

UNDERGRADUATE PROGRAM ASSESSMENT

ANNUAL REPORT 2005-2006

DEPARTMENT OF MODERN LANGUAGES

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Undergraduate Program Assessment
Annual Report
2005 – 2006
Department of Modern Languages
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I. Assessment Activities:

A. Program Goals:

The goals of the Department of Modern Languages remain those adopted and recommended by the American Council on the Teaching of Foreign Languages (ACTFL) (“5 C’s”) for language skills. Additionally, in order to advance our Foreign Language Teacher Education Major, the National Council for Accreditation of Teacher Education (NCATE) unit standards for Teacher Education Programs were adopted. There are no formal Benchmarks in the field of Modern Language Education.

I. American Council on the Teaching of Foreign Languages (ACTFL) Content Area Standards (“5 C’s”):

1. **Communication:** Communicate in a language other than English (listening comprehension, speaking, reading comprehension and writing).
2. **Culture:** Gain knowledge and understanding of other cultures
3. **Connections:** Connect with other disciplines and acquire information.
4. **Comparison:** Develop insight and learn the nature of linguistic and cultural structures.
5. **Communities:** Participate in multilingual communities at home and around the world.

II. National Council for Accreditation of Teacher Education (NCATE) unit Standards:

- **Standard 1:** *Candidate Knowledge, Skills, and Dispositions:* Candidates know and demonstrate the content, pedagogical, and professional knowledge, and skills. Assessments indicate that candidates meet the standards of the professional organization (ACTFL)
- **Standard 2:** *Assessment System and Unit Evaluation:* The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance,

and unit operations to evaluate and improve the unit and its programs.

- **Standard 3:** *Field Experiences and Clinical Practice:* The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
- **Standard 4:** *Diversity:* The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.
- **Standard 5:** *Faculty Qualifications, Performance, and Development:* Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
- **Standard 6:** *Unit Governance and Resources:* The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

B. Learning Outcomes/Data Collection:

The following description of what a student is expected to know, the language skills addressed, and how they are assessed in each course is based on Department of Modern Languages program statements and on syllabi created by members of the faculty for various courses. In order to determine if the overall desired outcomes of the three main language programs are achieved, the department has developed two comprehensive examinations. The first is given to students after they have completed 12 hours of foreign language study (101, 102, or 112, 203 and 204). The second examination is given to students after the conclusion of a 300 level grammar course. These examinations test primarily the communication skills and grammatical knowledge that students have acquired: (listening comprehension, reading, writing and speaking), language knowledge (vocabulary and grammatical structures) and some cultural material at two levels of difficulty.

I. ACTFL STANDARDS:

1. **Communicate in a language other than English** (listening comprehension, speaking, reading comprehension and writing). This outcome is addressed in the 101 – 204 courses. These courses are taught using the Communicative Teaching Method (CLT) – a method that emphasizes active learning, and the four language skills: listening, reading, writing and speaking. Throughout this sequence, these four linguistic skills are frequently and independently assessed in order to provide students with constant feedback concerning their communicative progress. The 204 course completes the first level or cycle of exposure to the particular foreign language and culture studied and it is required of majors, minors and of students who are in colleges that have a foreign language requirement. The 204 (fourth semester) course is designed to review the language and to use the four linguistic skills presented and tested in the previous three courses. Most activities in the course are based on cultural material. At this level the classes are conducted entirely in the target language as are all of the readings. Students write compositions and make oral presentations in class in the target language as well. (See section VII. Syllabi for French, German and Spanish 204 Courses).

Foreign language skills are assessed again at the 300 level, with the Capstone Project Assessment at the 400 level, in conjunction with any one of the 400 level literature courses. Once the students reach the 400 level literature courses, they have concluded a second cycle (300 level) of language study. In two sections of the department (French and Spanish), there are two courses which introduce composition and conversation (FRN, SPN 305/306) and in all three sections there are two advanced composition and two advanced conversation courses at this level (FRN, GER, SPN 315/316; FRN, GER, SPN 323/324). In all 300 level courses the foreign language is reviewed structurally in order to reinforce the communicative approach employed in the first cycle of language acquisition. (See sections VIII. Syllabi for French, German and Spanish 300 Advanced Language Courses and XI. Syllabi for French, German and Spanish 300/400).

2. **Gain knowledge of another culture.**

This outcome is assessed in the 204 course for all students, and for majors in the 204 course and in the 300/400 culture and civilization and literature courses. The activities in the 204 course are based on cultural materials of various kinds: artistic, historic, political, literary, folkloric, or a combination of these. The content of the examinations is cultural even if the students' linguistic skills

are also considered and measured. (See section VII. Syllabi for French, German and Spanish 204 Courses).

The culture and civilization courses are taught in the target language and can be capstone courses for the French and the German sections of the department. However, in all three sections students learn about and are assessed on the cultures of the people who speak the languages they are learning. (See section X. Syllabi for French, German and Spanish 300/400 Culture and Civilization Courses).

Majors in Spanish designate a 400 level literature course for their capstone experience. Majors in French and German choose from a 400 level offering in culture and civilization or literature. They must demonstrate writing skills in literary/cultural analysis, presenting their research to the class in the target language. In order to analyze the culture or the literature they are studying they have to be able to read the foreign language and in order to be critical they have to be familiar with the culture and with the historical circumstances that produced the object of their research and writing. (See sections XI. Syllabi for French, German and Spanish 300/400 Literature Courses and XII: Capstone Course/Project Form and Capstone Project Titles).

This goal is also accomplished through the departmental study abroad programs (See sections XIV. Study Abroad Program Brochures and XV. Study Abroad Program Evaluations: Summary).

3. Connect with other disciplines and acquire new information.

Individuals learn by comparing and contrasting. In the Department of Modern Languages there are double majors or majors in a language with a minor in another discipline. This demonstrates the natural connection that foreign languages have to other disciplines. Faculty members in our department also collaborate with other faculty members on course development and research.

At the 204 level, the department does not formally assess what knowledge other than the target language or culture our students have acquired. However, constant examples from other languages and cultures are employed for purposes of instruction, which expose students to other disciplines and to new information.

The upper level culture and civilization and literature courses are taught comparatively and deal with a variety of subjects which

place students in contact with other disciplines (art, literature, music, history, geography, etc.)

4. Develop insight and learn the nature of linguistic and cultural structures.

In addition to the departmental study abroad programs, which help students understand and connect their language and culture to those of the world at large, and the cultural elements present at all levels of courses taught, guest speakers and other academic events help students connect the language and culture they are learning beyond the classroom and relate it to their own lives.

5. Participate in multilingual communities at home and around the world.

This goal is addressed mainly via the study abroad programs. In addition, throughout the programs of study, the students are encouraged to attend foreign films, interact with international students and are assigned internet and newspaper research projects. Every other year, during the month of October, the Department of Modern Languages organizes Hispanic Awareness Week. The events which comprise this observation are usually planned around a series of lectures about an intellectually significant and current concern in the Hispanic world.

This goal is not evaluated formally since it exceeds the department's capability to do so. However, our majors are aware that this is a desired outcome. (See Sections XIII. Majors Questionnaire: Summary, XIV. Study Abroad Program: Brochures and XV. Study Abroad Program Evaluations).

The Department of Modern Languages also has a significant amount of students who are pursuing teacher certification in association with Marshall University's College of Education. Beginning in Fall 2005, assessment of these majors was expanded, in conjunction with the NCATE Standards, a number of program changes were made in order to achieve these goals.

II. NCATE STANDARDS:

Standard 1: *Candidate Knowledge, Skills, and Dispositions*

This standard is addressed through the ACTFL Standards, and is addressed in the same way for ALL language majors, regardless

of their career field. Dispositions are addressed through the College of Education.

Standard 2: *Assessment System and Unit Evaluation*

Assessment and evaluation of Secondary Teaching majors has undergone some challenges in recent years. Coupled with the current lack of qualified teachers in West Virginia, the major was in need of some additions and revisions.

These areas include:

- A revision and re-structuring of the Foreign Language Teaching Techniques Course
- Modifications to the Departmental Exams
- Expansion of the Capstone Evaluation
- Addition of a portfolio based assessment.

(See section III. Plans for the Current year of this report).

Standard 3: *Field Experiences and Clinical Practice*

It is important that foreign language education majors are in contact with the College of Education in order to gain the most from their program and help them become more effective teachers.

Previously the Department of Modern Languages had no representation in the physical classroom of the student teacher candidates. This is an important role as it makes it possible for the Department of Modern Languages to continue to apply the ACTL standards, to evaluate the effectiveness of the Foreign Language Teacher Education program, and to help candidates develop into effective teachers.

Standard 4: *Diversity*

The faculty in the Department of Modern Languages is naturally diverse. In addition to U.S. born faculty, we have a number of native speakers of the target language. Our faculty come from Spain, France, Uruguay, Japan, and Germany. The department also strongly encourages all majors to study abroad.

Standard 5: *Faculty Qualifications, Performance, and Development*

The Department of Modern Languages faculty complete annual activity reports and feedback is provided through that university-wide process.

Additionally, all Department of Modern Languages' students complete university-wide evaluations in their courses, and evaluate their instructors accordingly.

Standard 6: Unit Governance and Resources

This is an area where the department is lacking, in particular in the area of facilities, budget and resources.

