

UNDERGRADUATE PROGRAM ASSESSMENT

ANNUAL REPORT 2006-2007

DEPARTMENT OF MODERN LANGUAGES

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**Undergraduate Program Assessment
Annual Report
2006-2007
Department of Modern Languages
December 2007**

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) for language skills. Additionally, in order to advance our Foreign Language Teacher Education Major, the National Council for Accreditation of Teacher Education (NCATE) standards for Teacher Education Programs were adopted. There are no other 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) Standards:

Unit 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 (Addressed through the ACTFL Program Standards)

Unit 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

Unit Standards 2 and 4-6 are assessed through the School of Education.

In order to continue to advance our Teacher Education Program in French and Spanish, the Department of Modern Languages is responsible for the Program level NCATE Standards that support Unit Standards 1 and 3. These Program level standards are:

STANDARD 1: Language, Linguistics, Comparisons

- **Standard 1.a. Demonstrating Language Proficiency.** Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.
- **Standard 1.b. Understanding Linguistics.** Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.
- **Standard 1.c. Identifying Language Comparisons.** Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

STANDARD 2: Cultures, Literatures, Cross-Disciplinary Concepts

- **Standard 2.a. Demonstrating Cultural Understandings.** Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.
- **Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.** Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.
- **Standard 2.c. Integrating Other Disciplines In Instruction.** Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language

STANDARD 3: Language Acquisition Theories and Instructional Practices

- **Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom.** Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.
- **Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity.** Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

STANDARD 4: Integration of Standards into Curriculum and Instruction

- **Standard 4.a. Understanding and Integrating Standards In Planning.** Candidates demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning.
- **Standard 4.b. Integrating Standards in Instruction.** Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.
- **Standard 4.c. Selecting and Designing Instructional Materials.** Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

STANDARD 5: Assessment of Languages and Cultures

- **Standard 5.a. Knowing assessment models and using them appropriately.** Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.
- **Standard 5.b. Reflecting on assessment.** Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.
- **Standard 5.c. Reporting assessment results.** Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

STANDARD 6: Professionalism

- **Standard 6.a. Engaging in Professional Development.** Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.
- **Standard 6.b. Knowing the Value of Foreign Language Learning.** Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

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 two main language programs (Spanish and French) are achieved, the department has developed two comprehensive examinations taken by both majors and non-majors. The first examination 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, and writing), language knowledge (vocabulary and grammatical structures) and some cultural material at two levels of difficulty.

In addition the department has implemented a **Language Skills Portfolio** assessment for all majors in French, and Spanish. This is completed during a student's last two semesters of study. For Spanish and French Education students, it is completed as part of the Foreign Language Teaching Methodology Course.

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 – a method that emphasizes active learning, and the four language skills. 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 VIII. Syllabi for French, German Japanese and Spanish 204 Courses).

Foreign Language Proficiency is assessed in 300 level grammar classes, 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. The Japanese major was created during the 2006 – 2007 academic year and it is still under development. We did not gather data about this program for this report since there were not enough majors or students in the new courses. However, data will be available for next years (2007 – 2008) Assessment Report. (See sections IX. Syllabi for French, German, Japanese and Spanish 300 Advanced Language Courses and XII. Syllabi for French, German and Spanish 300/400).

As mentioned above, to assess language proficiency as accurately as possible, the department has implemented a **Language Skills Portfolio**. The Language Skills Portfolio encompasses different types of work from all levels of instruction (100-200, 300 and 400 levels) and demonstrates student progress over time.

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 VIII. Syllabi for French, German, Japanese 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 XI. 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, German and Japanese 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 XII. Syllabi for French, German and Spanish 300/400 Literature Courses and XIII: Capstone Course/Project Form and Capstone Project Titles).

For the French and Spanish language programs this goal is also accomplished through the departmental study abroad programs (See sections XVI. French and Spanish Study Abroad Programs-Brochures and XVII. 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 from other departments in the College of Liberal Arts on course development and research, particularly in the Honors program.

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.

The Department of Modern Languages has added four 400 level courses in Spanish: SPN 433 Intensive Grammar Review, SPN 444 Bilingual Contrastive Grammar, SPN 435 Culture and Civilization: Contemporary Latin America and SPN 436 Culture and Civilization: Contemporary Spain. This is an additional comprehensive level of language and culture instruction, which will help students learn about linguistic and cultural structures.

The departmental study abroad programs also enable students to connect their language and culture to those of the world at large. 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. However, 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 and presentations about an intellectually significant and usually 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 XV. French and Spanish Majors Questionnaire Summaries, XVI. French and Spanish Study Abroad Programs - Brochures and XVII. Spanish Study Abroad Program Evaluations).

The Department of Modern Languages has a significant number (35) of students who are pursuing teacher certification in association with Marshall University's College of Education. Assessment of these of these majors was expanded, in conjunction with the revised NCATE Standards and a number of program changes were made in order to achieve these goals.

C. NCATE STANDARDS:

It is important for foreign language education majors to be in contact with the College of Education in order to gain the most from their program and become effective teachers.

In the past, the Department of Modern Languages had no representation in the physical classroom of the student teacher candidates. This is a key role since it enables the department to continue applying the ACTFL standards, to evaluate the effectiveness of the Foreign Language Teacher Education program, and to help candidates develop into successful teachers. Beginning in spring of 2006 and continuing to the present, the Department of Modern Languages has held an active role in Student Teacher supervision. A full-time faculty member from the Department of Modern Languages with a background in Foreign Language Education visits the classroom of the student teacher candidates. This has also allowed further assessment of these candidates using the NCATE Standards. The majority of the NCATE Unit Standards are assessed by the school of Education.

