

Annual Goals for Foreign Languages

2011-2012

Goal 1:	Expanded use of 'Tell Me More' language learning software.
Description:	To expand the use of Tell Me More language learning software into appropriate language classes, including Critical Language classes, to the extent it is available in those languages.
Budget:	0.00
University Goals Supported:	1
Strategic Goals Supported:	446
Responsibility:	Dr. Christy
Participation:	All Department faculty.
Results:	<p>Tell Me More language learning software was mainly used as a supplementary resource. Since the sequence of language skills was not coordinated to the course text, it proved difficult to implement and assess, particularly in the case of online courses. This resource was made available to students in the following Critical Language classes: ARB, CE, and JP. It is not yet available for PT, RU,SWA, or TU. While available for IT, this class did not make this year.</p> <p>In the case of online classes, these reverted to using an alternate software, Quia, which is coordinated with the course text. Critical Language students using Tell Me More reported finding it highly beneficial to reinforce text material from a fresh perspective.</p>
Actions/Improvements:	
Future Actions/Improvements:	

Goal 2:	Strengthen Option I of Foreign Language Major
Description:	To strengthen Option I of the Foreign Language Major by increasing the number of hours of courses in the target language.
Budget:	0.00
University Goals Supported:	1
Strategic Goals Supported:	446
Responsibility:	Dr. Christy
Participation:	All Department faculty.
Results:	Option I was reconfigured to require more hours in the target

language.

Actions/Improvements: The reconfigured Option I in the Foreign Language Major was submitted to and approved by the University Curriculum Committee. Students in Option I now take *6 additional hours* of classes in the target language. Whereas Option I previously stipulated 9 hours of 300-level courses and 12 hours of 400-level for a total of 21 hours, the reconfigured Option I requires a total of 27 hours of 300/400-level classes in the target language.

**Future
Actions/Improvements:**

Goal 3: Acquaint faculty with details of Praxis Exam.
To have all faculty take the Praxis Exam as a means of providing insights into the material students must master as Secondary Education/Foreign Language double majors. This will simultaneously supply information useful in teaching all students in foreign language classes. At a cost of \$130 per faculty member, having all five faculty take the Praxis Exam will cost \$650.00.

Description:

Budget: 650.00

University Goals Supported: 1

Strategic Goals Supported: 446

Responsibility: Dr. Christy

Participation: All Department faculty.

Results: All but one* faculty took the Praxis Exam in the language they teach. *Dr. Lindley (French) was ill and will reschedule the exam.
All faculty who took the Praxis Exam were very impressed with its rigor and with its methodologies, which will now be emulated in the classroom both to improve instruction and to better prepare students for the kind of tasks involved. The faculty are also considering potentially adopting the Praxis Exam as an Exit Exam in the capstone course, FL 498, if not across the board, then perhaps at a minimum as a requirement for students going on to graduate study in the language (See Item 6 on the attached Agenda of the April 12 Department meeting).

Actions/Improvements:

**Future
Actions/Improvements:**

Goal 4: Study Abroad Scholarship Fund

Description: To establish a study abroad scholarship fund through contributions from community members participating in study abroad trips.

Budget: 0.00

University Goals Supported: 1,2,3,4,5

Strategic Goals Supported:

Responsibility: Dr. Christy

Participation: All Department faculty.

Results: Originally conceived as a single fund for providing scholarship support for students participating in Department of Foreign Languages study-abroad programs, it now appears that each study-abroad program will seek to build up funding to support participating students. (See Service Goal #1 for Dr. Infanger in the attached document.)

Actions/Improvements: 5 of 10 participants in the Peru study abroad program were non-UNA students who enrolled through Continuing Education. The Department receives from Continuing Education 50% of paid fees, and a portion of those funds will be dedicated to future Peru trips. Non-UNA student participants from the community will be advised of the Dept.'s goal to create scholarships to support students studying abroad, and it is hoped that outright donations to this fund will be forthcoming. 4 of 16 participants in the Paris program were community members (non-UNA students). It is hoped that, in future, contributions will be forthcoming.