C. Results

The academic year 2005-2006 brought significant changes to the Department of Modern Languages. All of the changes implemented and/or planned by the Department of Modern Languages in the three language programs are considered carefully, are meant to further the learning outcomes of the students it serves, and better equip our graduates for their future careers. The departmental exams at both levels, the first one given at the conclusion of the 204 course and the second one given at the 300 level, were given to students in two of the three language programs at the end of the fall and at the end of the spring semesters. Following is a more detailed explanation of the results of those exams, and the role they play in supporting the departmental goals.

I. Content Area Goals:

1. Communicate in a language other than English.

At the 204 level (ACTFL's Intermediate level) "students can engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions."

At the 300 level (ACTFL's Advanced level) "students use the language both within and beyond the school setting." And "students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment."

In French: 54 students took the Departmental Examination

Level I after completing the 204 course. The results were:

ALL STUDENTS (54)

Average Overall Exam Grade:

80.5%

Average Grammar Exam Grade	78.4%
Average Reading Comprehension Grade:	87.5%
Average Writing Grade (52):	75%

These exams were revised this year, in order to better encompass the 4 skills. Listening and speaking are currently assessed in the individual classroom setting. Although the Overall Exam grade has decreased, the results provide important information about the reading and writing skills of French students at this level. Writing shows the lowest percentage, which indicates that we will need to address this skill in the future.

In French: 6 students took the Departmental Examination Level II. The results were:

ALL STUDENTS (15)	
Average Overall Exam Grade:	80.5%
Average Grammar Exam Grade	78.4%
Average Reading Comprehension Grade:	87.5%
Average Writing Grade:	75%

In German: The four skills are evaluated as a normal and consistent part of coursework. In Fall 2005 and Spring 2006 semesters, three classes took the GER 204 final exam. The results were: Section 1. 24 students, overall average grade 74.75%. Section 2. 19 students, overall average grade 80.78%. Section 3. 7 students overall average 67.85%. A total of 50 student took the GER 204 final exam and the average grade was 67.46%.

In Spanish: 24 students took the Departmental Examination Level I in Fall of 2005, after completing the 204 course. The results are shown below:

ALL STUDENTS (24)	
Average Overall Exam Grade:	53%
Average Grammar exam Grade	61%
Average Writing grade	69%

MAJORS ONLY: (6)	
Average Overall Exam Grade:	57%
Average Grammar exam Grade	65%
Average Writing grade	73%

Upon analysis of these scores, it was discovered that the departmental exam was based on a previous beginning level

textbook, which had been phased out during the 2004-2005 academic year, and the exams needed revision. Additionally, it was a challenge to administer these exams due to scheduling issues.

In order to help overcome some of these difficulties, in the Spring of 2006, the departmental exams were reviewed, realigned with the current beginning level textbook, and converted to an online format, in a WebCT Environment. WebCT is password protected. Exams are proctored and are given ONLY in the Foreign Language Laboratory

Putting the exams online eliminates some of the labor-intensive manual scoring of the exams. Writing still requires manual scoring, but rubrics developed utilizing the ACTFL Proficiency guidelines streamlined the process. The overall content of the exam remained consistent, except that the speaking and listening components were not administered during the Spring semester 2006 due to technological constraints. However, those skills continue to be assessed within the individual classes, and in the future will be incorporated into the departmental exams. (See Section III. Plans for the Current Year in this report).

These updated and expanded exams were pilot tested in Spanish in the Spring of 2006, and the results were:

Departmental Exam I (administered after Spanish 204)

ALL STUDENTS (18)
Average Overall Exam Grade: 65%
Average Grammar Exam Grade: 90%
Average Reading Comprehension Grade: 64%
Average Writing Grade: 61%

(No Majors took the Departmental exam I)

Departmental Exam II (administered after a 300 level course)

ALL STUDENTS (6)
Average Overall Exam Grade: 83%
Average Grammar Exam Grade: 88%
Average Reading Comprehension Grade: 73%
Average Writing Grade: 65%

MAJORS ONLY (3)
Average Overall Exam Grade: 76%

Average Grammar Exam Grade	83%
Average Reading Comprehension Grade:	67%
Average Writing Grade:	53%

The results of these exams, when analyzed according to the ACTFL Proficiency standards, show a notable improvement in students' language content abilities, but show a decrease in students writing skills. However this was still the "pilot" semester, and we will need to further administer these exams in order to fully assess students' writing abilities. (See section III. Plans for the Current Year in this report).

2. Gain knowledge of another culture.

At the conclusion of the 335/336 Culture and Civilization courses (ACTFL's Intermediate/Advanced level) "students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied."

In French and German: The 300 and 400 level culture courses address this standard within the courses, and are taught according to the expertise of the faculty.

In Spanish: it was determined that the Departmental culture exam was no longer appropriate. The 300 and 400 level culture courses address this standard within the courses, and are taught according to the expertise of the faculty. The Capstone projects also demonstrate a comprehension of culture.

3. Connect with other disciplines.

At the 204 level (ACTFL's Intermediate level) "students reinforce and further their knowledge of other disciplines through the foreign language."

At the 300-400 culture and civilization courses (ACTFL's Advanced level) "students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures."

This has not been formally assessed. While all instructors connect the material taught in the department with other disciplines such as art, music, philosophy, etc., the department has not developed a means to determine how much or how frequently these connections are ultimately made by our students.

In addition, there is faculty collaboration in the Honors program. For example, a course on Women in Modern Spain: Literary and Historical Perspectives was prepared by Maria Carmen Riddel from the Department of Modern Languages and Montserrat Miller from the Department of History.

4. Develop insight and learn the nature of linguistic and cultural structures.

In addition to the departmental study abroad programs, which help students understand and connect their language and culture to those of the world at large, and the cultural elements present at all levels of courses taught, in the spring of 2006, the Department of Modern Languages brought a guest speaker to the department. Ignacio Carrión, an experienced journalist and novelist from Spain. He gave two presentations on culture and conflict in Spain and he visited several classes. His presentations were well-attended by students from various areas of campus, they helped students connect language and culture beyond the classroom, and relate this information to their own lives. (See section XVI: Interdisciplinary Project Evaluations: Summary).

5. Participate in multilingual communities at home and around the world.

(ACTFL's Advanced level) states: "students use the language both within and beyond the school setting." And "students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment."

This standard is not formally assessed since it exceeds the possibilities of our foreign language program. However, the department does provide ample opportunities for the students to participate in activities that help them make this connection.

In Spanish, Ignacio Carrión's visit also helped our students achieve this goal. (See section XVI: Interdisciplinary Project Evaluations: Summary).

Additionally, the department's Summer Spanish Language and Culture Program in Madrid, Spain in cooperation with the Universidad Antonio de Nebrija and the Summer French Language and Culture Program in Lyon, France in cooperation with the Université Catholique de Lyon enable Marshall University students to interact with students from different parts

of the world, that is to say, with multilingual communities abroad. Spanish in one program and French in the other are the only language the participating students have in common.

In French: 14 Marshall University students participated in the Summer 2006 French Language and Culture Program in Lyon. However, while all students received credit for the courses in which they enrolled in France, they were not tested when they returned to campus.

In Spanish: 23 Marshall University students participated in the Summer 2006 Spanish Language and Culture Program in Madrid. 4 students took the Departmental Examination Level I and 16 students took the Departmental Examination Level II. (2 students did not take the Departmental exam and one student earned credit only for 100 level courses) The results are shown in the tables below:

Departmental Exam Level I (Administered after SPN 204)

ALL STUDENTS (4)	
Average Overall Exam Grade:	66%
Average Grammar Exam Grade:	91%
Average Reading Comprehension Grade:	60%
Average Writing Grade:	70%
(No Majors took Departmental exam Level I)	

Departmental Exam Level II (Administered after a 300 level course)

ALL STUDENTS (16)	
Average Overall Exam Grade:	74%
Average Grammar Exam Grade:	76%
Average Reading Comprehension Grade:	73%
Average Writing Grade:	65%

MAJORS ONLY (3)	
Average Overall Exam Grade:	76%
Average Grammar Exam Grade:	79%
Average Reading Comprehension Grade:	74%
Average Writing Grade:	64%

(See section XV. Study Abroad Program Evaluations: Summary)

II. Foreign Language Teacher Education Major Goals:

The assessment of Spanish and French Education Majors (Marshall currently has no German Teacher Education program) has been neglected in recent years. In keeping with the NCATE standards, several important modifications were implemented – most of which had minimal challenges, but offer maximum benefits to our students and our program.

Standard 1: *Candidate Knowledge, Skills, and Dispositions*

This standard is addressed through the ACTFL Standards, and is addressed in the same way for ALL language majors, regardless of their career field. Dispositions are addressed through the College of Education.

Standard 2: *Assessment System and Unit Evaluation*

In Fall of 2005, a full-time tenured faculty member with a degree in Foreign Language Education was hired. This faculty member is also the College of Education liaison, which helps better coordinate the content area with Marshall University's College of Education. Additionally, the Foreign Language Teaching Techniques course (SPN/FRN 312) was revised and re-structured. The Capstone projects remain a valid source of evaluation of candidate performance, and a portfolio based assessment will be implemented. (See Section III. Plans for the Current Year in this report)

Standard 3: *Field Experiences and Clinical Practice*

In Fall of 2005, the foreign language teaching techniques course was re-evaluated and redesigned. The course has been renamed "Foreign Language Teaching Methodology", and, beginning in Fall of 2006, it will assess the essential four language skills identified by ACTFL. The course was renamed and elevated to the 400 level (now course 407/507), in order to appropriately coincide with the Clinical Experiences provided to our students through the College of Education. Students must complete the majority of their content work prior to enrolling in the Teaching Methodology course. Initial anecdotal response from students in the course was very positive, as they could now connect their classroom experiences to the "real world" and their future careers.