Unit 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 (Addressed through the ACTFL Program Standards)

Assessment and evaluation of Secondary Education 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 revisions included:

- Expansion of the Capstone Evaluation
- Addition of a portfolio based assessment.
- Revision and re-structuring of the Foreign Language Teaching Methodology course to better address these standards.
- Addition of the Oral Proficiency Interview as a measure of students' oral skills at the end of their language study.

Unit 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.

This is addressed through the FRN 407 and SPN 407 Foreign Language Teaching Methodology course, the Clinical and Student Teaching Experiences and INTASC (Interstate New Teacher Assessment and Support Consortium) Principles. These modifications have allowed us to start addressing the NCATE Program Standards in further detail and in preparation for the NCATE Program Review submission in fall of 2009:

Program Standard 1: *Language, Linguistics, Comparisons*

This standard is addressed through the ACTFL Standards, and is the same for ALL language majors (French, German, Japanese and Spanish). (See ACTFL Standards section for details).

Program Standard 2: *Cultures, Literatures, Cross-Disciplinary Concepts*

The Department of Modern Languages deals with cultures and literatures through its course offerings, and through a Capstone Experience completed in a 400 level literature, language or culture course. This Capstone Evaluation Form was expanded and piloted in spring of 2007. (See ACTFL Standards section for details and Section XIII. Capstone Course/Project Form and Capstone Titles).

Program Standards 3 through 6:

These are addressed primarily through FRN and SPN407 Foreign language Teaching Methodology course and the Clinical and Student Teaching Experiences.

Program Standard 3: *Language Acquisition Theories and Instructional Practices*

Students demonstrate knowledge of language acquisition theories and instructional practices in the FRN and SPN 407 Foreign Language Teaching Methodology course through the presentation of an article and an academic research paper.

Program Standard 4: *Integration of Standards into Curriculum and Instruction*

Students demonstrate integration of standards through their practice teaching exercises, and the lesson plans for their Clinical Experiences.

Program Standard 5: *Assessment Of Languages and Cultures*

Students develop rubrics in their Teaching Portfolios, as well, addressing assessment in their unit plan.

Program Standard 6: *Professionalism*

Students demonstrate professionalism in the Teaching Portfolio and their Clinical and Student Teaching Evaluations.

These six standards are further addressed during the Clinical Experiences. See Unit Standard 3 for details.

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

D. Results

The academic year 2006-2007 brought continued change 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 and in the new developing program in Japanese are considered carefully, are meant to further the learning outcomes of the students it serves, and to 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 (French and Spanish) of the four language programs at the end of the fall and at the end of the spring semesters. See below a more detailed explanation of the results of those exams, and the role they play in supporting the departmental goals.

The language skills portfolio demonstrates that our students achieve a high level of language proficiency, and the Capstone Evaluations demonstrate our students' cultural and interdisciplinary connections. Both the language skills portfolio the Oral Proficiency Interview were pilot tested in the spring of 2007, as an expanded measure of our Teacher Candidates Oral skills.

I. Content Area Goals:

1. Communicate in a language other than English.

This standard is demonstrated through departmental examination, and the language skills portfolio.

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: 49 students took the Departmental Examination I.

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

ALL STUDENTS (49)	
Average Grammar Exam Grade	60%
Average Reading Comprehension Grade	76%
Average Listening Comprehension Grade	75%
Average Writing Grade	72%
Average Overall Exam Grade	70.75%

These exams do not test speaking. Speaking is currently assessed in the individual classroom setting. Although the Overall Exam grade has decreased, the results provide important information about the reading, writing and listening comprehension skills of French students at this level. Grammar shows the lowest percentage, which is logical since these first cycle of courses are taught communicatively and grammar is presented but not emphasized.

In French: 13 students took FRN 324 Advanced Grammar and Conversation Course and 14 students took FRN 480 Special Topics: French Existentialist and Post-existentialist Literature. The final exam (equivalent to Departmental Exam II) results were:

FRN 324 STUDENTS (13)	
Average Exam Grade (Gram. and Speaking):	88%
FRN 480 STUDENTS (14)	
Average Exam Grade (Lit. and Writing):	89%
ALL STUDENTS (27)	
Average Overall Exam Grade	88.5%

The grammar and writing grades are higher than in the previous exam since at this level grammar is taught structurally and students have to apply it to their writing.

In German: The four skills are evaluated as a normal and consistent part of coursework. In fall 2006 one class took the GER 204 final examination and in spring 2007 semester two classes

took the GER 204 final examination. The results were: Section 1. 24 students, overall average grade 74 %. Section 2. 9 students, overall average grade 56 %. Section 3. 24 students overall average 40 %. A total of 57 students took the GER 204 final examination and the overall average grade was 57 %.

Please note that a final examination grade normally counts as only 20% of the total grade-in-course, and comes at the end of a long and arduous semester. Another indicator of student achievement can be seen as the composite test scores of the students during the course of the entire semester which normally count for 40% of the total grade-in-course. For Section 1 above it was 78%; for Section 2 above it was 73%; and for Section 3 above it was 79% with an overall average grade of 77%.

In fall 2006 one class took the German 315 Advanced Conversation, Composition and Grammar. The results were: 11 students, overall average grade was 92%

The German section of the Department of Modern Language does not give Departmental Level Examinations for assessment purposes because:

1. The program is very small and the senior professor in the section instructs all students and knows their competencies.
2. There are not enough upper level courses in German to promote a high degree of proficiency. The typical German major takes at least one course in English, several Independent Studies courses in reading, and an occasional 300/400 level class in literature or civilization. The German conversation and composition courses are offered once every two or three years.

