

Minutes of 2006
Annual Foreign Language Academic Advisory Committee
Jekyll Island, Georgia
April 10-11, 2006

Attendees:

David Shook—Chair, Georgia Institute of Technology
Ellen Blossman—Secretary, Armstrong Atlantic State University
Vacant—Chair Elect

Lynne Bryan	Macon State College
James Chesnut	North Georgia College & State University
Dale S. Crandall	Gainesville State College
Jeniba Dart	East Georgia College
Patricia Davis	Darton State College

Noel Fallows	University of Georgia
Ying Han	Savannah State University
Moses Hardin (substitute)	Valdosta State University
Joe Johnson	Clayton State University
Joyce Jenkins	Fort Valley State University
Jackie Konan	Columbus State University
Nancy Mason	Dalton State College
Sheila McCoy	Georgia Highlands College
Trino Prados	Middle Georgia College
Donnie Richards	Georgia Southern University
Jana Sandarg (substitute)	Augusta State University

Special Attendees:

Susan Crooks	GA Department of Education
Rick Sutton (Liaison)	University System Office
Victoria Dubriel	Fort Valley State University

Recommendations and Endorsements

1. The Foreign Language Academic Advisory Committee recommends a standardization for AP credit as follows: AP score of 3 for 3-6 credit hours (through 1002), AP score of 4 for 6-9 credit hours (through 2001), AP score of 5 for 9-12 credit hours or through level 2002. Reason for variation of hours is dependent on whether credit is given for 1001.
2. The Foreign Language Advisory Committee endorses JNCL (Joint National Council for Languages) position statement that advocates adding the teaching of foreign languages that are deemed as “national need. Additionally, as expressed by the JNCL, our committee concurs that critical languages should be added and not replace the commonly taught languages.

Monday10, 2006

Chair David Shook calls meeting to order at 9:00.

1. Meeting begins with informal introductions.
2. David Shook calls for approval of minutes from last year. Sheila McCoy moves to approve minutes. Question was seconded. Clarification is given about method of getting approval of minutes on Board site.
3. David Shook gives brief summary of agenda.
 - Jim Chestnut, Lynne Bryan, and Donnie Richards have items to discuss.
 - President addresses the following items: election of next president due to vacancy of current chair elect, election of next secretary, and site and date of next year's meeting

4. JNCL-NCLIS Position Discussion:

Jim Chestnut asks our committee to consider the JNCL-NCLIS position papers. The Joint National Council for Languages is an advocacy organization at the national level. Can we endorse its position statement of adding less commonly taught languages to the curriculum? Would such languages replace languages the more commonly taught languages?

Lynne Bryan adds that learning a second foreign language is easier to learn than the first foreign language. There is need for research on success in second foreign language instruction. As Advocacy Director for FLAG, she is interested in any information that would show what we already know anecdotally: that it is easier to learn a second foreign language.

David Shook suggests as a good resource: Ellis, R. 1986. *Understanding Second Language Instruction*. Oxford: Oxford UP.

Rick Sutton adds that National Research Center has a list of resources.

Jim Chestnut explains that we need not research whole paper, but only the pertinent section. Lynne Bryan asks that we share any information via email.

Summary: National interests have identified the need to promote the learning of less commonly taught languages in the U. S. such as, Chinese and Arabic languages. Funding is offered by government to promote the less taught languages. In the push to add less commonly taught languages, we recommend not to eliminate the more commonly taught languages from the curriculum. It is evident that French and German are in jeopardy at the university and high school levels. Some administrators prefer to cut existing languages to offer less commonly taught languages. While we are in favor of promoting the teaching of all languages, we do not favor the deletion of currently taught languages.

We must be careful with offering less popular languages because it is difficult to add new faculty when there are really not enough students to cover more than one or two semesters of the language sequence. A long articulated sequence is better for language learning.

Sheila McCoy mentions that language funding is usually driven by political policy. Students in the future will face different markets, and we currently don't meet these future needs.

Jim Chestnut says that we can't totally protect existing languages, and that we should not drop all European languages. Only Spanish has a large enrollment, while French and German are experiencing declining enrollments.

Sheila McCoy proposes that we find a way to bring existing language programs and other languages together. Chinese is currently being offered by several institutions in our system. Study abroad programs of less commonly taught languages are offered by some schools. China and Egypt are possible study abroad sites.