The methods course continues to include a technology component, to aid our teacher candidates in using technology for teaching foreign languages, but the course now also covers Communicative Language

Teaching in both theory and practice, Foreign Language Standards (ACTFL) and West Virginia Content Standards Objectives (CSOs). West Virginia teachers are responsible for these in the classroom and in their lesson plans. The four skills (listening, reading, writing and speaking) should also be assessed at this level. (See Section III. Plans for the Current Year in this report)

This is a vital connection for our Teacher Education candidates, as their classroom and theory learning now has a direct link to their field experience. It also provides an opportunity for more stringent assessment, to avoid problems with under-prepared teachers.

In Fall of 2005, 5 students took SPN/FRN 312 Foreign Language Teaching Techniques. Three of the students were Foreign Language Teacher Education majors, one was a Chemistry major, and one was an independent student. These students were enrolled in the course before the course was revised, and the prerequisites updated. The Foreign Language Teaching Methodology course will be kept small, as it is now offered every fall, and to allow for maximum interaction. The course involved projects and hands on activities and discussions, rather than final exams. The final course grade average was 94%. Feedback from students was very positive with regards to both the course content and the course style. (See section III. Plans for the Current Year in this report)

The College of Education students must successfully complete clinical experiences at three different levels which provides them with observation and hands on experience in the classroom prior to beginning their student teaching in Level III. Each level has specific admission requirements, which are addressed by the College of Education.

Previously the Department of Modern Languages had no representation in the physical classroom of the student teacher candidates. In Spring of 2006, the College of Education Liaison (a full-time faculty member) began supervising student teachers in Foreign Languages. This makes it possible for the Department of Modern Languages to continue to apply the ACTL standards, to evaluate the effectiveness of the Foreign Language Teacher Education program, and to help candidates develop into effective teachers.

Standard 4: Diversity and Standard 5: Faculty Qualifications, Performance, and Development

As previously mentioned, the faculty in the Department of Modern Languages is naturally diverse. In addition to U.S. born faculty, we have a number of native speakers of the target language. Our faculty come from Spain, France, Uruguay, Japan, and Germany

There are 14 full time faculty members teaching in the three basic programs (French, German and Spanish) and 10 of the 14 have PhD degrees. Faculty also complete annual activity reports and feedback is provided through that university-wide process.

Standard 6: *Unit Governance and Resources*

This is an area where the department is lacking, in particular in the area of facilities, budget and resources. (See section IV. Assistance Needed of this report).

II. BOT Initiative 3 Compliance: Benchmarks

There are no established comparative data that are considered benchmarks in French, German and Spanish programs (by any of the professional foreign language associations). The incorporation of ACTFL and NCATE Standards allow the Department of Modern Languages to connect to the field of Modern Language Education as a whole, and offer a source of information, which allows us to establish benchmarks appropriate to our department.

The ADFL (Association of Departments of Foreign Languages) periodically reviews what it considers highly effective programs. In reviewing recent articles, several criteria surface that are considered elements of effective, growing language departments.

- A. Enrollments in advanced courses and majors
- B. Effective teaching – Involved faculty
- C. Study abroad programs
- D. Testing for assessment and placement
- E. Support for faculty
- F. Opportunities outside the regular classroom
- G. Programs for secondary teacher candidates.
- H. An up to date, dynamic departmental webpage, and incorporation of technology.

A. Enrollments in advanced courses and majors

In the Spanish program, the department continues to shift emphasis from the lower level courses to the intermediate and upper level courses with success. Additionally, in keeping with these factors, the Department has implemented a number of new courses, in conjunction with the upcoming Master of Arts Program in Spanish. This will increase the level of courses our students can take – and in the process increase their Spanish language skills

B. Effective Teaching – Involved Faculty

All MDL students complete university-wide evaluations in their courses, and evaluate their instructors accordingly. Faculty also complete the university Annual Report, and are involved in a variety of departmental, college and university committees. During the Spring of 2006, faculty collaborated to create an updated majors list, create an e-mail list for all majors, initiated the re-activation of Sigma Delta Pi, in addition to other extra-classroom activities.

C. Study abroad programs

The study abroad programs are helpful in determining the proper level of language proficiency of Marshall University students. In both programs, students are given a placement examination. Marshall University students compare favorably with students from other U.S and European colleges and universities in terms of their foreign language skills as evaluated by professors at the Universidad A. de Nebrija in Madrid and at the Université Catholique in Lyon. In their interaction with students from different parts of the world, they succeed regularly in joining the multilingual and multicultural groups of their peers abroad and compare well with them in terms of their ability to function in the new community.

Approximately 388 Marshall University students have participated in these programs since 1989 and fewer than 5% of those have experienced severe culture shock and/or academic failure. Most students participating in these two programs are given the Comprehensive Departmental Examination Level I or Level II upon their return to campus. (See section C. Result, number 5. Participate in multilingual communities at home and around the world).

D. Testing for assessment and placement

We intend to continue administering departmental exams primarily for placement and in order for us to assess the four language skills. The Capstone Projects will be evaluated with greater consistency and the addition of the portfolio with samples of student research and writing at various levels of language acquisition will expand departmental assessment.

E. Support for faculty

This is an area where improvement is needed. (See section IV. Assistance Needed in this report).

F. Opportunities outside the regular classroom

There was a cycle of Latin American movies shown by a faculty member in MDL. The study abroad programs, the visit from a famous Spanish journalist, Assessment day, Sigma Delta Pi among other activities which provided opportunities for students to connect their major and their class work to the world at large and it also provided the majors with a chance to meet each other outside the classroom. A number of activities are planned for the coming year. (See section III. Plans for the Current Year).

G. Programs for secondary teacher candidates.

By implementing additional program goals using the NCATE standards, and working to improve both the training the teacher candidates receive and the language skills they develop, we can help fill the gap in qualified language teachers in West Virginia.

H. A current, dynamic Departmental Webpage, and incorporation of technology

While the Departmental Webpage has long been functional, it was in need of an update in order to be consistent with the updated University Webpage, as well as an update of content. This was completed during the Summer of 2006.

In addition to the webpage, the department maintains a modern language lab, and the majority of faculty use some form of technology in their classes (See course syllabi in sections VII, VIII, and IX for details).

III. Plans for the Current Year:

- A. Continued assessment of the three main language programs in order to determine program effectiveness and when and what program changes are needed.
 - 1. Creation of an exam specifically for Native Speakers of Spanish.
 - 2. Activation of Listening and Speaking Assessments.
 - 3. Wider administration of these exams.
 - 4. Ongoing review of effectiveness of exam questions.
- B. Ongoing departmental assessment will include:
 - 1. The implementation of a portfolio based assessment, beginning with a pilot phase during Fall of 2006.
 - 2. Potentially, a more thorough and consisted evaluation of the Capstone projects.

3. Wider administration of Majors' Questionnaires, and increased student participation in assessment activities.
- C. The Department of Modern Languages will join ADFL (Association of Departments of Foreign Languages) in order to take advantage of the resources this organization offers.
- D. Continued WebCT and electronic course development. SPN 204 and SPN 335 are now available on-line and faculty members in the department are preparing SPN 315 Advanced Grammar and Composition and SPN 336 Culture and Civilization: Spain for on-line courses. On-line courses will continue to be developed using appropriate pedagogy. Additional online courses will be developed as part of the upcoming Master's Degree Program in Spanish.
- E. Technological training for faculty and students. This has been on going for several years and will continue. Marshall University provides significant resources in this area, and the Department of Modern Languages will continue to make use of them.
- F. Supervision of extended education program for the basic language courses. This is planned for initial implementation in Fall of 2006
- G. Increased extra-classroom activities: Sigma Delta Pi, special events, etc.
- H. Possible expansion of Spanish study abroad program to include a full semester in Spain.
- I. Development of German study abroad program.
- J. Development of a minor and subsequent major in Japanese.

IV. Assistance Needed:

The department remains sorely understaffed and under-funded. The Association of Departments of Foreign Languages (ADFL) has established guidelines in some of these areas: We need:

- A. **A full time language laboratory and multimedia room director and supervisor** who will manage the daily operations of the lab, and assist students and faculty with foreign language tutorials, DVD and video viewing, power point presentations, etc. ADFL recommends that "Departments of foreign languages and literatures, to make the best use of their faculty members' interests and abilities, should adopt flexible workload policies." With Marshall's high teaching loads and research requirements, a full-time, experienced, staff member to handle the daily operations of the language lab will allow faculty members to make better use of their time.
- B. **Smaller language classes at all levels.** This is vital for the "communicative approach to foreign language instruction." For best results with this approach, the ADFL reaffirms its position that the maximum class size for foreign language instruction in classes where all four skills are equally stressed should not exceed 20, and adds that the

optimum class size is 15. In any case, particularly at the elementary and intermediate levels, class size must be small enough to enable--rather than to inhibit--the kind of effective interaction between teacher and students necessary to developing proficiency in the language. We are at a disadvantage in this, and it will continue to affect student performance, as frequently, language classes now have over 30 students enrolled in them.