In Spanish: The Spanish departmental examinations continue to undergo revision, and are given in an online format, in a WebCT Environment. WebCT is password protected. Exams are proctored and are given ONLY in the Foreign Language Laboratory. NCATE requires an “advanced low” level of language proficiency for speaking, and this same level has been adopted as the standard for all rubrics developed for the Spanish Departmental Examination.

In our continuing efforts to assess all four language skills, a Listening Comprehension activity was added to these exams in the fall of 2006, and is included in the results below. As an interpersonal skill, speaking continues to be assessed in the

classroom and via the Oral Proficiency Interview requirement for teacher candidates.

In Spanish: 96 students took the Departmental Examination Level I in fall of 2006, either after completing the 204 course or as a placement measure. The results are shown below:

Departmental Exam I (after a 204 course)

ALL STUDENTS (96)	
Average Grammar Exam Grade:	58%
Average Listening Exam Grade:	56%
Average Reading Comprehension Grade:	60%
Average Writing Grade:	65%
Average Overall Exam Grade:	60%

MAJORS ONLY (4)	
Average Grammar Exam Grade:	66%
Average Listening Exam Grade:	75%
Average Reading Comprehension Grade:	73%
Average Writing Grade:	70%
Average Overall Exam Grade:	71%

These scores show that there is still room for improvement in our students' language skills at Level I, though the scores for the majors are significantly higher than those for all students

In Spanish: 34 students took the Departmental Exam II in fall 2006, either at the end of a 300 level course or as a placement measure. The results are shown below:

Departmental Exam II (after a 300 level course)

ALL STUDENTS (34)	
Average Grammar Exam Grade:	80%
Average Listening Exam Grade:	67%
Average Reading Comprehension Grade:	74%
Average Writing Grade:	67%
Average Overall Exam Grade:	72%

MAJORS ONLY (11)	
Average Grammar Exam Grade:	80%
Average Listening Exam Grade:	67%
Average Reading Comprehension Grade:	71%

Average Writing Grade (10 students)*:	65%
Average Overall Exam Grade:	71%

Note: one student was unable to complete the writing section of the exam.

In comparing these scores to those at Level I, we can see a significant increase – most students at the 300 level are either majors or minors, and these scores demonstrate increased language knowledge. The writing scores are slightly lower, but this skill is further evaluated in the Language Skills portfolio.

In Spanish: 42 students took the Level I Exam in spring of 2007.

ALL STUDENTS (42)	
Average Grammar Exam Grade:	60%
Average Listening Exam Grade:	57%
Average Reading Comprehension Grade:	71%
Average Writing Grade:	61%
Average Overall Exam Grade:	62%

MAJORS (Only one Major took the 204 exam, with the following scores):	
Average Grammar Exam Grade:	90%
Average Listening Exam Grade:	80%
Average Reading Comprehension Grade:	100%
Average Writing Grade:	70%
Average Overall Exam Grade:	85%

Although these data represent only one major, it can be seen here as well that our majors achieve higher scores than those who take the courses only as a requirement for other majors.

In Spanish: 14 majors took SPN 324 Advanced Grammar and Conversation courses in spring 2007. The final exam (equivalent to Departmental Exam II) results were:

ALL STUDENTS 14	
Average Grammar Exam Grade:	87%
Average Speaking Exam Grade:	75%
Average Overall Exam Grade:	81%

A comparison between the Level I scores for fall 2006 and spring 2007 semesters demonstrates a slight increase in our student performance in spring 2007, with the exception of writing:

ALL STUDENTS	Fall 06	Spring 07
Average Grammar Exam Grade:	58%	60%
Average Listening Exam Grade:	56%	57%
Average Reading Comprehension Grade:	60%	71%
Average Writing Grade:	65%	61%
Average Overall Exam Grade:	60%	62%

Two different types of Level II exams were given for fall and spring 2007, so no valid comparison is available. The addition of the Language Skills Portfolio provides significant measure of our students' skills, and will be further implemented in the future.

The results of these exams, when analyzed using rubrics developed according to the ACTFL Proficiency Standards, show a notable and progressive improvement in students' language content abilities. In spring 2007 majors had completed a second 300 level language course and the Average Overall Exam Grade is higher than the Average Overall Exam Grade for fall 2006. The increase in the Average Overall Exam Grade for spring 2007 demonstrates that we are moving in the right direction. (See section III. Plans for the Current Year in this report).

In Spanish: Language Skills Portfolio – Pilot test

Beginning in the fall of 2007, all students will be required to complete a language skills portfolio. This portfolio will provide qualitative evaluations of our students' language skills in the semester prior to their graduation. This assessment was piloted in spring 2007 with one portfolio. Results are shown in the table below:

Component	Completed/ Included	Standard Not Met	Approaches Standard	Meets Standard
Listening Comprehension	X		X	
Reading Comprehension	X			X
Speaking Assessment	X		X	
Spontaneous Writing Assessment			X	
Writing Samples:				X

(Describe)				
1.SPN 204 Composition	X			
2.SPN 316 Composition	X			
3.SPN 413 Paper	X			
Other				
Capstone Project:				X
Capstone Form	X-incomplete			
Capstone Abstract (Handout)	X			
Capstone Paper	X			

Students are required to reach an “Advanced-Low” level on the ACTFL Speaking Proficiency Scale prior to graduation, and this same level was adopted for reading, writing, and listening rubrics developed using these ACTFL Proficiency Scales.