Ying Han comments that Savannah State has study abroad in China.

The generic statement by our board is to be done by Sheila McCoy and Jim Chestnut. It will be on line. It should include growing knowledge of culture and security for business and other disciplines.

Question: Where is the List Serve for our committee located? List serve is on BOR site.

5. AP Credit Discussion:

Donnie Richards: Gives summary of proposed AP credit. A score of 5 will give credit through 2002; a 4 through 2001; a 3 through 1001 and 1002.

Who sets policy? Department Heads recommend and Associate Dean takes information to Registrar.

Everybody treats AP scores slightly differently, but everyone would be in favor of a state wide agreement of interpreting the scores. Nine to twelve hours is awarded for 5.

Some institutions treat a 4 or 5 the same, but there is a difference as a 5 is truly exceptional. AP credit is binding, but placement tests are not.

CLEP is awarded through 1002. (?)

6. Foreign Language 1001 (Spanish, French, etc.)

Lynne Bryan comments that some of the USG institutions have changed their policies regarding awarding credit for 1001 classes (all languages); she asked for an update.

Macon State currently requires students to begin in 1002 for academic credit in a degree program in a language if they had two years of it in high school and used it to fulfill the CPC requirement. Students can get institutional credit for 1001.

Donnie Richards comments that many students with two years of foreign language did not do well in 1002. Therefore, Georgia Southern started to accept 1001 for foreign language requirement.

David Shook reports that Georgia Tech created high beginning language sequence for those who already had two years or more. Student numbers in large universities may permit that, but in smaller schools would be difficult. GA Tech approved high beginning language at department level and at curriculum committee.

Dale Crandall says that heritage speakers complicate the matter because they often lack the formal knowledge of the language. Also, there are problems in the high schools and students' life situations that complicate matters.

Sheila McCoy suggests that native speakers be excluded from 1001 if possible since they already know the numbers, alphabet. etc. and take 2001 instead if they need a grammar review .

Jeniba Dart says that some native speakers cannot write the language.

David Shook indicates that the sequence for high beginners SPAN 1101 and 1102 stresses communication skills more than the introduction of vocabulary or grammar.

Noel Fallows states that UGA has an accelerated class of four hours for students who have had two years.

Donnie Richards states that Georgia Southern also has an accelerated program 1060 and 2060.

Jana Sandarg says that accelerated programs work well in larger schools.

Tino Prados requests more on heritage speakers as they have problems with grammar, writing, reading and culture.

Some schools don't have enough students to have special classes for heritage speakers. Can we reach consensus? No.

Georgia Tech does not give any CLEP credit. AP credit is allowed, but students can receive credit only if they test out.

Credit by examination is issued at price of \$15 at Georgia Southern. The department makes its own exam. This exam is popular with native speakers.

Question: What about IB and CLEP?

Donnie Richards suggests that we can make recommendations, but that they can't be binding. However, there seems to be general reflection about AP credit. Georgia

Southern, Augusta, and Armstrong give a max of 12 hours credit. Other universities give max for 9 hrs.

Advising plays an important part of CLEP credit. We need to go to the register for clarification of each department. We should put CLEP information and prices on our foreign language department web site.

Advising at some schools is self-advising.

Donnie suggests 3-6 hours, 6-9 hours, 9-12 are standard for CLEP credit in our system.

Few Georgia students take AP literature tests. AP language tests are more numerous.

CLEP policy scores vary.

Donnie Richards and Lynne Bryan will solicit information regarding current practices for CLEP and share the results.

Question: What about placement tests? Are they voluntary?

At Georgia Southern placement tests are non-binding.

David Shook at Georgia Tech says that students must take placements tests at registration. Georgia Tech uses BYU's WEB-CAPE. The placement test is done during or before freshman orientation. Since each student can print out his score, the student brings in his own placement score paper to advising.

BREAK at 10:30to 10:45

Question: Lynne Bryan asks how many institutions have lab requirement and how many institutions have a physical lab?

Members of committee indicate that of those present only nine have lab requirement.

However, there are many variations of what the lab requirement may involve.

Jim Chestnut, North Georgia College & State University, says that his language program uses QUIA workbook and video for 50 minutes in lab.