- C. **Additional faculty.** One full time professor is needed in the French program to replace a retired tenured professor. One full-time professor is needed in the German program and two full time professors are needed in the Spanish program.

- D. **Faculty development and travel funds.** ADFL advocates that “*faculty members should be given the maximum opportunity for professional accomplishment sufficient to achieve tenured status. Faculty members should have fair and reasonable teaching loads, appropriate release time and internal grants for research, and modest service assignments, even while being full members of the department and college governance system. Foreign language department chairs, tenured faculty members, and college administrators should encourage their junior colleagues to participate in professional organizations and conferences, to engage in scholarly research and publication, and to travel for professional development, both domestically and abroad, and support them in doing so.*”

An on-site ACTFL Workshop to help faculty improve their oral assessment skills would be of great benefit to the faculty, if funding allows. (See Section III. Plans for Current Year in this report)

- E. **Additional classrooms and office space.** There are very few classrooms and it is difficult to schedule classes at optimal times. There are very few offices and faculty have a difficult time finding a place to work and receive students. Many faculty and instructors share a small offices with large numbers of people – this is not conducive to effective teaching.

- F. **Technological assistance** and computer programs which will enable the department to develop technologically enhanced courses and electronic courses.

V. One Important Thing the Department Has Learned Through This Process:

In order to be valuable, assessment must be a continuous and evolving process. In keeping with current research trends in the field of Foreign Language Education, The Department of Modern Languages has reviewed the

departmental assessment methods, and determined that further assessment is needed beyond the departmental exams. While in the past students have scored successfully on the exams, language is an interactive skill, and an exam only provides part of the picture. Initial results from the revised departmental exams show that our students need additional assistance in writing skills, in addition to continued attention to all four skills. The future plans of the department will encompass this additional assessment.

However, the quality of our three main foreign language programs continues to improve. In the Spanish program, the department continues to shift emphasis from the lower level courses to the intermediate and upper level courses with success. The improvement of the language programs, the redesign of key courses such as the Foreign Language Teaching Methodology course, the increase in the number of students taking foreign languages overall, and those participating in the summer abroad programs and majoring in modern languages has been achieved under difficult conditions.. As mentioned under section IV. Assistance Needed of this report, we continue to be sorely understaffed, under-funded, and limited in space. Continuing to work with these significant disadvantages will eventually affect MDL's programs.

Departmental enrollments were as follows:

All students					
		Fall 2005		Spring 2006	
French:		266		French	257
German:		183		German	187
Spanish:		909		Spanish	871
	TOTALS:	1441		TOTALS:	1315
Majors					
		Fall	TOTALS		
		2005		Spring	TOTALS
				2006	
French		11		French	8
French Ed 5-9		5		French Ed 5-9	4
French Ed 5-Adult		5	21	French Ed 5-Adult	5
					17
German		5	5	German	4
					4
Spanish		25		Spanish	19
Spanish Ed 5-9		4		Spanish Ed 5-9	4
Spanish Ed 5-Adult		18	47	Spanish Ed 5-Adult	16
					39
TOTAL MAJORS:			73	TOTAL MAJORS:	60

By increasing enrollments in the FRN and SPN 112 course (which combines the 101 and 102 material in one semester) and by instituting the summer abroad programs, the Department of Modern Languages has not only

improved the programs, but has saved the College of Liberal Arts and Marshall University 16 to 19 sections of language courses every academic year; that is the equivalent of two or three full time positions. Putting courses online will also help in this capacity - but only if these courses are pedagogically sound and properly implemented, which requires manpower and support.

CONTENT AREA OUTCOMES:

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
<p>Communication: Communicate in a language other than English (listening comprehension, speaking, reading comprehension and writing).</p>	<p>This outcome is addressed in the 101 – 204 courses. These courses are taught using the Communicative Teaching Method – a method that emphasizes active learning, and the four language skills: listening, reading, writing and speaking. Throughout this sequence, these four linguistic skills are frequently and independently assessed in order to provide students with constant feedback concerning their communicative progress. The 204 course completes the first level or cycle of exposure to the particular foreign language and culture studied and it is required of majors, minors and of students who are in colleges that have a foreign language requirement. The 204 (fourth semester)</p>	<p><i>At the 204 level (ACTFL’s Intermediate level), “students can engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.”</i></p> <p><i>At the 300 level (ACTFL’s Advanced level), “students use the language both within and beyond the school setting.” and “students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment.”</i></p>	<p>Class work, computer activities, reading assignments, regular written, oral and listening examinations.</p> <p>In order to evaluate this benchmark, the Department of Modern Languages conducts two comprehensive departmental examinations.</p> <p>Departmental Exam I (administered after Spanish 204)</p> <p>ALL STUDENTS (18)</p> <p>Average Overall Exam Grade: 65%</p> <p>Average Grammar Exam Grade: 90%</p> <p>Average Reading Comprehension Grade: 64%</p> <p>Average Writing Grade: 61%</p> <p>(No Majors took the Departmental exam I)</p> <p>Departmental Exam II (administered after a 300 level course)</p> <p>ALL STUDENTS (6)</p> <p>Average Overall Exam Grade:</p>	<p>The results of these exams, when analyzed according to the ACTFL Proficiency standards, show a notable improvement in students’ language content abilities, but show a decrease in students writing skills. However this was still the “pilot” semester, and we will need to further administer these exams in order to fully assess students’ writing abilities. (See section III. Plans for the Current Year in the written report).</p> <p>The department plans to continue the “communicative approach” as method of instruction, as it has been shown to be effective.</p> <p>The departmental exams will continue to be used primarily for placement, but also to provide indications of problem areas.</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>course is designed to review the language and to use the four linguistic skills presented and tested in the previous three courses. Most activities in the course are based on cultural material. At this level, the classes are conducted entirely in the target language, as are all of the readings. Students write compositions and make oral presentations in class in the target language as well. (See section VII. Syllabi for French, German and Spanish 204 Courses).</p>		<p>83% Average Grammar Exam Grade 88% Average Reading Comprehension Grade: 73% Average Writing Grade: 65%</p>	
	<p>Foreign language skills are assessed again at the 300 level, with the Capstone Project Assessment at the 400 level, in conjunction with any one of the 400 level literature courses. Once the students reach the 400 level literature courses, they have concluded</p>		<p>MAJORS ONLY (3) Average Overall Exam Grade: 76% Average Grammar Exam Grade 83% Average Reading Comprehension Grade: 67% Average Writing Grade: 53%</p>	

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>a second cycle (300 level) of language study. In two sections of the department (French and Spanish), there are two courses which introduce composition and conversation (FRN, SPN 305/306) and in all three sections there are two advanced composition and two advanced conversation courses at this level (FRN, GER, SPN 315/316; FRN, GER, SPN 323/324). In all 300 level courses the foreign language is reviewed structurally in order to reinforce the communicative approach employed in the first cycle of language acquisition. (See sections VIII. Syllabi for French, German and Spanish 300 Advanced Language Courses and XI: Syllabi for French, German and Spanish 300/400).</p>			

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
<p>Culture: Gain knowledge and understanding of other cultures</p>	<p>This outcome is assessed in the 204 course for all students, and for majors in the 204 course and in the 300/400 culture and civilization and literature courses. The activities in the 204 course are based on cultural materials of various kinds: artistic, historic, political, literary, folkloric, or a combination of these. The content of the examinations is cultural even if the students' linguistic skills are also considered and measured. (See section VII. Syllabi for French, German and Spanish 204 Courses). The culture and civilization courses are taught in the target language and can be capstone courses for the French and the German sections of the department. However, in all three sections students learn about and are assessed on the cultures of the</p>	<p><i>At the conclusion of the 335/336 Culture and Civilization courses (ACTFL's Intermediate/Advanced level) "students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied"</i></p>	<p>Courses at all levels contain connections to the culture of the language studied. Students at 200 and 300 levels read, prepared oral presentations, wrote compositions (in the target language), and completed internet activities related to the target culture</p>	<p>Language and culture are inseparable. Culture is presented at every level of instruction in the department, and more formally in the 204 and 300/400 level culture and civilization courses. This will continue to be a vital part of our coursework.</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>people who speak the languages they are learning. (See section X. Syllabi for French, German and Spanish 300/400 Culture and Civilization Courses).</p>			
	<p>Majors in Spanish designate a 400 level literature course for their capstone experience. Majors in French and German choose from a 400 level offering in culture and civilization or literature. They must demonstrate writing skills in literary/cultural analysis, presenting their research to the class in the target language. In order to analyze the culture or the literature they are studying they have to be able to read the foreign language and in order to be critical they have to be familiar with the culture and with the historical circumstances that produced</p>			

