

**2011 – 2012 APSU Teacher Unit
Annual Program Review (APR) Report
World Languages**

I. Program: Foreign Languages: French 7-12, German 7-12, Latin 7-12, Spanish 7-12, and Classics with licensure to teach Latin

II. Reviewers:

Dr. Beatrix Brockman, Assistant Professor of German
Dr. Culley Caron-Greife, Professor of Spanish and French
Dr. Osvaldo Di Paolo, Assistant Professor of Spanish
Dr. Katherine Honea, Assistant Professor of Spanish
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Dr. Karen Sorenson, Professor of French
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III. Program Description:

The Department of Languages and Literature at Austin Peay offers the following licensure programs in Foreign Languages: French (7-12), German (7-12), Latin (7-12), Spanish (7-12), and Classics with licensure to teach Latin (7-12). These Foreign Language licensure programs share a common Foreign Language methods course (LING 4400) and faculty resources. Students seeking licensure in French, German, and Latin must complete the prescribed upper-division coursework in the language, literature and civilization of the target language as well as two semesters (6-8 hours) of another language. Students seeking licensure in Spanish must complete the Foreign Languages Major: Spanish Specialization, Option I, which includes coursework in both Peninsular Spanish and Spanish American literature and civilization as well as Spanish language. Students seeking licensure in Classics with licensure to teach Latin must take the prescribed coursework in Classical Greek and Latin, including Classical Greek and Roman literature and civilization.

In addition, all students seeking 7-12 licensure must complete the Professional Education minor and the appropriate Milestone requirements. Students seeking licensure in modern foreign languages are required to complete an intensive immersion experience in a country in which the target language is spoken. (See **Tennessee Teacher Licensure Standards: World Languages.**)

IV. Changes in Program

Several modifications have been implemented in the past year in the foreign language program. New key assessments were introduced in LING 4400 in order to comply with Teaching Performance Assessment. Also, students pursuing licensure in foreign languages are now identified and referred to a specific foreign language licensure advisor, in addition to their major advisor. The foreign language licensure advisor monitors their progress and provides information and advisement for successful completion of the licensure program.

New faculty members have been hired since our last review. We now have a new tenure-track assistant professor of Spanish and a part-time adjunct in French.

The German and Spanish programs have created new courses (German Cinema, Peninsular and Latin American Cinema, and German Literature in Translation), so as to diversify areas of instruction.

The Chinese program now offers a third level (Advanced Chinese), in addition to the beginning and intermediate-level courses.

V. Program Strengths

Foreign language study at APSU continues to grow, as evidenced by the addition in fall of 2012 of Dr. Katherine Honea, a professor of Hispanic Linguistics. Her expertise in two areas adds depth and breadth to a department that is increasingly rich in course offerings and programs with cultural diversity. Furthermore, with the exception of Chinese, all of our foreign language programs offer at least one language-specific study abroad option so that students can be immersed in their target language and culture. These study abroad programs continue to be successful in preparing our students, especially those preparing to teach, for life in a global economy.

Further evidence of growth in the program is the plan to submit a letter of intent to create a Master's program in Spanish that would begin in 2013. APSU will be one of the first universities in the region to offer an opportunity for teachers to take advanced courses in Hispanic linguistics and literature, thus deepening their knowledge in their content area.

In 2011-12 our students maintained a 100% pass rate, on the first attempt, on the PRAXIS exams for teaching licensure. Our students continue to find job placements in their area of expertise throughout the region.

VI. Program Weaknesses

The number of APSU students completing teaching licensure in Foreign Languages continues to be small. We attribute this at least in part to a decline in job opportunities in foreign language education in the region and throughout the United States. With limited job openings, particularly in teaching languages other than Spanish, students majoring in Foreign Languages currently tend to seek careers in something other than teaching. While we may want to increase our recruitment efforts, we recognize that the employment landscape in Tennessee is part of a nationwide trend.

We continue to be concerned about the lack of FL content courses in the fourth, or “Residency” year of education majors. As we stated in our Annual Data Report in 2010-2011, this can be devastating to foreign language students, who will not be able to maintain the same level of fluency, if they do not practice their oral and written language skills for a full year. We have pointed this out in our four-year plan for licensure students, in which we state the following:

Please note: this four-year plan does not adequately promote developing oral proficiency skills in the target language. For optimum development of oral skills the FL faculty strongly suggest that at least one upper-division course in the target language be taken during the senior “Residency” year, so that licensure students do not diminish their level of oral proficiency in that crucial year before graduation and seeking employment.

VII. Assessment of Candidates

Because of the small number of students completing requirements for licensure in Foreign Languages in 2011-2012, most of the College of Education data for the 2011-2012 year is not disaggregated to show specific results for licensure students in our program. On one of the rare occasions that there is disaggregated data for Foreign Languages, such as the table of Milestone II Review by Program, we see that in Fall 2011, there were 0 students in French 7-12 and 0 students in Spanish 7-12. Other foreign languages are not even listed in the table.

Although the number of students in the program is small, the overall ETS pass rate is 100% on the first attempt. The table of ETS Results Statistics for Program Licensure for Fall 2011 shows only one student in Spanish, who passed with a score of 178 out of a required minimum score of 163. Similarly, in Spring 2012, there was only one student in French, who passed with a score of 164, well above the required score of 156, and one student in Spanish, who passed with a score of 190, well above the required score of 163. It is to be noted that all three foreign language licensure students passed their Praxis on the first attempt. Despite small numbers of completers, the passing rate of 100% in Foreign Languages appears to indicate that our programs in French and Spanish are effective in preparing students for the Praxis II content exams.

