasoning does not work, let others, especially parents, board members, and administrators experience a FLES class. This could be accomplished by arranging for visits to a FLES class in your or neighboring schools or by showing videos of FLES classes at PTA, board or community meetings, or on community TV channels.

I have been involved in FLES for the past 50 years and have never seen anyone visit or view a FLES class in action without catching the fire and enthusiasm of the students. It is always a delight to see children involved, learning, happy, and wanting to learn more.

***

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AROUND THE WORLD IN FIVE DAYS

Mala Hoffman

As foreign language programs increasingly become one of many sacrificial lambs on the altar of balanced school budgets, it is important to note their function not only as a means to communication but as a gateway to world culture. Take geography, for example. The results of the National Assessment of Educational Progress geography test, released in July of this year, indicate that only 20% of high school seniors were scored as "proficient" or "advanced in that subject." The number among fourth graders was the same.

I found this phenomenon to be true recently when I was teaching French to a group of sixth graders. For an introduction to the language, I asked if students knew where it was spoken. After the obvious – France – a few mentioned Canada, then Haiti. It went downhill after that. Once the list was finally generated, the students were unable to identify either the continent or even the general location in the world of the countries named. (Australia was one of the favorite answers when any country in Africa was proposed.)

Unfortunately, this is not limited to students in the United States. Because of our national sensibilities and, dare I say, isolationist tendencies, many adults would probably be hard-pressed to find Morocco on a map, much less the Polynesian Islands. I decided to take action.

Using French-speaking countries as my hook, I divided each class into geography families focusing on specific regions in the world. The groups were to create a travel poster for at least two countries in their regions and were to include information such as recreation activities, climate, festivals, and events. All work was to be done during class time in one school week, and the students received specific instructions on the tasks to be performed each day. For example, Day 1 involved choosing the French-speaking countries and selecting and dividing tasks among the group. On Day 2, students needed to begin research and start any artwork.

Once the posters were completed, students then needed to plan their presentations. A goal was for them to convince their classmates to visit their region, and students took this to heart. One European group focused very strongly on Belgian chocolates, and a Pacific Islands group had models of palm trees prominently displayed. By the end of the week, everyone wanted to go somewhere. And, given the nature of the project, the students now knew where in the world that "somewhere" was located.

In focusing on the variety of countries where French is spoken, students were able to link language to culture in a very specific way. French is not all about crepes and croissants, though that may be how it started. Through their research, they were able see the connections between French-speaking countries as well as to learn some historical reasons for the transmission of the language. In the end, the geography project gave them a fuller view of what had previously been a more linguistic focus on French.

While learning how to communicate remains the primary goal of foreign language programs, a key to maintaining their viability could be to connect them to other disciplines and, perhaps, to pick up the slack as educational emphasis continues to rest on reading and math skills. Literature and history are obvious candidates, as geography should be. Embracing the world in its entirety can only benefit our youngsters, providing a better hope for the future of language acquisition and, one hopes, the future itself.

***

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ADVOCATING FOR SPEAKING THE SECOND LANGUAGE

Harry Grover Tuttle, Ed.D.

When students take a second language, their parents ask them, "Can you speak it?" People identify someone as a speaker of the language, not as a listener of the language, not as a reader of the language, not as a writer of the language. If students have the opportunity to travel to a second language country, they want to be able to speak the language. Imagine if these students had to write out everything instead of speaking it! Also, Krashen's theory consists of both input and output – students need to use the language that they have heard. If speaking defines language study, then how do teachers advocate in their own classrooms for students speaking in the second language?

A few quick assessments can determine the amount of speaking done in the classroom. First, teachers record the classes to analyze how much time students speak out of the total period. For example, the teachers mark a slash each minute at :00 if the students speak the second language; then, the teachers count these slashes to determine how often the students were speaking. The teachers divide that total number by the total number of minutes in the class to determine the student speaking percentage. If the students speak for five slashes in a 50-minute period, then their speaking percent is 5/50, 1/10, or 10% of the classroom. Furthermore, the students record on a sheet how many times they speak during the class by making a slash each time they speak. Then the teachers enter that information into a spreadsheet to multiply the number of students who speak times the number of sentences they each say. For example, if 20 students speak five sentences each, the student speaking score is 20 x5 = 100. The higher the score, the more speaking is done in the class. Teachers may discover that students often do very little speaking in the classroom.

How can teachers begin to transform their classrooms into a student-speaking one? First, they can decide whether they have a ping-pong or a soccer class. In a ping-pong class, teachers ask a student who answers and then they serve a question to another student who answers. The action focuses on the teacher. Conversely, in a soccer classroom, many students talk at the same time in pairs or small groups – they actively use the language. The action focuses on the students. To increase student speaking, teachers will change from a ping-pong class to a soccer class.