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
Connections: Connect with other disciplines and acquire information.	the object of their research and writing. (See sections XI. Syllabi for French, German and Spanish 300/400 Literature Courses and XII: Capstone Course/Project Form and Capstone Project Titles). This Goal is also accomplished through the departmental study abroad programs	<i>At the 204 level (ACTFL's Intermediate level) "students reinforce and further their knowledge of other disciplines through the foreign language."</i>	By the very nature of our double majors and minors in another discipline, students connect with other disciplines.	This has not been formally assessed. While all instructors connect the material taught in the department with other disciplines such as art, music, philosophy, etc., the department has not developed a means to determine how much or how frequently these connections are ultimately made by our students.
	In the Department of Modern Languages there are Double Majors or Majors in a language with a minor in another discipline. This demonstrates the natural connection that foreign languages have to other disciplines. Faculty members in our department also collaborate with other faculty members on course development and research.	<i>At the 300-400 culture and civilization courses (ACTFL's Advanced level) "students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures."</i>	At the 400 level, Capstone paper/presentation is analytical and critical. Students are expected to use different approaches to this work.	In addition, there is faculty collaboration in the Honors program. For example, a course on Women in Modern Spain: Literary and Historical Perspectives was prepared by Maria Carmen Riddel
	At the 204 level, the department			

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken	
<p>Comparison: Develop insight and learn the nature of linguistic and cultural structures.</p>	<p>does not formally assess what knowledge other than the target language or culture our students have acquired. However, constant examples from other languages and cultures are employed for purposes of instruction, which expose students to other disciplines and to new information.</p>	<p>The upper level culture and civilization and literature courses are taught comparatively and deal with a variety of subjects, which place students in contact with other disciplines (art, literature, music, history, geography, etc.)</p>	<p>In addition to the departmental study abroad programs, which help students understand and connect their language and culture to those of the world at large, and the cultural elements present at all levels of courses taught, in the spring of 2006, the Department of Modern</p>	<p>Ignacio Carrión, an experienced journalist and novelist from Spain, gave two presentations on culture and conflict in Spain and visited several classes. His presentations were well-attended by students from</p>	<p>from the Department of Modern Languages and Montserrat Miller from the Department of History.</p> <p>The department will continue to seek opportunities to bring guest speakers and additional interdisciplinary elements to the department. As evidenced by the student response to Ignacio Carrión's visit, students enjoy</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
Communities: Participate in multilingual communities at home and around the world.	cultural elements present at all levels of courses taught, Guest speakers and other events help students connect to language and culture beyond the classroom, and relate it to their own lives. This goal is addressed mainly via the study abroad programs. In addition, throughout the programs of study, the students are encouraged to attend foreign films, interact with international students and are assigned internet and newspaper research projects. Every other year, during the month of October, the Department of Modern Languages organizes Hispanic Awareness Week. The events which comprise this observation are usually planned around a series of lectures about an	Languages brought a guest speaker to the department <i>(ACTFL's Advanced level) states: "students use the language both within and beyond the school setting." And "students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment."</i>	various areas of campus, they helped students connect language and culture beyond the classroom, and relate this information to their own lives. (See section XVI. Interdisciplinary Project Evaluations: Summary). In French: 14 Marshall University students participated in the Summer 2006 French Language and Culture Program in Lyon. However, while all students received credit for the courses in which they enrolled in France, they were not tested when they returned to campus. In Spanish: 23 Marshall University students participated in the Summer 2006 Spanish Language and Culture Program in Madrid. 4 students took the Departmental Examination Level I and 16 students took the Departmental Examination Level II.	and greatly benefit from these activities. The department will continue to encourage students to participate in study abroad programs, and will continue to assess students upon their return.

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	intellectually significant and current concern in the Hispanic world.		Departmental Exam Level I (Administered after SPN 204)	
	This level is not assessed since it exceeds the possibilities of our foreign language program.		<p>ALL STUDENTS (4)</p> <p>Average Overall Exam Grade: 66%</p> <p>Average Grammar Exam Grade: 91%</p> <p>Average Reading Comprehension Grade: 60%</p> <p>Average Writing Grade: 70%</p> <p>(No Majors took Departmental exam Level I)</p>	
			Departmental Exam Level II (Administered after a 300 level course)	
			<p>ALL STUDENTS (16)</p> <p>Average Overall Exam Grade: 74%</p> <p>Average Grammar Exam Grade: 76%</p> <p>Average Reading Comprehension Grade: 73%</p> <p>Average Writing Grade: 65%</p>	
			<p>MAJORS ONLY (3)</p> <p>Average Overall Exam Grade: 76%</p> <p>Average Grammar Exam Grade: 79%</p> <p>Average Reading Comprehension Grade: 74%</p> <p>Average Writing</p>	

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
			Grade: 64%	
			See section XV. Study Abroad Program Evaluations: Summary.	

SECONDARY TEACHING MAJOR OUTCOMES:

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
NCATE Standard 1: Candidate Knowledge, Skills, and Dispositions:	This standard is addressed through the ACTFL Standards, and is addressed in the same way for ALL language majors, regardless of their career field. Dispositions are addressed through the College of Education.	<i>“ Candidates know and demonstrate the content, pedagogical, and professional knowledge, and skills. Assessments indicate that candidates meet the standards of the professional organization (ACTFL)”</i>	See ACTFL Content Area Standards.	In addition to assessment in individual classes, a formative assessment of the four skills (listening, reading, writing and speaking) can now be done within the Foreign Language Teaching methods course.
NCATE Standard 2: Assessment System and Unit Evaluation	<p>Assessment and evaluation of Secondary Teaching majors has undergone some challenges in recent years. Coupled with the current lack of qualified teachers in West Virginia, the major was in need of some additions and revisions.</p> <p>These areas include:</p> <ul style="list-style-type: none"> • A revision and re-structuring of the Foreign Language Teaching Techniques Course • Modifications to the Departmental Exams • Expansion of the Capstone Evaluation • Addition of a Portfolio Assessment. 	<i>“The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.”</i>	<p>The College of Education liaison will continue to coordinate the content area with the College of Education. This faculty member also teaches the Foreign Language Teaching Methodology course.</p> <p>The Capstone projects remain a valid source of evaluation of candidate performance, and will potentially be evaluated in more detail, and a Portfolio Assessment will be implemented.</p> <p>Faculty will continue to complete Annual Assessment Reports</p>	In Fall of 2005, a full-time tenured faculty member with a degree in Foreign Language Education was hired. This faculty member is also the College of Education liaison, which helps better coordinate the content area with Marshall University’s College of Education. Additionally, the Foreign Language Teaching Techniques course SPN/FRN 312) was revised and re-structured.
NCATE Standard 3:	It is important that foreign language	<i>“The unit and its school partners</i>	The College of Education liaison	In Fall of 2005, the foreign language

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
Field Experiences and Clinical Practice	education majors are in contact with the school of education in order to gain the most from their program, and help them become more effective teachers.	<i>design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn."</i>	will continue to maintain communication with the College of Education. The Foreign Language Teaching Methodology course will continue to evolve, and in the coming year will include a preliminary assessment of all four essential skills. The College of Education Liaison will continue to supervise foreign language teachers during clinical placements.	<p>teaching techniques course was re-evaluated and redesigned. The course has been renamed "Foreign Language Teaching Methodology", The course was renamed and elevated to the 400 level (now course 407/507), in order to appropriately coincide with the Clinical Experiences provided to our students through the School of Education. Students must complete the majority of their Content work prior to enrolling in the Teaching Methodology course. Initial anecdotal response from students in the course was very positive, as they could now connect their classroom experiences to the "real world" and their future careers.</p> <p>The methods course continues to include a technology component, to aid our teacher candidates in using technology for teaching foreign languages, but the course now also covers Communicative Language Teaching in both theory and practice, Foreign Language Standards (ACTFL) and West</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
<p>NCATE Standard 4: Diversity</p>	<p>The faculty in the Department of Modern Languages is naturally diverse. In addition to U.S. born faculty, we have a number of native speakers of the target language. Our</p>	<p>“ The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and</p>	<p>See section XV. Study Abroad Evaluations: Summary.</p>	<p>Virginia CSO’s (Content Standards Objectives). West Virginia teachers are responsible for these in the classroom and in their lesson plans. In Fall of 2005, 5 students took SPN/FRN 312 Foreign Language Teaching Techniques. Three of the students were Education majors, one was a Chemistry major, and one was an independent student. These students were enrolled in the course before the course was revised, and the prerequisites updated. The Foreign Language Teaching Methodology course will be kept small, as it is now offered every Fall, and to allow for maximum interaction. The course involved projects and hands on activities and discussions, rather than final exams. The final course grade average was 94%. Feedback from students was very positive with regards to both the course content and the course style. This is a natural element of the Department of Modern Languages, and will continue to be an asset.</p> <p>The study abroad</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
<p>NCATE Standard 5: Faculty Qualifications, Performance, and Development</p>	<p>faculty come from Spain, France, Uruguay, Japan, and Germany. This standard is also achieved through our well-established study abroad programs.</p>	<p>apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.”</p>	<p>Previously the department of modern languages had no input into the qualifications, performance and development of student teachers candidates. Faculty will continue to participate in development opportunities, and College of Education liaison will continue to supervise student teachers.</p>	<p>program will continue, and student will be strongly encouraged to participate.</p> <p>In Spring of 2006, the College of Education Liaison (a full-time faculty member) began supervising student teachers in Foreign Languages. This helps the Department of Modern Languages to continue to apply the ACTFL standards, evaluate the effectiveness of the Spanish Teacher Education program, and to help candidates develop into effective teachers.</p> <p>The Department of Modern Languages faculty also complete annual activity reports and feedback is provided through that university-wide process.</p> <p>The Department of Modern Languages’ faculty also complete annual activity reports and feedback is provided through that university-wide process</p>
<p>NCATE Standard 6: Unit Governance and Resources</p>	<p>This is an area where the department is lacking, in particular in the area of facilities,</p>	<p>“<i>The unit has the leadership, authority, budget,</i></p>	<p>See section IV. Assistance Needed of written report for</p>	<p>While it is understood that the assessment committee cannot</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	budget and resources.	<i>personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards”</i>	details.	offer assistance in filling these gaps, they are an important part of the Department of Modern Languages becoming an ever growing department. Absence of these vital needs will eventually affect the entire department.