Future Actions/Improvements:

Long-Term Goals for Foreign Languages

2011-2012

Title: Oral Proficiency Based Program

Description: Over the next 2-5 years the Department aims to infuse every aspect of its program with a focus on oral proficiency achievement. Using a Modified Oral Proficiency Exam at the beginning and conclusion of all language classes will provide the Department faculty concrete data on student learning and improvement. The OPI Exam is benchmarked to national ACTFL guidelines adhered to and respected by academia, government and the corporate community. Ability to function in the spoken language is crucial in the global era.

Budget: 0

University Goals: 1

Accomplished: In addition to using a Modified Oral Proficiency Exam (MOPI) for placement and assessment of student achievement in all language-skill focused classes, a new software, Tell Me More, was adopted in January 2011 as either required or supplementary resource. Despite a few startup issues, this program has been very popular with students, who especially value its voice recognition function to use in improving their pronunciation and matching it to that of a native speaker. It did not, however, prove ideal for the online classes since the material was presented in a sequence different from that of the course text. For this reason the alternate software, Quia, which is coordinated with the text, was reintroduced.

Spent: \$0.00

Student Learning Outcomes for Foreign Languages

2011-2012

Outcome 1:	Outcome #5 for Option 3
Description:	5. Should, in addition to fulfilling the requirements of a second Major, show ability to research and write effectively, as measured by performance in 400-level courses. This achievement may also be measured by performance on the Praxis Exam.
Budget:	\$0.00
Core Competencies Supported:	1,2,3,4,5
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dr. Christy
Participation:	All faculty teaching courses designated
Direct Assessments	

Evaluation of students' required research papers is conducted in the respective classes. Performance is reflected in course grade.

Indirect Assessments

Results: Since students taking 400-level writing-intensive courses are, with few exceptions, Foreign Language Majors, they have 'self-selected' to perform well and tend to do so. These courses require either a research paper or a series of essays written in the target language. The attached syllabus for SP 411W underscores the importance of demonstrating facility in the written language. This achievement is also measured by performance on the Praxis Exam (see attached

results for 2011-2012).

Curriculum

Actions/Improvements:

With its QEP (Quality Enhancement Plan) the Department aims to improve student performance in writing through increased focus on the components of research literacy (see attached document). The new course, SP 411W was developed to provide yet another writing-intensive venue.

Other

Actions/Improvements:

Future Actions:

Outcome 2:

Outcome #5 for Option 2

Description:

5. Should be able to function effectively using business terminology in the target language. This outcome is measured by class grade in FR/GR/SP 403, and by performance on a MOPI Exam administered at the end of this course in advanced commercial language.

Budget:

\$0.00

Core Competencies Supported:

1

Assessed How Often:

Every 2 years

Assessed this Year?

Yes

Responsibility:

Dr. Christy

Participation:

Dr. Lindley

Direct Assessments

Modified Oral Proficiency Interview (MOPI) exam modeled on ACTFL OPI Exam

Indirect Assessments

Results:

Only FR 403 (syllabus attached) was offered during this academic year. 80% of students scored A; 20% scored C. Compared to last

year, when, in SP 403, 41.7% of students performed in the C/D range, this is an improved outcome: though different languages are involved, in both cases acquisition of business terminology in the target language is paramount.

Curriculum

Actions/Improvements:

Other

Actions/Improvements:

The Department will try to identify additional software, and audio-visual resources that could be used to enrich the commercial language courses. Tell Me More is currently being used successfully, however it is not focused on commercial language per se.

Future Actions:

Outcome 3:

Outcome #2 for all 3 Options

Description:

2. Should be able to read and write coherently in the target language. This outcome is measured by class performance and through reading/writing proficiency assessment tests in FL 498.