To transition to a soccer class, the teachers increase the times that the students talk in pairs or small groups. For example, if during a whole class, the teachers speak to 25 students twice in the class and each student says two sentences, then the speaking score for the students is 25(students) x 2(times) x 2 (sentences) = 100. However, if the students work in pairs and each student says five sentences in a minute about a designated topic, the speaking score becomes 25(students) x 5(sentences) = 125 for a short two-minute soccer speaking activity.

Often students do not speak because they do not know the grammatical structure or the vocabulary for a topic or situation. They literally are at a loss for words. In a student-focused speaking classroom, the teachers initially provide much structure in both grammar and vocabulary. Students may start off with specific structure to which they just add vocabulary from a written list. Students see sentences such as “Yesterday I ate …” and “Yesterday I did not eat …” and they say various foods that they ate or did not eat yesterday. Next, they can be asked to vary the structure such as “Yesterday my (father, mother, brother, sister, friend) ate/did not eat … in the (house, restaurant, cafeteria).”

Teachers move from teacher-focused to student-focused speaking classrooms by showing the students a written monologue which the students modify to be true for themselves. The students read “My name is Luis. I am 16 years old. I really like to play soccer. I like to play

tennis but I do not like to play football. I hate playing cards." and they substitute in their own answers from a list of sports and hobbies. These monologues can be quite long to allow the students to provide much information about themselves in a highly structured scaffold. Teachers encourage students to add additional information such as instead of talking about a sport, they might add "swim" or "sing." Students may add a short phrase to a sentence. For example, "I really like to play soccer" may be enlarged to "I really like to play basketball in the winter." The partners listen to the speakers to help make sure their sentences convey meaning, are comprehensible, and are grammatically correct. Next, the partners do their own substitution.

Student speaking increases when the teachers show a PowerPoint slide which has many labeled items on it such as sports. The teachers ask one student in groups of two to say many sentences about the sports within one minute. The teachers provide some varied sentence stems such as "I do not like …" and "I play … in (season)." The students might say "I do not play basketball," "I play soccer with Carlos," or "I play baseball in the spring." The students cannot say the same basic sentence for each sport such as "I play football...I play baseball." The partners verify that the speakers say meaningful, comprehensible, grammatically correct, and different sentences. They report back to the speaking students the number of sentences said. Then the second students in the pair see another labeled picture of sports and talk for a minute with the help of the labeled visuals. They receive feedback from their partners.

Menu, slot, or column sentences promote student speaking. The teachers write numerous speaking columns, label them such as 1) past time words, 2) subject pronouns, 3) verbs, 4) locations, 5) persons, and 6) verb, and put many words in each column. One student from the pair then uses a word or phrase from each column to make up as many statements as possible such as "Last night I went to the library where Ana and I studied." The students modify any

information to make it “true” for themselves. Again, the partners check for comprehensibility and correct verb form; after a minute, they report back the number of sentences the speaker said. Next, the partners create their own sentences from the columns.

A speaking “mat,” which has listings spread over a sheet of paper, provides a variation on column speaking. There may be a listing of past time words, subjects, verbs locations, persons, etc. Unlike the columns, these listings are not in any specific order. The verb section includes the conjugated form of the verb along with any possibly difficult grammar structures. The students can refer to the mat whenever they need assistance in vocabulary or grammar. The students’ partners can refer to the mat as they provide feedback to the speaking.

Another way to encourage student talking focuses on questions and question words. The teacher has a PowerPoint slide of a cultural picture on one side, such as a man playing a guitar in a park in San José, Costa Rica, and, on the other side, a list of the questions in the second language such as “Who is there? What is the person doing? Where is the person? When does the person do it? Why is the person doing it? For how long does the person do it? How old is the person? How does the person do it?” The teachers guide the students through answering the questions for the first picture. Next, as the students, in pairs, look at another cultural picture that has the same questions, one student in each pair answers all the written questions. The students may say more than one statement for each question word. For example, for “Who?” the students may respond with “The tall boy is named Miguel...Miguel is the friend of Ana...He is a student.” Their partners listen carefully to see if the answers are comprehensible and to determine if all the questions are answered appropriately (Do the speakers answer “For how long?” with an amount of time?). They report back the number of questions answered. After several times of answering full questions, the students move to just a list of the question words. When they can do these

fluently, then they move to just talking about the picture without the list of question words.

Another activity that provides "soccer" action in the classroom involves the ring-the-bell speaking. The teachers identify how many sentences are necessary within a minute to ring the bell for the particular topic. For a food topic such as "my favorite meal," the students, in pairs, may need to say six different sentences. If the students say "I like bread…I like meat," these sentences are the same basic sentence, so the speaker only gets one point. However, "I like bread." and "I eat a sandwich for lunch." count as two sentences. The partners listen for the comprehensible and meaningful sentences and make a slash for each sentence. If the speakers reach the designated bell-ringing number within a minute, the partners make a bell-ringing sound. Students become excited about the bell ringing! If the speakers do not reach the bell-ringing number, the partners help them to think of other sentences that could be said. The partners then attempt to ring the bell for a different aspect of the general food topic such as "my favorite restaurant." A variation involves requiring each sentence to have at least a certain number of words such as six words.