Department of Modern Languages



Major in Modern Languages

A major in modern languages consists of thirty semester hours in the same language. Twenty-one hours must be in courses numbered above 204 and must include a minimum nine hours of courses at the 400 level. One three hour course of French or German culture or literature in translation will be allowed to count towards the completion of the required hours for the major in French or German.

- *Twenty one (21) hours above the level of Spanish 204.*
- *Nine (9) hours of **Composition and Oral Communication.***
- *Three (3) hours of **Culture and Civilization.***
- *Nine (9) hours of **Literature and Film.***

Double Majors

With careful planning students can major in more than one language or major in a modern language along with another field such as International Studies, Criminal Justice, English, Political Science, History, Communication Studies, Business, Social Work, etc. Knowledge of one or more languages can form the basis for an interesting career and greatly enhance possibilities for entering and advancing in a wide variety of occupations.

Major in Spanish Education: 5-9 or 5-adult certification

In conjunction with the College of Education, Marshall also offers a Major in Spanish Education, which leads to certification to teach a foreign language. The content area requirements are primarily the same, except that Education students must also take Foreign Language Teaching Methods, and comply with all College of Education requirements.

Minor in Modern Languages

The Department of Modern languages also offers a minor in French, German or Spanish by completing 12 hours at the 200 level or higher. One three hour course of French or German culture or literature in translation will be allowed to count towards the completion of the required hours for the minor in French or German.

Capstone Course/Portfolio

Graduating majors in Modern Languages will designate one 400-level literature or culture course in their senior year as their capstone experience. In addition to the normal course requirements the student will integrate as much as possible the various

competencies developed throughout his or her foreign language program of study. This project will culminate in a research paper, which will be delivered in a class presentation toward the end of the term, and may be added to the students Portfolio. **Majors must be able to demonstrate at least an intermediate level of proficiency in the target language in order to graduate.**

Marshall University
Department of Modern Languages

French Program

Level I: Language - Communicative Approach

FRN 101 Introductory French I

FRN 102 Introductory French II (PR: 102 or 1 year of high school French)
Pronunciation, conversation, reading, and composition with emphasis on aural/oral development.

FRN 112 Basic French (2 years of high school French)

This course is designed for students who have had two or three years of high school French. It reviews material covered in 101 and 102. If the student earns a grade of C or better he/she receives 6 hours of academic credit.

FRN 203 Intermediate French I (PR: FRN 102 or FRN 112)

Continuation on the intermediate level of the basic language skills: pronunciation, conversation, reading, and composition with emphasis on aural/oral development.

FRN 204 Intermediate French II (PR: FRN 203)

Development of practical conversational skills, reading for comprehension, and directed composition.

DEPARTMENTAL EXAM I: LISTENING COMPREHENSION, READING COMPREHENSION, WRITING, VOCABULARY, GRAMMATICAL STRUCTURES, BASIC CULTURE

Level II: Language – Structural Approach (PR: FRN 204)

FRN 305/306 Intermediate Conversation/Composition

Writing/speaking intensive course designed to develop communicative skills and review language fundamentals acquired in FRN 101-204 sequence (2 years). Course taught in French.

FRN 315/316 Advanced Grammar and Composition

Study of idioms, grammatical structures, and syntax with emphasis on free composition, use of language laboratory, and formal study of the art of translation from English to French.

FRN 323/324 Advanced Grammar and Oral Communication

Analysis of grammatical structures and introduction to phonetics. Oral and written exercises, presentations and discussions. Course conducted mainly in French.

Level III: Culture (PR: one of the following courses, FRN 305/306, FRN 315/316, FRN 322/323)

FRN 240 French Society and Life (No PR)

Selected topics relating to culture and life in the French-speaking countries. Lectures, readings, and discussions in English.

FRN 335/336 Culture and Civilization – France

French Culture from Prehistoric to modern times with emphasis on contemporary life and French institutions.

Level IV: Literature. Capstone courses. (PR: one of the following courses, FRN 305/306, FRN 315/316, FRN 323/324)

FRN 304 French Literary Masterpieces in Translation (No PR)

Course deals with major works of French literature and requires no background in French literary history. Course taught in English.

FRN 317/318 Survey of French Literature

A study of important literary movements, representative authors and their works from the Middle Ages to the present. Capstone. Course taught in French.

FRN 401 Seventeenth Century French Theater

A study of representative plays by the classical dramatists Corneille, Moliere, and Racine. Capstone. Course taught in French.

FRN 402 Eighteenth Century French Literature

A study of representative works by the philosophers, Montesquieu, Rousseau, Voltaire, and Diderot. Capstone. Course taught in French.

FRN 403 Nineteenth Century French Novel

A study of major novels chosen to illustrate the romantic, realistic and naturalistic literary movements. Capstone. Course taught in French.

FRN 404 Twentieth Century French Novel

A study of representative 20th century French novels. Capstone. Course taught in French.

**DEPARTMENTAL EXAM II: LISTENING COMPREHENSION, READING
COMPREHENSION, WRITING, VOCABULARY, GRAMMATICAL
STRUCTURES, BASIC CULTURE**

FRN 407/507 Foreign Language Teaching Methodology

Analysis and practical application of methods of teaching foreign languages, including professional development, language pedagogy, and language standards. To be taken concurrently with CI 470

Marshall University
Department of Modern Languages

German Program

Level I: Language - Communicative Approach/Structural Approach

GER 101 Introductory German I

GER 102 Introductory German II

Pronunciation, conversation, reading, and composition with emphasis on aural/oral development.

GER 203 Intermediate German I

GER 204 Intermediate German II

Continuation and completion on the intermediate level of the basic language skills; pronunciation, conversation, reading, and composition with emphasis on aural/oral development.

Level II: Language – Advanced Communicative/Structural Approach (PR: 204)

GER 305** Introduction to Composition/Conversation

Writing/speaking intensive course designed to develop communicative skills and review language fundamentals acquired in GER 101-204 sequence (2 years). Course taught in German

GER 323** Advanced Grammar and Conversation

Analysis of grammatical structures and introduction to phonetics. Oral and written exercises, presentations and discussions. Course taught in German

GER 324** Advanced Grammar and Composition

Study of idioms, grammatical structures, and syntax with emphasis on free composition, use of language laboratory, and formal study of the art of translation from English to German.

GER 312 Foreign Language Instruction Techniques (Education majors.)

Introduction to the communicative approach to language teaching. Presentations and practice in the creation of lesson plans using in-class technologies and computer assisted language learning materials. Course Taught in English.

Level III: Culture (PR: 305 or 323 or 324 or permission)

GER 240 German Life and Society (No PR.)

Study of selected topics relating to culture and life in the German speaking countries. Lectures, readings and discussions in English.

GER 335** Culture and Civilization (Beginnings to 1800)

GER 336** Culture and Civilization (1800 to Present)

GER 337** German Film (No PR. Taught in English)

Level IV: Literature (PR: 305 or 323 or 324 or permission)

GER 304** German Literary Masterpieces in Translation (No PR. Taught in English.)

GER 411** Topics in German Literature from 1750 to 1850

GER 412** Topics in German Literature from 1850 to 1950

GER 413** Topics in German Literature since 1950

** Indicates New Course

Marshall University
Department of Modern Languages

Spanish Program

Level I: Language - Communicative Approach

SPN 101 Introductory Spanish I

SPN 102 Introductory Spanish II

Pronunciation, vocabulary and basic language structures. For students with no foreign language experience.

SPN 112 Elementary Spanish

This course is designed for students who have had two or three years of high school Spanish. It reviews material covered in 101 and 102. If the student earns a grade of C or better he/she receives 6 hours of academic credit.

SPN 203 Intermediate Spanish I

Emphasis on oral and written communication. Conversation and composition. Intermediate language structures.

SPN 204 Intermediate Spanish II

Development of practical conversational skills, reading for comprehension, and directed compositions.

DEPARTMENTAL EXAM I: LISTENING COMPREHENSION, READING COMPREHENSION, WRITING, VOCABULARY, GRAMMATICAL STRUCTURES, BASIC CULTURE

Level II: Language – Structural Approach (PR: SPN 204)

SPN 305/306 Introduction to Composition/Conversation

Writing/speaking intensive course designed to develop communicative skills and review language fundamentals acquired in SPN 101 – 204 sequence (two years). Course taught in Spanish.

SPN 307 Spanish for Law Enforcement Majors

Course designed to help Law Enforcement students develop language skills and an appropriate vocabulary to interact with members of the Hispanic community in the US when working with them. Course taught in Spanish.

SPN 315/316 Advanced Grammar and Composition

A detailed analysis of Spanish syntax and shades of meaning with the writing of original compositions in Spanish to perfect the student's own style. Course taught in Spanish.