The portfolio project was graded based on those rubrics. The results above demonstrate that the student was able to achieve a level of language either approaching or meeting the “Advanced Low” proficiency level in all areas. It is not possible, at this time, to further evaluate this assessment tool without additional participants.

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, German and Spanish: The 300 and 400 level culture and literature 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.

This year an expanded capstone evaluation form has been implemented, in order to further assess our students cultural and literature knowledge. This form was tested in spring of 2007. The expanded form required the inclusion of the capstone project

abstract in the target language, and a student self- evaluation of his/her language skills.

Four of the five capstone projects for spring of 2007 included a student self-evaluation. Only one student included the abstract – See plans for the coming year. (See Section XIII. Capstone Course/Project Form and Capstone Project Titles).

The table below shows the results of the student self-evaluations

		<i>Definitely</i>	<i>Somewhat</i>	<i>Not at all</i>
Standard 1: Communication				
1.1	<i>In completing this project, I provided and obtained information in the target language, expressed feelings, emotions and opinions.</i>	3		
1.2	<i>I understood and interpreted written and spoken language on a variety of topics</i>	2	1	
1.3	<i>I presented information, concepts and ideas to an audience of listeners or readers on a variety of topics.</i>	3		
Many oral presentations in front of my class I only focused on one topic – indigenous theology				
Standard 2. Cultures				
2.1	<i>Through this project, I developed an understanding of the relationship between the practices and perspectives of the culture and literature e I studied.</i>	3		
2.2	<i>I developed an understanding of the relationship between the products and perspectives of the culture and literature studied.</i>	3		
Used literatura to gather info about the cultura I gained insight into the indigenous perspective, especially				
Standard 3: Connections				
3.1	<i>I reinforced and furthered my knowledge of other disciplines and the research process through the foreign language.</i>	3		
3.2	<i>I acquired information and recognized the distinctive viewpoints that are only available through the foreign language and its cultures.</i>	3		
	<i>I have increased my knowledge of conducting research and investigation techniques through this project.</i>	3		
Gathered information from many different points of view. I have definitely improved my research skills.				
Standard 4: Comparisons				
4.1	<i>I developed an understanding of the nature of language through comparisons of the language studied and my own.</i>	3		
4.2:	<i>I developed understanding of the concept of culture and literature through comparisons of the cultures and literatures studied as compared to my own culture and literature.</i>	3		
Compared literatura from Chile to ours in the U.S. I compared the experience of Catholics in the United State sand indigenous practitioners in America while researching although this was not presented in my capstone material.				
Standard 5: Communities				
5.1:	<i>I used the language both within and beyond the school setting.</i>	2	1	
5.2:	<i>I developed an understanding of how the foreign language connects to my life as a whole, both for personal enjoyment and</i>	3		

	<i>enrichment.</i>			
I use Spanish as much as I can Speaking Spanish has become an important part of my life outside of school.				

This table shows that students do view themselves as having met a high level of language ability. This component will be assessed in more detail with the full implementation in fall of 2007.

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."

In the past, 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 yet determined how much or how frequently these connections are ultimately made by our students. This standard is indirectly addressed through the Capstone project. (See Section XIII. Capstone Course/Project Form and Capstone Project Titles).

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, the Department of Modern Languages has created four 400 level courses (SPN 433, SPN 444, SPN 435 Contemporary Latin American Cultures, SPN 436 Culture and Society in Contemporary Spain). These courses which will present linguistic and cultural structures in greater depth than in 300 level culture and language courses, and aid our students in achieving a high level of language proficiency.

This standard is also indirectly addressed through the Capstone project. (See Section XIII. Capstone Course/Project Form and Capstone Project Titles).

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 in detail since it exceeds the capabilities 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, both in class and at a departmental level.

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: 25 Marshall University students participated in the summer 2007 Spanish Language and Culture Program in Madrid. 5 students took the Departmental Examination Level I and 11 students took the Departmental Examination Level II. (9 students did not take the Departmental Exam). There were 6 majors studying abroad, but only 5 majors fully completed the departmental exam. The results are shown below:

Departmental Exam Level I (Administered after SPN 204)

ALL STUDY ABROAD STUDENTS (5)	
Average Grammar Exam Grade:	53%
Average Listening Exam Grade:	54%
Average Reading Comprehension Grade:	58%
Average Writing Grade:	64%
Average Overall Exam Grade:	57%

- Note: one person did not complete the writing portion of the exam.
- No majors took the 200 level exam

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

ALL STUDY ABROAD STUDENTS (11)	
Average Grammar Exam Grade:	80%
Average Listening Exam Grade	68%
Average Reading Comprehension Grade:	76%
Average Writing Grade:	74%
Average Overall Exam Grade:	75%

MAJORS STUDYING ABROAD (5)	
Average Grammar Exam Grade:	79%
Average Listening Exam Grade	65%
Average Reading Comprehension Grade:	78%
Average Writing Grade:	82%
Average Overall Exam Grade:	76%

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

In comparing the various levels of study abroad students, the following table shows an interesting correlation:

	Level I All Study Abroad	Level II All Study Abroad	Level II Majors Study Abroad
Average Grammar Exam Grade:	53%	80%	79%
Average Listening Exam Grade	54%	68%	65%
Average Reading Comprehension Grade:	58%	76%	78%
Average Writing Grade:	64%	74%	82%
Average Overall Exam Grade:	57%	75%	76%

Note: one major took only the grammar portion of the exam and therefore, was removed from the data.

Students studying abroad at the 200 level performed lower on the departmental exam than those studying at the 300 level. This lends support to the fact that the ideal time to take advantage of study abroad is at the beginning or the 300 level courses. These data

also show that our majors are performing slightly higher when compared to All Students who studied abroad.