IX. Assessment of Program Operations

In general the overall survey data (in the data report) are satisfactory with room for some improvement. We have identified certain areas (e.g. “Using assessment to inform instruction”) where we can have a positive effect in our LING 4400 course and we will continue to emphasize these to ensure the success of our licensure students.

To get more specific data from our licensure students and recent graduates in foreign languages, we emailed surveys to them in August, 2012. Unfortunately we did not receive any responses. In the future years, we will tell our licensure students how important the survey data is to us and to our program, and we will encourage them to respond on a regular basis to surveys from College of Education and the Department of Languages and Literature, and ask identify themselves by major whenever possible.

X. Summary of Proposed Changes

The Foreign Language faculty have decided to institute the following curricular and pedagogical initiatives aimed at preparing our graduates for a professional life as per Austin Peay State University’s Vision Statement, which is geared towards “life and work in a global society.”

Based on the assessment data from the 2010-2011 and 2011-2012 academic years, we have made the decision to implement the following steps:

In addition to examining the “proficiency in oral communication skills” (PLO 1) in the modern target language, which graduating students in the modern languages demonstrate in an Oral Proficiency Interview, and “proficiency in written communication skills” (PLO 2) (established in 2005 both for the modern and the classic languages), which graduating students demonstrate via the Foreign Language Portfolio, we will institute a new one-hour Capstone course. Students enrolled in this course will review advanced grammar as needed, polish written and oral communication skills, and prepare and refine their portfolio under the guidance of their major professor. Students seeking teacher licensure may also use the Capstone course to prepare for the Praxis II exam.

We arrived at this conclusion because Oral Proficiency Exam results from 2010-2011 and 2011-2012 show that some students, particularly non-native and non-heritage speakers, who may not have the opportunity to practice speaking the target language outside of class, could struggle with achieving the ACTFL Intermediate High proficiency, which is the minimum level of proficiency required by the **Tennessee Teacher Licensure Standards: World Languages**. There were twenty-five Foreign Language majors in all specializations who graduated in academic years 2010-2011 and 2011-2012, of which six were in Classics. Since Classics does not have an Oral Proficiency requirement, our data addresses only the remaining nineteen students in modern languages (Spanish, French, and German). Of these nineteen students, six of the nineteen were assessed at the Intermediate High level, and one was assessed below the Intermediate High level. Of the twelve students who were rated above the Intermediate high level, five were native or

heritage speakers of the target language. A sampling of the data for graduates in French for 2010-2012 shows that one in six students (16.7%) was assessed below the level of Intermediate High.

At the same time, an examination of the data shows a considerable variation among languages concerning length, content, and level of formality of the written academic work submitted as part of students' Exit Portfolios. Nevertheless, the Exit Portfolios from 2010-2012 consistently demonstrate written communication skills at or above the level of oral proficiency.

*We anticipate that this **curricular** change will improve our PLO 1 and 2 by providing a structured opportunity to address any gaps in knowledge or skills individually or in small groups, as well as providing a course in which the student's performance on the Oral Proficiency Exam and Exit Portfolio will result in a grade, so that students plan effectively and so they take the Exit Exam process more seriously. We will institute this **curricular** change according to the following timetable: creation of new Foreign Language capstone course (Fall 2012) for implementation Spring 2013.*

To further improve the quality of student writing in the target languages (PLO 2 [modern and classical languages]), workshops for students on writing in the target language to include applying MLA format and the appropriate use of scholarly resources are being implemented for students of Foreign Languages.

*We anticipate that this **programmatic** change will improve our PLO 2 and enhance the quality of writing in the target languages by systematically helping students address a wide variety of writing issues, from selecting and citing appropriate resources to effectively formulating a thesis in a foreign language paper. We will institute this programmatic change in Fall 2012, with the first of a series of monthly writing workshops for students of foreign languages, beginning in October.*

The annual Foreign Language workshop for Spring 2013 will also include sessions on the teaching of writing. This will specifically address developing student portfolios early in a student's program, beginning with the 3210 (Advanced Composition) language courses.

*We anticipate that this **pedagogical** change will improve our PLO 2 by starting students on developing their portfolios of written work early in their academic career, while faculty can provide more consistent and constructive feedback on their developing writing skills, rather than waiting until the very end of their senior year to begin the portfolio. We will institute this **pedagogical** change in Composition courses in Spring 2013.*

An examination of the Portfolio Reflection Essays by Study Abroad participants shows that students tasked to self-report on their immersion experience tend to discuss their activities or personal impressions without reflecting upon issues of intercultural sensitivity or intercultural competence. In order to improve our PLO 3, "Knowledge of and appreciation for other cultures and diverse global perspectives," students will be given more formal prompts for their Reflection Essays. This will improve their ability of articulating the way(s) in which studying abroad has shaped their openness to other cultures, knowledge of diverse cultural practices and perspectives (intercultural sensitivity), as well as their ability to think and act in interculturally appropriate ways (intercultural competence).

We anticipate that this change will improve our PLO 3 so that students will be better able to articulate to various stakeholders (their professors, their peers and their future employers) how their study abroad or immersion experience has shaped their attitude towards other cultures and

*knowledge of diverse cultural practices and perspectives (intercultural sensitivity), as well as their ability to think and act in interculturally appropriate fashion (intercultural competence). We will institute this **pedagogical** change in Fall 2012, so that the revised essay prompts and rubrics are ready by November 15 for Fall graduates.*

Once the above initiatives are in place, the Foreign Languages faculty will assess the success of the initiatives by continuing the current assessment practices for the 2012-2013 academic year. We will then be able to compare the 2012-2013 results of the Oral Proficiency Exit Interview and Portfolio with data from prior years.

XI. Assessment System

To better evaluate our candidates and program in Foreign Languages, the faculty believe it would be helpful and informative if we could receive disaggregated data for any surveys or instruments that include data from any of the students in our licensure program.