SPN 323/324 Advanced Grammar and Oral Communication

Analysis of grammatical structures. Introduction to phonetics and applied linguistics and oral practice in various discourse types such as conversation, narration, discussion/debate, presentation. Course taught in Spanish.

Level III: Culture (PR: SPN 305/306 or SPN 315/316 or SPN 323/324)

SPN 335 Culture and Civilization: Latin America

A study of the civilization of Latin American countries and their contribution to world culture. Lectures, discussions and reports. Course taught in Spanish.

SPN 336 Culture and Civilization: Spain

A study of the civilization of Spain and its contributions to world culture. Lectures, discussions, and reports. Course taught in Spanish.

DEPARTMENTAL EXAM II- Part 1: READING COMPREHENSION AND CULTURE

Level IV: Literature/Capstone Courses (PR: PN 305/306 or SPN 315/316 or SPN 323/324)

SPN 411 Literature I Pre Modern Latin American Literatures

A study of representative Latin American literary works from the Pre-Colonial and Colonial periods and the 19th Century. Capstone. Course taught in Spanish.

SPN 412 Literature II Contemporary Latin American Literatures

A study of a selection of Latin American authors and works representative of the major literary movements in Latin America, from Modernism to present. Capstone. Course taught in Spanish

SPN 413 Literature III Lit. Genres and Non Canonical Issues in Lat. Am.

Study of poetry, fiction, drama, essays, etc. in Latin America. At the discretion of the instructor literary genres will be crossed with approaches

such as gender, race, religion, ethnicity, etc. Capstone. Course taught in Spanish

SPN 414 Literature I Medvl., Rnsscn., Golden Cent. Literature

Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature from Medieval times to Spain's Golden century. Capstone. Course taught in Spanish

SPN 415 Literature II 18th and 19th Centuries

Study of the representative Spanish authors and literary works and the major intellectual movements in peninsular literature during the 18th and 19th Centuries. Capstone. Course taught in Spanish

SPN 416 Literature III Contemporary Spanish Literature

Study of the representative authors and literary works and the major intellectual movements in peninsular literature from the Generation of 1898 to the present. Capstone. Course taught in Spanish.

SPN 417/418 Hispanic Film and Literature (No PR when taught in English)

Courses on selected films by Spanish and Spanish-American directors and on films based on literature. Reviews by contemporary film critics. Film and literary theory. Not a capstone course. Taught in English or in Spanish.

DEPARTMENTAL EXAM II- Part 2: LISTENING COMPREHENSION, READING COMPREHENSION, WRITING, VOCABULARY, GRAMMATICAL STRUCTURES, CULTURE.

SPN 407/507 Foreign Language Teaching Methodology

Analysis and practical application of methods of teaching foreign languages, including professional development, language pedagogy, and language standards. To be taken concurrently with CI 470

DEPARTMENT OF MODERN LANGUAGES
Academic Year 2005-2006

CAPSTONE PROJECTS

During the academic year 2005-2006, 10 Spanish majors, 1 French major and one double French/Spanish major presented their capstone projects. The titles are shown below.

Spanish Majors:

Las caras en el espejo

Supervised by María Rosario Quintana

La idealización del amor: *A la noche* de José Espronceda

Supervised by María Rosario Quintana

A brief overview of political corruption in Latin America as supported by the news and political literature of the time.

Supervised by Shannon Butler

Obras por Gustavo Adolfo Bécquer

Supervised by María Rosario Quintana

Pablo Neruda.

Supervised by Shannon Butler

Spirits and their Use in Latin American Literature

Supervised by Shannon Butler

La evolución del Flamenco

Supervised by José Luis Morillo

Native Women and their role in Latin America

Supervised by Shannon Butler

La mujer en la literatura Latinoamericana

Supervised by Shannon Butler

Cecilia Bohl de Faber

Supervised by María Rosario Quintana

A Comparison of Two of Becquer's Leyendas.

Supervised by María Rosario Quintana

French Majors:

Women in Modern French Film Industry

Supervised by Terence McQueeney

An analysis of how the nature of colorisation has affected francophone countries and how that is reflected in the literature

Supervised by Terence McQueeney

DEPARTMENT OF MODERN LANGUAGES

Modern Languages Majors Questionnaire

As an initial attempt to evaluate our programs from a student perspective, five majors took the Modern Languages Majors Questionnaire on Assessment day in April of 2006. This was the first such event, and future events will need to incorporate more students, especially graduating seniors. 2 French majors, 2 Spanish majors (one post-bachelors degree), and one dual French and Spanish major. No German majors took this questionnaire. (The double major completed questionnaires for both majors)

This questionnaire coincides with the Benchmarks and Standards the Department of Modern Languages uses to evaluate its program.

Four Essential Skills:

Students were asked to rate their skill level in the four skills, on a scale of 1 to 4:

- 0 No basis
- 1 poor
- 2 fair
- 3, good
- 4 excellent:

The students rated themselves in French as follows:

Reading	Understanding	Speaking	Writing	Critical Thinking
3	3	3	3	3
3	3	2	2	4
4	4	3	2	3

In French, most students rated them selves as excellent in Reading and Understanding, with lower scores in Speaking and Writing.

The students rated themselves in Spanish as follows:

Reading	Understanding	Speaking	Writing	Critical Thinking
2	3	2	2	1
4	3/4*	2	4	
3	3	2	3	3

In Spanish, the students rated themselves Good and Excellent in Reading and understanding, but lower in speaking and writing. This correlates with the departmental exams piloted in the Spring of 2006, which showed a lower skill level in Writing.

*note: dual votes were permitted. Student selected both three and four

Course offerings in French:

Students were asked to identify which classes were most valuable to them. In French, students identified FRN203 and FRN 204 and FRN240 as the most valuable courses.

Students were also asked to identify which classes were least valuable. In French students identified FRN 203 and FRN 204 as the least valuable.

When asked to identify courses they would have liked to have taken, students in French identified a desire for additional upper level literature classes.

Course offerings in Spanish:

In Spanish students identified the 203/204 course series, and 240 as the most valuable courses. No specific course surfaced as most valuable, though students listed: 112, 316, 335, 412, 101/102, 305-306. 323-324, Spain culture

In Spanish students identified: Spanish 203 as a least valuable class, though one person did cite extenuating circumstances, rather than the class itself. 315 and 316 as well as Latin American culture were also identified.

Students in Spanish identified a desire for more classes focusing on individual skills: for example, a speaking class, a writing class.

Communicative Language Teaching Method (CLT): strategies, tools and assessment:

Students were asked to rate the following instructional formats, instructional tools and assessment methods, on a scale of 1 to 4:

- 0 No basis
- 1 poor
- 2 fair
- 3 good
- 4 excellent

French Students responded:

grammar explanations	question and answer sessions	oral presentations	group work	drills	exclusive use of target language
4	4	3	3	4	4
4	3	3	2	4	4
4	4	0	3	4	4

Most French students rated exclusive use of target language, grammar explanation, question/answers, and drills as excellent, with oral presentations and group work as good instructional format. The exclusive use of the target language was rated as excellent, which correlates well with the Communicative Language Teaching method.

Webpage exercises	CDRom Exercises	compositions	internet projects	videos	attendance and participation
3	0	0	3	4	4
2	4	4	2	4	4
0	1	3	2	4	3
outside readings	reports				
4	4				
4	4				
4	3				

These instructional tools are commonly used within the context of a CLT classroom. Our students do appear to be making connections with the language and how it is learned. This will be an area for future investigation.

Students were also asked to rate the following assessment methods:

quizzes	exams	listening comp exams	oral exams	class participation	individual projects	group projects
3	3	0	3	4	3	0
2	4	4	4	3	2	2
4	4	4	3	3	3	0

These assessment methods are consistent with CLT, and our students recognize their value. Students gave rather low ratings to group projects. It is possible that this is due to having minimal basis to analyze them.

Spanish students responded:

grammar explanations	question and answer sessions	oral presentations	group work	drills	exclusive use of target language
4	2	4	0	4	4
4	4	4	4	4	4
3	3	3	3	3	1

Most students rated exclusive use of target language, grammar explanation, question/answers, and drills as excellent, with oral presentations and group work as good instructional format. The exclusive use of the target language was rated by most as excellent, which correlates well with CLT.

Webpage exercises	CDRom Exercises	compositions	internet projects	videos	attendance and participation
4	1	4	2	1	4
4	4	4	4	4	4
4	4	3	3	3	4
outside readings	reports				
4	4				
4	4				
3	2				

These instructional tools are commonly used within the context of a CLT classroom. Our students do appear to be making connections with the language and how it is learned. This will be an area for future investigation.

Students were also asked to rate the following assessment methods:

quizzes	exams	listening comp exams	oral exams	class participation	individual projects	group projects
4	4	4	4	2	3	3
4	4	4	4	4	4	4
3	3	4	4	4	4	3

These assessment methods are consistent with CLT, and our students rate them as good or excellent, which demonstrates recognition of their value.

See section XV. Study Abroad Evaluations: Summary.

**SPANISH LANGUAGE AND CULTURE PROGRAM
IN MADRID, SPAIN**

Summer 2006

EVALUATION

(23 evaluations were handed out and only 15 were returned)

Please write your comments on the blank page provided. Don't forget to write the number of the question to which you are referring.