Budget:

\$0.00

Core Competencies Supported:

1,2,3,4,5

Assessed How Often:

Per semester

Assessed this Year?

Yes

Responsibility:

Dr. Christy

Participation:

All Department faculty.

Direct Assessments

Diagnostic tests of reading comprehension and ability to write in the language

Indirect Assessments

Results:

In the 2011-2012 cycle, 13 students were enrolled in FL 498, the

capstone course for the FL Major. The results of the Reading/Writing diagnostic tests were as follows: Advanced: 10, Intermediate High 3. In 2011-12, 76.92% scored at the Advanced level, an improvement of 16.92% over the previous year.

Curriculum

Actions/Improvements:

Faculty have made use of the University Writing Center and also added library tours for students in 'W' (writing intensive) upper division courses so that students are familiar with available research resources. This approach also articulates with the Department's Quality Enhancement Plan (see attached document).

Other

Actions/Improvements:

Future Actions:

Outcome 4:

Outcome #5 for Option 1

Description:

5. Should show evidence of readiness to take on graduate level work. This outcome is measured by student's ability to research and write effectively in 400-level courses.

Budget:

\$0.00

Core Competencies Supported:

1,2,3,4,5

Assessed How Often:

Per semester

Assessed this Year?

Yes

Responsibility:

All faculty teaching courses designated

Participation:

Direct Assessments

Evaluation of students' required research papers is conducted in the respective classes. Performance is reflected in course grade.

Indirect Assessments

Results:

Since students taking 400-level writing-intensive courses are, with

few exceptions, Foreign Language Majors, they have 'self-selected' to perform well and tend to do so. These courses require either a research paper or a series of essays written in the target language. This year 80% of students in FR 403 scored A, and 20% B. This is a pronounced improvement over last year when, in SP 411W, of 6 students enrolled in the course, 1 student scored A, 2 B and 3 C. In SP 406W (Spring 2012) the grades were as follows: A/10, B/10, C/2: i.e., 90.9% scored in the A/B range. A sample 400-level syllabus is attached by way of clarifying the focus on writing.

Curriculum

Actions/Improvements:

With its QEP (Quality Enhancement Plan) the Department aims to improve student performance in writing through increased focus on the components of research literacy (see attached document). The new course, SP 411W was developed to provide yet another writing-intensive venue.

Other

Actions/Improvements:

To improve students' writing, faculty have agreed to incorporate, beginning with 202-level courses, additional writing exercises. Implementation of the QEP with focus on research literacy is also expected to contribute to improvement in this area.

Future Actions:

Outcome 5:

Outcome #4 for all 3 Options

Description:

4. Should have developed sensitivity to components of culture and cultural difference. This outcome is measured by performance in FL 302, Cross-Cultural Interaction, a required course for the Major.

Budget:

\$0.00

Core Competencies Supported:

1,2,4,5

Assessed How Often:

Assessed this Year?

Responsibility:

Dr. Christy

Participation:

All Department faculty (through related material in associated civilization and culture courses)

Direct Assessments

Performance/Project Assessment: Each student must give a

Powerpoint presentation on a topic from the course text which addresses sensitivity to components of culture and cultural difference.

Indirect Assessments

Results:	All 16 students enrolled in Fall 2011 (not offered in Spring semester) scored in the A/B range, which demonstrates their mastery of the material.
Curriculum Actions/Improvements:	New videos and web resources are being incorporated into the course to keep it up to date and engaging. The overall structure of the course appears to be working well and is being retained.
Other Actions/Improvements:	The importance of attendance/participation has been underscored in the syllabus (attached).
Future Actions:	