The above mentioned activities change the language class from a ping-pong class to a soccer class in which many students, at the same time, use the language in full sentences. These activities provide the initial structure for students to communicate. Such soccer communication activities show that the teachers truly advocate for students' speaking the second language.

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He is a recipient of the Ruth E. Wasley Distinguished Teacher award and has served on the NYSAFLT Board of Directors, as president of a local AATSP, and an ACTFL committee chair. He has presented at many conferences such as ACTFL, NECTFL, NYSAFLT, ASCD, and the Society for Information Technology and Teacher Education, and has authored five books and over 100 articles on language, education, and technology in journals such as Hispania, TESOL Quarterly, and Spanish Today.

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2012 NYSAFLT Budget Proposal
Annual Business Meeting
October 14, 2011

Approved, October 14, 2011

INCOME	2012		EXPENSES	2012
300 Membership*	$ 74,000		210 Board of Directors	
300 Organizational membership	$ 600		Board Of Directors	$ 11,000
303 Advertising	$ 5,000		Executive Committee	$ 3,500
310 Publications**			211 Headquarters	
311 Regional Meetings			Administrative Assistant HQ	$ 5,000
Regional Meeting Income	$ 6,150		Payroll taxes	$ 400
Regional Meeting Insurance			Assistant Director	$ 5,150
314 Annual Conference			Payroll taxes	$ 400
Booths	$ 15,000		Executive Director	$ 24,500
Corporate Contributions			Payroll taxes	$ 1,850
Pre and Pst Conference			Webmaster	$ 5,150
Program Ads	$ 1,500		Payroll taxes	$ 400
Registration/Other	$ 44,500		Operations	$ 10,000
Signing Bonus			Supplies	$ 1,200
315 Merchandise	$ 1,500			
316 Webinars	$ 3,000		212 Equipment	$ 1,500
318 Colloquium	$ 5,500		213 Journal	
Booths			215 Committees	
Corporate Contributions			216 Sunshine Fund	$ 250
PreConference			217 Membership Development	$ 5,000
Registration			218 Merchandise	$ 1,000
Meals/hotel			219 Affiliations	$ 8,500
319 Summer Institute			220 Officers Expenses	$ 100
Booths	$ 1,000		224 Regional Meetings	$ 4,500
Corporate Contributions			225 Insurance	$ 1,500
Registration	$ 13,000		226 Webinars	
320 Donations	$ 4,000		Honoraria	$ 400
Fulvi			License subscription	$ 1,000
Hahn			230 Colloquium	$ 6,500
Ludwig			231 Summer Institute	$ 12,000
Lyons			232 Annual Conference	$ 46,000
Papalia			233 Funded Awards	
Rossin			D. Ludwig Mem. Award	$ 200
Study Abroad			Hahn FLES Awards	
Zimmerman			Program Award	$ 1,000
Unrestricted			Teacher Conference Award	$ 1,000
TOTAL 320 Donations			teacher Incentive Grant	$ 1,000
410 Non-Restricted Interest Inc.	$ 2,800		Papalia Award - ACTFL	$ 200
411 Papalia Interest Income	$ 25		Rossin Award	$ 300
412 Ludwig Interest Income	$ 25		Zimmerman Award	$ 500
413 Fulvi Interest Income			233 NYSAFLT Awards	
414 Rossin Interest Income	$ 25		Annual Conference Scholarships	$ 1,200
417 Zimmerman Interest Income	$ 500		Best of Annual Conference Stipend	$ 500
418 Hahn Interest	$ 3,000		Dominican College Award	$ 25
420 Corporate Support			Fulvi Scholarship	$ 1,650
415 Securities			Graduate Scholarship	$ 500
			James E. Allen Award	$ 100
			K. Lyons Mem. Scholarship	$ 300
			NECTFL TOY Nominee Stipend	$ 500
			Rochester Regional "Fund an Idea" Grant	$ 150
			Summer Inst. Scholarships	$ 600
			Teacher Incentive Grants	$ 500
			Teacher Travel Scholarships	
			Costa Rica	$ 500
			France	$ 700
			Germany	$ 700
			Italy	$ 700
			Mexico	$ 1,000
			Quebec	$ 300
			South America	$ 700
			Spain	$ 700
			Undergrad Scholarship	$ 500
			234 Ballots and Elections	$ 1,200
			239 Nominations Committee	
			240 Public Advocacy Committee	$ 100
			241 Foreign Language Week	
			243 Videocast Contest	$ 250
			244 Capital expenses special	
			245 Banking Fees	
			Bank Fees	$ 50
			Credit Card Fees	$ 5,000
			250 CPA Fees	$ 1,200
			251 Legal Fees	$ 500
	$ 181,125			$ 181,125

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