YOU DO NOT HAVE TO SIGN THIS FORM

I. About the Program

1. Program title: Spanish Language and Culture Program
2. Institution abroad sponsoring the program: Universidad A. de Nebrija.
3. Country: Madrid, Spain
4. Length of program. Give Dates: June and/or July 2006
5. How did you learn about this program? Announced in class, other students, flyers, bulletin board, website.
6. Prior to Departure was there an orientation session about your study abroad program on the Marshall University Campus?
YES 15 NO _____ Did you attend? YES 14 NO 1
7. Did you have sufficient information about the program prior to enrolling?
YES 15 NO _____
8. Did you have sufficient information about the country you were about to visit and about the academic and housing aspects of the program once you enrolled in it?
YES 15 NO _____
9. Were travel arrangements satisfactory? YES 15 NO _____
10. How much did your participation in the program cost: \$ 2350 (1 mo), \$ 4600 (2 mos.)
11. What was included in the price of the program? Tuition (6 or 12 hrs.) room (private) and board (3 meals a day for 1 or 2 months), public transportation pass (1 or 2 mos).
12. As compared to other programs, do you think the program was:
Expensive _____ Reasonable 10 Inexpensive 5

II. Academic Program

13. Were the classes well organized? YES 15 NO _____
14. Did class activities help to accomplish the requirements of the course?
YES 14 NO 1

15. Do you think you learned as much 1, more 14, or less _____ Spanish in this program as/than you would have in a regular Spanish class at Marshall University?
16. How did your instructors in Spain compare with other instructors you have had at Marshall University?
Top 10% 9, Top 25% 3, Average 3, Below average _____
17. Were the examinations fair? YES 15 NO _____
18. Were the instructors fair in their grading? YES 15 NO _____
19. Were the instructors well prepared? YES 15 NO _____
20. Did the instructors treat everyone equally? YES 15 NO _____
21. Were you given the opportunity to ask questions in and out of class?
YES 15 NO _____
22. Did you receive the attention you needed in and out of the classroom?
YES 15 NO _____
23. After this experience are you more likely 12 or less likely 2 to take more Spanish classes?

III. Living Arrangements

24. How did you get to class everyday? Metro: 12, Walking: 2, Bus: 1.
25. Did you live in a home or a dorm?
Home 15 Dorm _____
26. Did you live far from the school? How long did it take you to get to school?
YES 4 NO 11
27. Was your room satisfactory? YES 15 NO _____
28. Did you have your own room? YES 15 NO 1
29. Did you have your own bathroom? YES 4 NO 11
30. Was the bathroom satisfactory? YES 15 NO _____
31. How many times a week was your room cleaned? Once a week
32. How often was your laundry done? Once a week.
33. Did you receive enough food? YES 14 NO 1

34. If you lived with a family, did you enjoy them? YES __15____ NO

35. Would you visit them again? YES _14____ NO __1____
36. Were there any problems with any member of the family, cultural misunderstandings, etc?
YES _____ NO __15____ If you marked YES, explain.

IV. Side trips and Extracurricular Activities

37. Were the excursions organized by the school interesting?
YES __14____ NO __1____
38. Did you participate in all of them _3____ or in some of them __12____?
39. What museums did you visit? List them. Prado, Reina Sofía, Thyssen-Bornemisza, Bellas Artes, Royal Palace, Naval Museum
40. What towns or cities did you visit? List them. Segovia, Toledo, Avila, Pamplona, Barcelona, Sevilla Alicante, Benidorm, Malaga, Salamanca
41. Did you travel to other countries? YES __5____ NO __10____

V. Host Country

42. Did you find the city or town where you lived overwhelming? YES __2____
NO __13____
43. Were you able to use public transportation comfortably?
YES __15____ NO

44. Did you find the natives accessible? YES __14____ NO
__1____
45. Did you travel in the country? YES __15____ NO

46. Would you go back to this country? YES __15____ NO

47. After this experience, would you travel to other countries?
YES __15____ NO _____

VI. Health and Safety

48. Did you receive enough information concerning health care and the need for insurance prior to your departure? YES __13____ NO __2____
49. Did you have any health problems? YES __2____ NO
__13____
50. Was health care accessible and adequate? YES __10____ NO __N/A 5____

51. Did you ever have anything stolen? YES _____ NO _15_____

52. Did you ever feel unsafe or threatened? YES __2____ NO
__13_____

VII. Comments (Only seven students completed this section)

53. In your opinion, what were the strengths of the program? Explain.

- The excursions and the instructors.
- The excursions and tours offered by the university. It gave me a chance to explore more places in Spain.
- Immersion factor, tours in Spanish, only speak Spanish in class.
- The professors, school was great and really interactive, as a teacher, I knew that they were using all the techniques that make language learning work.
- The experience of using the language daily and experiencing another culture.
- The free time to enjoy Madrid was great.

54. What were the weaknesses of this program? Explain.

- None.
- I did not find any weaknesses to this program
- There needs to be more opportunity to make grades, some classes only had a final, students should be able to track their progress.
- Communication with others in the program.
- Not knowing what my grade was until the very end.

55. Would you recommend this program to other students?

YES __6____ NO _____

56. How much money would you tell next year students to take with them?

- \$500 per month.
- \$800 per month
- \$1000 per month
- \$1500 per month
- \$2500 per two months

57. Would you recommend that they take a credit card? What credit card did you take and was it useful?

Visa, Mastercard debit/credit card.

58. Would you participate in a program like this again?

YES 7 NO _____

59. Overall, was your foreign experience rewarding?

YES 7 NO _____

60. Can your name, phone number and e-mail address be given as a reference to other students interested in the program? YES 6 NO 1

Name: _____

Phone Number: _____ E-mail: _____

YOU DO NOT HAVE TO COMPLETE # 60 AND YOU DO NOT HAVE TO
SIGN THIS EVALUATION

PLEASE RETURN THIS FORM AS SOON AS POSSIBLE TO:

Prof. María Carmen Riddel
Dept. of Modern Languages
Marshall University
Huntington, WV 25755

DEPARTMENT OF MODERN LANGUAGES
2006 – Interdisciplinary Project
on
SOCIAL CONDITIONS AND
LITERARY/JOURNALISTIC DISCOURSES IN THE
DEVELOPED WORLD

Guest Speaker:

Ignacio Carrión,
Journalist and Novelist from
Valencia, Spain

Evaluation of Program

A. Evaluation Tallies:

First Lecture:

Points 5 (excellent rating) to 1 (poor rating)

1. 4.72	Students - 63
2. 4.13	Faculty - 3
3. 4.75	Community - 2
4. 4.0	Total Responses- 68 = 76%
5. 3.23	
6. 4.30	
7. 4.46	
8. 3.93	
Total 4.19	

Second Lecture:

Points 5 (excellent rating) to 1 (poor rating)

1. 4.72	Students - 42
2. 4.26	Faculty - 6
3. 4.86	Community - 5
4. 4.35	Administrator - 1
5. 3.52	Total Responses- 54 = 55%
6. 4.74	
7. 4.46	
8. 4.70	
Total 4.45	

B. Comments on Evaluations

First Lecture

The Function of Language in Mediating Between the Individual and Reality

“The sound could have been louder, but overall, the program was informative! Thank you for coordinating this program!”

“Excellent!”

“The presentation was very good. I think the chairs should have been placed in a “U” or “V” shape so the speaker could be seen and heard better. I liked the food!”

“Air Conditioner in Room very distracting. Very informative & interesting Program.”

“Speaker was very interesting with his stories of life experiences. He was a pleasure to listen to and look forward to reading his published diary entries.”

“Very interesting speaker!!”

“It was a bit long but interesting for the most part ☺ Thanks!”

“Do not understand how speech ties into title.”

“He’s a cool guy. However, obviously, lots of audience members left and there were not enough chairs.”

“This was extremely boring. I still don’t know the purpose of his speech.”

“Splendid use of showing how language shapes our culture and the actions we pursue in our lives. Interesting to see the correlation between history and language.”

“Spoke mostly on writing and diaries, and not at all on Hispanic Culture. He spoke more on the Holocaust than he did on Hispanic culture, but he was well organized and very well educated on journalism. I enjoyed it, but would have been better for journalism majors, not language.”

“The presenter did a very good job. He was very organized and had a good personality.”

“Ok, honestly this might be interesting, but it’s hard to follow someone who looks down to read his speech instead of interacting with the group.”

“Wonderful talk on writing – very inspiring, makes you want to write!”

“Interesting – better sound system would have made it even better.”

Second Lecture

Tensions and Conflicts in Spain’s Cultural Life

“Excellent!!”

“Excellent – informative”

“He was a cute man.”

“As a journalist, Carrion was well presented & well informed. He combined the past & present issues & how they affected each other.”

“Great presentation. Bring in new people – I like this!”

“ACE!”

“None. Hard to understand the speaker!”

“Very informative, answered questions very well & unbiased at the end of the program.”

“Very interesting. In particular the parallels to America’s problems. Muy bien!”

“Very interesting and informative.”

“Great ☺”

“I really enjoyed the speaker tonight. He spoke of some valid problems in Spain but they also seem to apply in many other countries of the world. I always thought of Spain as a powerful country but I was never aware of the cultural tension within the country. Thank you for the opportunity to learn about this country of today.”

“Absolutely wonderful!”

“Very informative and very interesting. Enjoyed the program overall.”

“The speech was very interesting. I learned a lot.”