Outcome 6: Outcome #1 for all 3 Options

Description: 1. Should be performing at ACTFL Level Advanced in speaking.* This outcome is measured by administering a Modified Oral Proficiency Interview (MOPI) Exam to each graduating student. This testing is part of the Senior Seminar capstone course, FL 498. A passing score in this course is a requirement for graduation in the Major. The OPI and MOPI Exams are recognized nationally and internationally, were developed by ACTFL, and conform to its guidelines and achievement benchmarks. *The American Council on the Teaching of Foreign Languages (ACTFL) has established achievement benchmarks that are recognized nationally and internationally. Achievement at the Advanced Level represents the following specific abilities: (1) Listening: Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, non-past, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral

text. (2) Speaking: The Advanced level is characterized by the speaker's ability to: (a) converse in a clearly participatory fashion; (b) initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events (c) satisfy the requirements of school and work situations; and (d) narrate and describe with paragraph-length connected discourse. Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence, but not with facility, complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Budget:	\$0.00
Core Competencies Supported:	1
Assessed How Often:	Per semester
Assessed this Year?	Yes
Responsibility:	Dr. Christy
Participation:	All Department faculty.
Direct Assessments	

MOPI Exam (Modified Oral Proficiency Exam)/based on ACTFL OPI Exam

Indirect Assessments

Results: In the 2011-2012 cycle, 13 students were enrolled in FL 498, the capstone course for the FL Major. The results of the Listening and Speaking MOPI Exam (Modified Oral Proficiency Interview Exam) were as follows: Advanced: 7, Intermediate High 5, Intermediate Low 1.

Curriculum Actions/Improvements: A new course, FL 201 Global Perspectives through Study Abroad, was developed to help get more students abroad to improve their overall language performance, and to give them more direct practice with speaking in the target language. The Department makes every effort to encourage study abroad. Language club activities and pairing students with native-speaker Language Partners through the Office of International Affairs offer additional opportunities to improve speaking skills.

Other Actions/Improvements: Incorporating more oral-based elements in language classes to promote improvement in students' speaking performance is an ongoing goal, as is encouraging more students to participate in study abroad opportunities.

Future Actions:

Outcome 7: Outcome #3 for all 3 Options

Description: Should be able to understand the spoken target language. This outcome is measured by the MOPI Exam and by the Listening Exit Exam, both administered at the end of FL 498 'Senior Seminar', the capstone class taken by all Majors during their final semester.

Budget: \$0.00

Core Competencies Supported: 1,3,4

Assessed How Often: Per semester

Assessed this Year? Yes

Responsibility: Dr. Christy

Participation: All Department faculty.

Direct Assessments

University of Wisconsin Listening Comprehension Test

Students consult with their Department advisor after each of 6 diagnostic exams administered over the semester. In this context

their speaking performance is also evaluated throughout the semester.

Indirect Assessments

Results: Of 13 students evaluated in the 2011-2012 cycle, 7 performed at the ACTFL Advanced level, 5 at ACTFL Intermediate High, and 1 at ACTFL Intermediate Low. This represents a decrease of 6.15% over the previous year in the number of students achieving at the ACTFL Advanced level. However, this outcome may be statistically misleading given the small number of students evaluated in the 2010-2011 cycle.

Curriculum Actions/Improvements: The curriculum in FL 498, recently modified to enhance the development of listening skills (see attached FL 498 course syllabus for 2011-2012), appears to be effective and will be retained. Specifically, students will continue to "listen to assigned audio materials in the Language Lab (in weeks with no diagnostic test) in preparation for the Departmental Exit Exam (listening component)". Also, "a link to an inventory of available audio resources is given at: <http://www.una.edu/foreign-languages/fl498.html>". In place of simply making audio materials available, students must now log 15 hours in the Language Lab as a component (15%) of their overall grade. It is expected that listening scores will continue to improve.

Other Actions/Improvements: The new software program "Tell Me More" was adopted as either required or recommended ancillary for all language-based courses. Speaking and listening skills are being given more emphasis in all applicable courses, particularly language and literature centered courses (as opposed to FL courses of a more general nature).

Future Actions: