

# Meeting Minutes: Committee on Foreign Languages

## **Academic Advisory Committee on Foreign Languages Minutes, January 9 & 10, 1998 Clarion Resort Buccaneer, Jekyll Island, Georgia**

Chair Jackie Konan, Columbus State University, called the meeting to order, and the minutes of last year's meeting were approved by the Committee. Rick LaFleur, University of Georgia, was elected Secretary/Treasurer for 1998-1999, and Elaine McAllister, Kennesaw State University, was voted to continue as Member-at-Large. The next meeting was tentatively set for Spring of 1999. The executive committee will be composed of

Jacqueline Konan, Columbus State University	Out-going Chair
Lynne Bryan, Macon College	Chair
Patty Davis, Darton College	Chair-elect
Rick LaFleur, University of Georgia	Secretary/Treasurer
Elaine McAllister, Kennesaw State University	Member-at-Large

Jackie Konan announced that her grant was funded for a workshop to be held Friday and Saturday, May 22-23 at Columbus State. The workshop, to be presented by Chantal Thompson, will focus on Teacher Preparation and Assessment and Articulation.

It was announced that Marcia Spielberger, Georgia Department of Education, was unable to attend this year's meeting to present her report, but she did ask for an approximate number of foreign language teachers expected to graduate this year.

The Committee approved a resolution that the registration fee "be kept to a minimum," but not limited to \$25 for next year's meeting, to cover meeting room and refreshment costs.

Elena Odio, Georgia Southwestern State University, was unable to attend the meeting, but she sent a communication to Jackie Konan, who then shared it with the group. In her message, Dr. Odio expressed a number of concerns, including teaching load, teacher preparation, intermediate course descriptions, and study abroad.

Jackie presented a summary of the AAC Executive Committee meeting with the Board of Regents' representatives. The focus of discussion at the meeting was the role of the Academic Advisory Committees. A faculty position has been created at the Board of Regents, and the deadline for applications is February. The Committee agreed that it would be good to have a foreign language representative in that position. During this meeting, the question was raised about the possibility of including on the AAC foreign language representatives from private institutions. The Board of Regents agreed that the AAC's should continue to propose their own agendas for annual meetings.

Discussion turned to last year's Recommendations to the Board:

### **Recommendation I General Learning Outcomes.**

A correction was made from "200 Level Courses" to "2000 Level Courses", and it was recommended that we resubmit these outcomes for approval.

### **Recommendations VI and IX:**

Lynne Bryan announced that the Board responded to these as issues to be addressed by the individual institutions.

Discussion regarding Recommendation VI stressed the importance of disseminating to the two-year colleges the new foreign language requirements for degrees from the four-year institutions. Dissemination might be accomplished by means of an AAC web page or a "Foreign Language Requirement" heading on the web page of each institution. A subcommittee to compile the information was formed, consisting of June Legge (Clayton), Sandra Walker (Valdosta), Jim Chesnut (North Georgia), and Sheila McCoy (Floyd College).

The Committee decided to resubmit Recommendation IX.

### **Recommendation VIII:**

The Committee discussed rewording this recommendation to read that foreign languages should be included in the Core as an essential skill (Area A). After considerable discussion, a subcommittee was appointed to refine the recommendation for consideration the following day. Members of the subcommittee were David Seaman (Georgia Southern), John Austin (Georgia State), Beth Biron (Dalton), and Sheila McCoy (Floyd).

### **Other issues discussed**

- **Status of common course descriptions.** Each member received a copy of the course descriptions submitted to the Board of Regents. The Committee agreed that there is some room for system wide commonality in the course descriptions with modification of the course titles; i.e., course titles may vary but course numbers and basic descriptions will remain the same (Elementary French I / Introductory French I).
- **Semester work/teaching loads.** Each representative reported the load assignment at his institution.
- **Tenure and Promotion / Post-Tenure Review.** No recommendation was made.
- **The place of foreign languages in the Semester Core at each institution.** Each member shared this information with the group.
- **Transferability and proficiency levels** of students transferring from institutions with 3-hr. to those with 4-hr. FL1001 and 1002.
- **P-16 articulation.** There is still concern over where foreign language students are when they finish the 2-yr. high school requirement. The QCC will give us an idea where they should be, and members may receive a copy of the QCC by sending a diskette to Marcia Spielberger at the Department of Education. It was also pointed out that some schools can now get foreign language CPC credit in the 8th and 9th grades.

- **Textbook selection.** A request was made that members post their beginning and intermediate textbooks on the listserv and discuss the pro's and con's. It was noted that Heinle & Heinle has web sites for its textbooks. Sheila McCoy recommended a book entitled Untangling the Web but was unsure of the publisher.
- **Technology.** Lynne Bryan is working on a proposal for a faculty development technology workshop. She asked members, "What are your needs, who can do it, and who would you like to participate?"
- **The PRAXIS.** Concern was expressed for the testing environment. Students should be prepared for both the format and the skills required for the test. The test includes both Productive Knowledge and Content Knowledge. Some discussion was given to the issue of cultural trivia on the test. Questions asked What is culture, and how to we teach it; how to we assess student proficiency; is data available on pass rates of students who have taken the PRAXIS?
- **Study abroad.** Items brought up included preparation to study abroad; language and culture training during the study abroad experience; and the possibility of funds from the Board of Regents for foreign language education majors to study abroad, perhaps in the form of loans.
- **CPC deficiencies and graduation credit for 1001.** Jackie Konan, Columbus State, stated that she was asked to create a special course for students with a foreign language CPC deficiency. This sparked a great deal of discussion and some failed attempts at a recommendation regarding how CPC deficiencies might be satisfied system wide. One recommendation was passed that special CPC courses not be created. We decided to gather and disseminate the standards for satisfying the CPC deficiency at the various institutions. Members shared the status of graduation credit for FL1001 in the foreign language presented to satisfy the CPC requirement (as of Fall 1998). This information was compiled and is attached to the minutes.

#### **DISCUSSION WITH DR. JOHN WOLFE**

Dr. John Wolfe was introduced as the Committee's new liaison with the Board of Regents. Prior to Dr. Wolfe's session with us on Saturday morning, we discussed ways in which he might support the efforts of the AAC to include foreign languages in the Core and to stress foreign language study as an integral part of study abroad.

On Saturday morning Dr. Wolfe began the session with a description of the BOR's initiative on Teacher Education. The Board will be directed by three questions:

1. Who are Georgia's teachers and how did they get there?
2. What happens to you when you enter a teacher education program?
3. What happens when you graduate and begin teaching?

The third question is to be addressed at the February BOR meeting. The model for teacher preparation programs will be revised and composed of the Education Departments, the Arts and Sciences, and Master Teachers, two of whom have been selected. Other issues to be studied include alternative certification and increasing the number of men in K-8 teaching positions.

Dr. Wolfe then shared with us that the BOR considers faculty work load in the Semester system an institutional

issue.

As for the role of the AAC's, the BOR wants them to plan group activities, such as Jackie's upcoming workshop and that proposed by Lynne Bryan. (The deadline for submitting proposals is June 1.) The AAC's should also continue to talk about such issues as:

- program assessment
- facilitating technology and distance learning
- professional development
- core curriculum
- facilitating teaching and research.

The AAC's should take advantage of the committee structure, appointing subcommittees and involving other faculty as appropriate, though only Committee members may vote. The four focus areas for the AAC's should be access, resources, curriculum, and technology.

Dr. Wolfe stated his commitment to attend the AAC meetings and to assist in any way possible to help us move forward. His role as he sees it is to advise and consent, to review minutes for factual omissions, and to share commonalities with other AAC's. He reminded us that our vote on an issue expresses the Committee's position but the official positions of our individual institutions, and that our recommendations are advice rather than policy and may or may not be accepted. He advised that we present concrete examples with our recommendations if we want the BOR's attention.

Dr. Wolfe took the following questions from Committee members. His response to each is given in italics.

- When will there be a revision of the Semester Core Curriculum? What can we do for foreign languages during the interim? *Dr. Wolfe did not know when the Core might be revised and said he would try to find out from Dr. Muyskens. He suggested that in the meantime we continue to make our recommendations. Discussion turned to the role of foreign languages in the process of internationalization in the University System. Dr. Wolfe acknowledged that foreign businesses accommodate us by conducting business in English, and he expressed his agreement that foreign language and culture study is important in internationalizing such areas as business and commerce in order to understand such historical problems as exploitation, colonialism, and superficiality. He also recommended that we forge alliances with other disciplines on our campuses. He recognized the need for opportunities to give our colleagues in other disciplines a real life look at the need for foreign language study and the need to view it as a life skill rather than just an academic discipline.*
- Can we recommend that an institution be prohibited from making requirements that exclude the opportunity to take foreign language courses? *Unlikely as this involves institutional matters. Dr. Wolfe said that he would bring it up, but he was not optimistic. When he has a response, he will be in touch. He noted that parental influence is crucial to student involvement in foreign language study, and he encouraged that we use the*

*Georgia PTA resolution in support of a P-16 foreign language curriculum as we prepare our recommendations regarding the Core. He also recommended that we lobby. Elaine McAllister brought up the difficulties encountered in getting the Model Program included in the state Budget each year, and the successful efforts of FLAG and other groups to lobby for it.*

- *Can the BOR put on its web page information about foreign language requirements for various majors at the various institutions, or create a link from the AAC to the various institutions? This would help discourage unneeded repetition of the 1001 course, and would help inform students at two-year colleges of requirements before they transfer to a four-year institution. Dr. Wolfe expressed support.*
- *Can we take away the punitive dimension for CPC deficient students in 1001 courses? Dr. Wolfe said he would check the BOR policy statement.*
- *There was a question about BOR special funding for programs and competitiveness of proposals for innovative summer programs. Dr. Wolfe encouraged those seeking funding of such programs to submit their proposals.*

## **RECOMMENDATIONS**

It was decided to resubmit Recommendation IX from last year.

The subcommittee assigned to rework last year's Recommendation VIII returned with the following "The FLAAC recommends that we initiate state-wide proficiency-based foreign language requirements both (a) for college entrance and (b) in the core curriculum. The college entrance requirement may be fulfilled by 'remedial' course work at the elementary level (1001-1002). The core curriculum requirement may be fulfilled by successful completion of course work at the intermediate level (2001-2002)." After discussion, the recommendation was rejected, and another subcommittee was appointed to study the issue of CPC deficiencies. The subcommittee is made up of Jackie Konan, Jim Chesnut (North Georgia), Elaine McAllister (Kennesaw), John Austin (Georgia State), Sheila McCoy (Floyd), and Lynne Bryan (Macon).

A recommendation was proposed for a 2-3 year study of the effect on foreign language study caused by its placement in the core. Discussion resulted in approval of the following recommendation "*Recognizing the P-16 initiative and in consonance with the Board of Regents' emphasis on internationalization of the curriculum, the Foreign Language Academic Advisory Committee recommends that the core curriculum be amended as soon as possible to include foreign language courses explicitly in Areas A,B, or C as well as F.*"

The following recommendation was also approved "*In support of the current emphasis on strengthening teacher preparation programs, the Foreign Language Academic Advisory Committee recommends that all Schools and Colleges of Education in System institutions implement a foreign language requirement for each certification program.*"

As Chair, Jackie requested that the members forward to her analytical, historical, critical, and appreciative

information that might be included in the rationales to be submitted with each recommendation.

### **OTHER**

Members received a copy of the "white paper" draft prepared by Elaine McAllister and her committee. Members who could not attend the meeting will receive copies in the mail, and the draft will be posted on the listserv. Elaine asked for reaction and for concrete examples to incorporate in the paper. The final document will attach Rick LaFleur's earlier "white paper".

Before adjournment, the Committee expressed its thanks to Jackie Konan for her work as this year's Chair.

Respectfully submitted,

Patty Davis  
Secretary/Treasurer

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