II. Foreign Language Teacher Education Major Goals:

Teacher Education goals were determined in keeping with the NCATE standards, and several important modifications were implemented – most of which presented minimal challenges for the department, but offer maximum benefits to our students and our programs.

Unit 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. See Content Area Standards for Assessment Measures.

Last year, several revisions to the program were made. These included:

- Expansion of the Capstone Evaluation (spring 2007)
- Addition of a portfolio based assessment. (Pilot spring 2007, full implementation fall 2007)
- A revision and re-structuring of the Foreign Language Teaching Techniques Course to better address these standards. (First implementation fall 2005, Second implementation fall 2006)
- Implementation of the Oral Proficiency Exam (Pilot tested spring 2007)

Preliminary data has been gathered in order to evaluate these new program elements and assessment methods.

These modifications have also provided us an opportunity to begin to address the NCATE Program Standards in further detail, in preparation for NCATE Program review submission in fall of 2009:

Program Standard 1: Language, Linguistics, Comparisons

This standard is primarily assessed through the ACTFL Content Area Assessment. See Above

The additional language assessment measure implemented in the spring of 2007 was the Oral Proficiency Interview. The department sought and received INCO funding to hold a workshop with a trained OPI specialist to help us better understand this assessment measure. The Oral Proficiency exam was then pilot tested.

Two students completed a pilot test of this proficiency assessment with a local tester in Spanish, as part of his training program. Although we cannot give these students an official ACTFL rating, as it was not an official Interview, both the local tester and a full-time faculty member familiar with the ACTFL rating scales felt that both students were at or approaching a high level of language skills, as seen in the chart below:

	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
ACTFL OPI LEVEL		1		1

The oral proficiency interview will be fully implemented in the fall of 2007.

Program Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

The Department of Modern Languages addressed cultures and literatures through its course offerings, and through a Capstone Experience completed in a culminating literature course. This Capstone Evaluation Form was expanded and piloted in spring of 2007. (See Section XIII. Capstone Course/Project Form and Capstone Project Titles).

Program Standards 3 through 6 are addressed primarily through SPN/FRN 407 Foreign Language Teaching Methodology and through the Clinical and Student Teaching Experiences.

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 classrooms 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)

Having a departmental faculty members involved in this process 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, and to help avoid problems with under-prepared teachers.

In fall of 2006, 4 students took SPN/FRN 407 Foreign Language Teaching Methodology. Two of the students were French Education majors, one was a Spanish Education major, and the third was a German teacher, as a student at large. 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.

(See syllabus in appendix). The final course grades for French and Spanish Education majors are shown below.

Attendance%	Port- folio%	Micro Teach	Journal%	Article Present %	Final Paper%	% Total	Grade
100%	90%	100%	100%	100%	95%	97%	A
100%	90%	93%	100%	100%	85%	94%	A
98%	90%	96%	100%	100%	91%	95%	A

(See section III. Plans for the Current Year in this report)

Program Standard 3: Language Acquisition Theories and Instructional Practices

All students in the Foreign Language Methodology course complete a culminating paper on a topic relevant to the specific areas covered in the course. Some paper topics have included relevant theorists, or specific language skills. (See Section XIV. Rubrics for final paper rubric.)

The table below shows the results of this assignment:

	Does not meet standards (Unacceptable)	Approaches Standard (Minimal)	Meets Standard (Good)	Exceeds Standard (Excellent)
<i>Points</i>	10	15	20	25
Abstract/Outline:			1	2
Intermediate Draft:				3
Peer Review:				3
Sources				3
Content			1	2
Professional Development/Value of Foreign Language Learning				3
Organization			1	2
Mechanics and Style			1	2

These data show that our student teacher candidates have a clear understanding of language acquisition theories, and either meet or exceed the NCATE Standard for Language Acquisition Theories. Instructional Practices are further addressed through the clinical experience.

Program Standard 4: Integration of Standards into Curriculum and Instruction

Program Standard 5: Assessment of Languages and Cultures

Program Standard 6: Professionalism

Students demonstrate Program Standards 4, 5, and 6 through their Teaching Portfolio completed in the Foreign Language Teaching Methodology course, as well as their Clinical and Student Teaching evaluations. (See Section XIV. Rubrics for Teaching Portfolio rubric). This portfolio is a culminating project that provides students with a collection of materials they can use in their future classrooms or to show to future employers.

Teaching Portfolio

	Does not Meet Standards (Unsatisfactory)	Approaches Standards (Minimal)	Meets Standards (Good)	Exceeds Standards (Excellent)
<i>Points*</i>	10	15	20	25
Teaching Philosophy			2	
Unit Plan			1	1
Assessments			2	
Resource Collection:				2
Original Game				2
Evaluation of a textbook				2
Observations of Language Teachers			1	1
Additional Materials:				2
Organization				2

Note: only two Teaching Portfolios were analyzed due to a clerical error resulting in the unintentional discarding of a student portfolio.

The scores on this teaching portfolio demonstrate that the teacher candidates in the Foreign Language Methodology course either meet or exceed the NCATE Program standards for Integration of Standards into Curriculum and Instruction, Program Assessment of Languages and Cultures, and Professionalism

Unit 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. (Addressed through Student Teaching Experience and INTASC Principles)

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, in addition to the NCATE standards, it will incorporate the skills portfolio (see above) in order to better assess the essential four language skills prior to our students entering the classroom for their student teaching experience. The course was elevated to the 400 level (FRN/SPN407/507), in order for it to 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 this course (FRN/SPN 407).

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, established by the College of Education. Level I clinical experiences involve the teacher candidate observing an experienced teacher, and no supervision is required.

As mentioned earlier, a faculty member from the Department of Modern Languages in spring of 2006 began supervising student teachers in foreign languages. The remaining standards are addressed by the College of Education.

Clinical Level II Experience:

All student teacher candidates at Marshall University are assessed using the same Observation rubric, which utilizes the 10 INTASC (Interstate New Teacher Assessment and Support Consortium) principles. These principles are the standard measure of teacher candidates throughout the nation. See table below for specific standards, and Appendix for a more detailed explanation.

In spring of 2007, an additional form directly linked to the Foreign Language Content Standards was implemented, but no formal data was gathered. This form will be fully implemented in fall of 2007.

Students are placed in a classroom for 8 weeks, and must teach for approximately 20 days, as well as complete an 8-10 day teaching unit. Students are observed twice in an 8 week placement, preferably during their teaching unit.

In fall of 2006, 4 students completed their level II Clinical experience. The scores are shown in the table below.

Clinical Level II Observations:

		Observation #1				Observation #2			
		Mastery (4)	Partial Mastery (3)	Emerging (2)	U (0)	Mastery (4)	Partial Mastery (3)	Emerging (2)	U (0)
1	Content Knowledge	2	1	1		4			
2	Human Development and Learning	2	2			4			
3	Diverse Learners	2	2			3	1		
4	Instructional Strategies	2	2			3	1		

Similar to the Level II Clinical experiences, this chart demonstrates that the majority of our student teachers develop proficiency or a distinguished demonstration of essential skills identified on the INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies. It also demonstrates that those who may have lower skills are able to develop them through feedback, continued efforts and practice, as seen in the high level of students with a rating of Mastery in the second observation..

During the spring of 2007, 3 students completed their Clinical Level III (Student Teaching) Experiences. There were no Level II Clinical students during spring of 2007

		Observation #1				Observation #2			
		Distinguished (4)	Proficient (3)	Basic (2)	U (0)	Distinguished (4)	Proficient (3)	Basic (2)	U (0)
1	Content Knowledge		3				3		
2	Human Development and Learning		3			3			
3	Diverse Learners	2	1			2	1		
4	Instructional Strategies	2	1			2	1		
5	Learning Environment	2	1			2	1		
6	Communication	1	2			1	2		
7	Planning	1	1	1		1	2		
8	Assessment	1	2			1	2		
9	Reflective Teaching/ Professional Growth	1	1	1		1	2		
10	Professional Relationships	2	1			2		1	

This chart demonstrates that the majority of our student teachers continues to develop proficiency in all essential skills identified on the INTASC proficiencies, and in some cases have demonstrated Distinguished skills. It also demonstrates that those who may have lower skills are able to develop them through feedback, continued efforts and practice, as seen in the high level of students with a rating of Proficient or Distinguished in the second observation. It should also be noted that the student with lower scores had difficulty primarily with Planning, Assessment and Professional issues, rather than content area knowledge.

In conclusion, having direct supervision of Foreign Language Teacher candidates during their clinical experiences has been a positive step taken the Department of Modern Languages, and the results indicate that our students are indeed approaching or meeting the appropriate NCATE Program Standards

II. BOT Initiative 3 Compliance: Benchmarks

There are no established comparative data that are considered benchmarks in French, German, Japanese 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. In keeping with these factors, the Department has implemented a number of new courses, in conjunction with the recently approved (spring 2007) Master of Arts Program in Spanish. This new program will increase the level of courses our students can take.

In the 101 and 102 course in all languages the faculty voted to implement a “C or better policy.” Students will be required to complete 101 and 102 courses with a grade of C or better in order to move up to the 200 level courses. This new policy will be in effect in fall of 2007.

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 fall of 2006 and spring of 2007, faculty collaborated to create an updated majors list and an e-mail list for all majors.

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 425 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. Results, 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 at least three of the four language skills. The Capstone Projects will be evaluated with greater depth and 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

The Japanese section of the department organized two cycles of Japanese films.

Cycle I from September 20th to 23rd, 2006.
 September 20, *Kwaidan* or *Shikoku*)
 September 21, *Ima ainiikimasu*
 September 22, *Rashomon* or *Ikiru* (Kurosawa)
 September 23, *Kamikaze Girls* (*Shimotsuma monogatari*)

Cycle II from January 31st to February 3rd 2007.

January 31, *Dark Water* (horror movie)
 February 1, *Nausicaä of the Valley of the Wind* (anime)
 February 2, *Late Spring* (Ozu)
 February 3, *Tampopo* (Itami Juzo, comedy)

In addition there was a Japanese Sushi Workshop on April 14th, 2007.

The German section of the department organized a cycle of German films
 Cycle from February 26th to March 1st, 2007
 February 26, *In July* (*Im Juli*: 2000)
 February 27, *Bandits* (1997)
 March 1, *The Promise* (*Das Versprechen*: 1995)

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

The departmental webpage underwent further revisions during the summer of 2007, to complete the consistency and updates to the standards in web pages. This included reorganizing the page by language section, and adding information pertinent to assessment, and the new major requirements.

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 VIII, IX, X, XI and XII 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 full implementation of the portfolio based assessment in fall 2007.
 2. A more thorough and consistent evaluation of the Capstone projects.
 3. Wider administration of Majors' Questionnaires, and increased student participation in assessment day activities.
- C. 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. Additional online courses will be available as part of the upcoming Master's Degree Program in Spanish.
- D. 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.
- E. Continued supervision of Extended Education program for the basic language courses.
- F. Extra-classroom cultural activities.
- G. Possible expansion of Spanish study abroad program to include a full semester in Spain.
- H. Development of German study abroad program.
- I. Continued development of Japanese minor and major.

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.”*

(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.
 - F. **Technological assistance** and computer programs which will enable the department to develop technologically enhanced courses and electronic courses. WEbCT training.
- 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 four main foreign language programs continues to improve through the revision and development of the courses and the programs, through text book changes, incorporation of technology in the classroom, study abroad opportunities, etc. 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 understaffed, under-funded, and limited in space. Continuing to work with these disadvantages might eventually affect MDL's programs.

Departmental enrollments FOR THE 2006 – 2007 Academic Year were as follows:

ALL STUDENTS

	Fall 2006		Spring 2007
French:	229	French	234
German:	174	German	190
Japanese	79	Japanese	66
Spanish:	820	Spanish	869
TOTALS:	1302	TOTALS:	1359

MAJORS

Academic Year 2006 – 2007	
French	14
French Ed	7
Total	21
German	9
Spanish	31
Spanish Ed	20
Total	51
TOTAL MDL MAJORS:	81

By increasing enrollments in the FRN and SPN 112 courses (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) 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 VIII. Syllabi for French, German and Spanish</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 in French and in Spanish.</p> <p>Departmental Exam I (administered after FRN 204) ALL STUDENTS (49) Average Overall Exam Grade: 70.75% Average Grammar Exam Grade: 60% Average Reading Comp. Grade: 76% Average Writing Grade: 72% (No Majors took the Departmental exam I)</p> <p>Departmental Exam II (administered after a FRN 300 level course) ALL STUDENTS (27) Average Overall Exam Grade: 88.5% Average Grammar Exam Grade 88% Average Lit. & Writing Grade: 89% Average Writing Grade: 65%</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>204 Courses).</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 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 (FRN, GER, SPN) 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 IX. Syllabi for French, German Japanese and Spanish 300 Advanced Language Courses).</p> <p>The Japanese language minor and major are still under development.</p>		<p>In French 13 students took FRN 324 Advanced Gram. and Conv. Course and 14 students took FRN 480 Spcl Topics: French Exist. and Post-existentialist Lit. The final exam (equivalent to Departmental Exam II) results were:</p> <p>ALL STUDENTS FRN 324 (13) Avge. Exam Grade (Gram. and Speaking): 88%</p> <p>ALL STUDENTS FRN 480 (14) Average Exam Grade (Lit. and Writing): 89%</p> <p>ALL STUDENTS (27) Average Overall Exam Grade: 88.%%</p> <p>Departmental Exam I (administered after SPN 204 in fall 2006)</p> <p>ALL STUDENTS (96) Avge. Overall Exam Grade: 60% Avge, Gram. Exam Grade: 58% Avge. Listening Comp Grade: 56% Avge. Reading Com. Grade: 60% Avge. Writing Grade: 65%</p>	

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
			<p>MAJORS ONLY (4) Avge. Overall Exam Grade: 71% Avge, Gram. Exam Grade: 66% Avge. Listening Comp Grade: 75% Avge. Reading Com. Grade: 73% Avge. Writing Grade: 70%</p> <p>Departmental Exam II (administered after a SPN 300 course in fall 2006)</p> <p>ALL STUDENTS (34) Avge. Overall Exam Grade: 72% Avge, Gram. Rexam Grade: 80% Avge. Listening Comp Grade: 67% Avge. Reading Com. Grade: 74% Avge. Writing Grade: 67%</p> <p>MAJORS ONLY (11) Avge. Overall Exam Grade: 71% Avge, Gram. Exam Grade: 80% Avge. Listening Comp Grade: 67% Avge. Reading Com. Grade: 71% Avge. Writing Grade: 65%</p>	

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
			<p>Departmental Exam I (administered after SPN 204 in spring 2007)</p> <p>ALL STUDENTS (42) Avge. Overall Exam Grade: 62% Avge, Gram. Rexam Grade: 60% Avge. Listening Comp Grade: 57% Avge. Reading Com. Grade: 71% Avge. Writing Grade: 61%</p> <p>MAJORS ONLY (1) Avge. Overall Exam Grade: 85% Avge, Gram. Rexam Grade: 90% Avge. Listening Comp Grade: 80% Avge. Reading Com. Grade:100% Avge. Writing Grade: 70%</p> <p>In Spanish: 14 majors took SPN 324 Advanced Gram. and Conv. course in spring 2007. The final exam (equivalent to Departmental Exam II) results were:</p> <p>ALL STUDENT MAJORS (14) Average Overall Exam Grade: 81% Average Grammar Exam Grade: 87% Average Speaking Exam Grade: 75%</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 VIII. Syllabi for French, German, Japanese 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 XI. 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</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>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 XII. Syllabi for French, German and Spanish 300/400 Literature Courses and XIII: Capstone Course/Project Form and Capstone Project Titles).</p> <p>This Goal is also accomplished through the departmental study abroad programs</p>			
<p>Connections: Connect with other disciplines and acquire information.</p>	<p>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.</p> <p>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</p>	<p><i>At the 204 level (ACTFL's Intermediate level) "students reinforce and further their knowledge of other disciplines through the foreign language."</i></p> <p><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></p>	<p>By the very nature of our double majors and minors in another discipline, students connect with other disciplines.</p> <p>At the 400 level, Capstone paper/presentation is analytical and critical. Students are expected to use different approaches to this work.</p>	<p>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.</p> <p>Faculty members in our department also collaborate with other faculty members on course development and</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>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>research particularly in the Honors Program.</p>
<p>Comparison: Develop insight and learn the nature of linguistic and cultural structures.</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, Guest speakers and other events help students connect to language and culture beyond the classroom, and relate it to their own lives.</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 Languages has created four advanced 400 level courses in Spanish: SPN 433 Intensive Grammar Review, SPN 444 Bilingual Contrastive Grammar, SPN 435 Contemporary Latin American Cultures and SPN 436 Culture and Society in Contemporary Spain.</p>	<p>The Spanish 400 level Grammar and Culture courses have not been in place long enough for students to be assessed. However, once the courses are offered with regularity, an upper level language and culture departmental examination will be developed to assess this level of instruction and student achievement,</p>	<p>This academic year the Japanese section organized two cycles of Japanese films: 9/20 23/ 2006 four films. 1/31 – 2/3/ 2007 four films. And a Japanese Sushi Workshop. 4/14/ 2007</p> <p>The German section organized a cycle of German films: 2/26 – 3/1/ 2007 three films.</p> <p>The department will continue to seek opportunities to bring guest speakers, cultural programs and additional interdisciplinary elements to the department.</p>
<p>Communities: Participate in multilingual communities at home and around the world.</p>	<p>This goal is addressed mainly via the study abroad programs. In addition,</p>	<p><i>(ACTFL's Advanced level) states: "students use the language both within and</i></p>	<p>In French: 6 Marshall University students participated in the Summer</p>	<p>The department will continue to encourage students to participate in study abroad</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>throughout the programs of study, the students are encouraged to attend foreign film festivals, 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.</p> <p>This level is not assessed since it exceeds the possibilities of our foreign language program.</p>	<p><i>beyond the school setting.”</i> <i>And “students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment.”</i></p>	<p>2007 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.</p> <p>In Spanish: 25 Marshall University students participated in the Summer 2007 Spanish Language and Culture Program in Madrid. 5 students took the Departmental Examination Level I and 11 students took the Departmental Examination Level II. 9 students did not take the departmental exam.</p> <p>Departmental Exam Level I (Administered after SPN 204)</p> <p>ALL STUDENTS (5) Average Overall Exam Grade: 57% Average Grammar Exam Grade: 53% Average Listening Comp. Ex. Grade 54% Average Reading Comprehension Grade: 58% Average Writing Grade: 64%</p> <p>(No Majors took the Departmental exam Level I)</p>	<p>programs, and will continue to assess students upon their return.</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
			<p>Departmental Exam Level II (Administered after a 300 level course)</p> <p>ALL STUDENTS (11) Average Overall Exam Grade: 75% Average Grammar Exam Grade: 80% Average Listening Comp. Ex Grade: 68% Average Reading Comprehension Grade: 76% Average Writing Grade: 74%</p> <p>MAJORS ONLY (5) Average Overall Exam Grade: 76% Average Grammar Exam Grade 79% Average Listening Comp. Ex Grade: 65% Average Reading Comprehension Grade: 78% Average Writing Grade: 82%</p> <p>See section XVII. Spanish Study Abroad Program Evaluations: Summary.</p>	

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 been expanded.</p> <p>These areas include:</p> <ul style="list-style-type: none"> • The foreign Language teaching Methodology course has been revised. • Modifications have been made to the Dept. Exams • The Capstone Evaluation has been expanded. • A Language Skills Portfolio has been pilot tested this year and will be fully implemented in fall 2007. 	<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 for the evaluation of majors’ performance, and these projects have been assessed in more detail this year.</p> <p>A Language Portfolio Assessment has been pilot tested this year and will be fully implemented in fall 2007.</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: Field Experiences and Clinical Practice	It is important that foreign language education majors are in contact with the school of education in order to gain the most from their program,	<i>“The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher</i>	The College of Education liaison will continue to maintain communication with the College of Education. The Foreign Language	In Fall of 2005, the foreign language teaching techniques course was re-evaluated and redesigned. The course has been renamed “Foreign

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	and help them become more effective teachers.	<i>candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.”</i>	Teaching Methodology course will continue to evolve, and this year included a preliminary assessment of all four essential skills. The College of Education Liaison will continue to supervise foreign language teachers during clinical placements.	<p>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 Virginia CSO’s (Content Standards Objectives). West Virginia teachers are responsible for these in the classroom and in their lesson plans. In Fall of 2006, 3 students took SPN/FRN 407 Foreign Language Teaching Methodology. The Foreign</p>

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
				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.
NCATE 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. This standard is also achieved through our well-established study abroad programs.	“ 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.”	See section XVII. Spanish Study Abroad Program Evaluations: Summary.	This is a natural element of the Department of Modern Languages, and will continue to be an asset. The study abroad program will continue, and students will be strongly encouraged to participate.
NCATE Standard 5: Faculty Qualifications, Performance, and Development	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 helps the Department of Modern Languages to continue to apply the ACTL standards, evaluate the effectiveness of the Spanish Teacher Education program, and to help candidates develop into	<i>“ 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</i>	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.	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

Outcome	Assessment Method	Benchmark	Evaluation methods	Conclusion/Action Taken
	<p>effective teachers. The Department of Modern Languages faculty also complete annual activity reports and feedback is provided through that university-wide process.</p>	<p><i>professional development.”</i></p>		<p>effective teachers. 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, budget and resources.</p>	<p><i>“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”</i></p>	<p>See section IV. Assistance Needed of written report for details.</p>	<p>While it is understood that the assessment committee cannot 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.</p>