He comments that Kennesaw has a physical lab

Joe Johnson, Clayton State University, says that there is no physical lab at his institution and that GA Southwestern has no physical lab, either.

Victoria Dubriel, Fort Valley State University, affirms that there is physical lab.

Sheila McCoy, Georgia Highlands College, states that the Rome campus has a physical lab but there are 5 campuses. There is an online QUIA completion lab requirement.

Some computers are available.

Donnie Richards, Georgia Southern University, comments that French and German have smart classrooms, while Spanish uses language lab for one hour a week. Lab is not officially scheduled.

Moses Hardin, Valdosta State University says there is a physical lab (Sony). Students use server with lap tops. Student workers are used to man lab. Hardin finds that QUIA program is very effective.

Jackie Konan, Columbus State University, indicates there is a physical lab.

Jeniba Dart. East Georgia College, affirms that there is no lab at her site in Statesboro.

Dale Crandall, Gainesville State College, comments that there are four-hour classes that use QUIA and that there are two classrooms with computers and tables attended by student workers.

Noel Fallows, University of Georgia, states that there is a director for language lab and there is a foreign language resource center.

Patty Davis, Darton College, affirms that there is a one-hour a week lab requirement with a score of 70% required in order to obtain credit.

Nancy Mason, Dalton State College, says program uses QUIA, an oral interview with native speakers, and weekly lab assignments

Lynne Bryan, Macon State College, explains that there is a Foreign Language Resource Center and lab with computers, VCR's, and tape decks. All text and ancillary text materials are available in French and Spanish. Students serve as language lab assistants. Additional software is available such as the *Tell me more* software, Rosetta Stone, etc. In addition, there is a mini-library with books and media holdings (an outgrowth of the NEH FLES with Substance Grant of 1990-93); however, the Resource Center is not staffed as a library.

Ellen Blossman, Armstrong Atlantic State University, comments that there is Sony physical lab with 26 stations with video and tape decks. Lab is required, but not always scheduled during classroom time. At present, there is only one outdated computer in lab. Students attend to language lab and are tutors for Spanish and French.

Ying Han, Savannah State University, affirms that there is a physical lab, but that it is not used. Teachers use tape recorders in classrooms.

Jana Sandarg, Augusta State University, comments that there is physical lab, but now it is English writing lab. Language lab is used in class period.

David Shook, Georgia Institute of Technology, comments that there is a 28 station multimedia classroom, but Spanish doesn't use lab. Japanese, Chinese, and Korean use classrooms that are wired. Some classes are internet based.

Question: How many institutions have lab directors? UGA, Georgia Southern, Darton College.

Rick Sutton reminds us of basket 3 funding for Foreign Languages that necessitate more computer and other equipment use. See Fact Book for formula at http://www.usg.edu/usg_stats/info_digest/2002/6financial.pdf. On the left-hand navigation bar, click on "Funding Formula". Foreign Languages are funded the same as engineering. We should ask administrators about this funding. Each institution handles these funds at the administrative level.

Lynne Bryan reports that Macon State freshman have received I-pods from the Office of Student Life and tech money.

David Shook mentions that *Nexos* is a completely electronic textbook.

Sheila McCoy mentions *Enfoques* as good text for the Ecore online course for Spanish 2001 and 2002.

Ying Han wants to know how many lessons are covered for 1001.

Sheila McCoy comments that with semesters the elementary text is to be covered in two semesters. Under the quarter system, the elementary text was completed in three quarters. Those students who wish to take 2001 and 2002 online outside their institutions must start afresh in an intermediate text rather than in the last third of an elementary text.

BREAK FOR LUNCH 11:30 to 1:30.

7. Susan Crooks: Foreign Language specialist for GA DOE.

Susan Crooks discusses an international summit she had attended in fall, 2005 at the Carter Center in which she reports on some results of a Colorado initiative in International Baccalaureate program in which language instructors who are trained in IB practices see the scores of their IB students rising as well as the scores of their non-IB students rising. She further affirms that GA DOE is looking to increase the number of IB programs in the state as well as to increase the number of dual-language programs in GA. Other initiatives in GA include:

- Clayton County application for a dual-language school.
- A Fulton County charter school that teaches Arabic.
- A GA Senate subcommittee that is researching plans to expand the model program.
- State of GA Virtual School program that will offer levels 1-3 of French, Spanish, and Latin.

Finally, regarding the issue of having a foreign language program at elementary level statewide, all indications show better scores and other measurable instruments when foreign languages programs are included at the elementary level. Administration seems to focus on budget and availability of teachers. There is some research into satellite programs with teacher covering five schools. Best solution is with real teacher in classroom. However, having real teachers may be problematic across the state.

The following are software programs that were discussed among the members of FLAAC.

Audacity—program free download

WIMBA—real time on line. Interactivity. Bought as a license—best done in combination with other departments.

Illuminate—Ga. State has license.

Switch—mp converter, free download

Susan Crooks comments that foreign language programs at the elementary level are problematic because budget allocations are not permanent. There must be a way to be put elementary programs in budget so that they can't be cut. Presently, there is a yearly reapplication that must be submitted for foreign language programs at the elementary level.

Other initiatives in state are:

Chinese: Chinese Tai Pei Society which hold Saturday school in Atlanta. There was a meeting held to inquire about certification in Chinese with forty people in attendance. Only three public school offer Chinese currently. Three more next year around Atlanta will offer Chinese. Kennesaw is very interested in certifying Chinese teachers.

Standards: QCC are performance based standards. Level one is ready. Foreign Language has written units. Units are being successful at trial level. Second and third levels are in progress.

There is a request for draft copies.

Questions: Are business and technology infused throughout? Units all have web-sites. Students are asked to incorporate written communication with e-mail. Are expected outcomes written for each unit? SACS is now demanding this. Grammar is embedded.

Question on Certification:

Jana Sandarg comments that some native speakers cannot pass Praxis I and can't be certified. What can be done? Can the county apply for a waiver?

Georgia will now use new test (GACE), but will Georgia make exceptions? Is Georgia to decide on case-by-case bases?

Dale Crandall asks if there is a problem in math as well as English because of reading comprehension problems. There is a need for training in taking tests. The Regents expectation on the test is supposed to be minimal competency. Such tests are problem for non-native speakers. Is it possible to adjust Praxis I scores for non-native speakers of English?

New tests will happen this fall instead of Praxis I and II as Georgia has severed ties with ETS.

Tests for other languages (Chinese, Arabic, etc.) will be sent off.
 New test instead of Praxis II will be GACE (Georgia Assessment Certification). Study guides for GACE will be at each university.
 It was reported that the Spanish teachers said that test was too difficult.

Standardized tests should show minimal competency, but scores are set so high that not many people pass them.

Jackie Konan comments that minimal competency causes problems with parents who know the foreign language. Parents are often critical of teachers.

Should scores be split to consider native and non-native speakers?

Question: Can enrollment figures by level and language be put on web?

BREAK 2:40 to 3:00

8. Rick Sutton informs members about new chancellor, growth of system, and budget. Information about the Chancellor is at www.usg.edu/chancellor. Chancellor is a successful businessman and the first African-American Chancellor in GA. He was on Board of Regents in Wisconsin system. He is intelligent, thoughtful, focused on results and wants value added to the university. He views students and others as customers and clients, and affirms that the university system needs to be more responsive to its clients. He wants results, and he sees the bigger picture. The Georgia system should be more collaborative and function as a system. The new Chancellor has worked hard to cultivate good relations with the Legislature and the Governor. A challenge for faculty is to be concise and not give Too Much Information. Rick Sutton states that the Board of Regents has changed under current Governor as Purdue has appointed or reappointed 13 of the 18 members in less than three years.

The growth of University System is chaired Jim Shellnut who reports that there has been a 1.2% increase in students. Projections haven't been met. Projections have system at 400 thousand students by the year 2020. The Board of Regents is concerned about whether the system has the right kind of programs, facilities, etc.

Gainesville is now a state four year college and no longer a two year college.
 Two other institutions have applied for doctoral programs.
 Mission change issues are under consideration by chancellor.

All indications are that Shellnut will focus on:

1. Retention, progressive and graduation: RPG will now identify a half a dozen institution to improve RPG. At first, the challenge will be issued to small group of institutions instead of to every institution.
2. Facilities: bonding authority comes through the State of GA. Our capital projects list is too long.

3. Funding: Legislation is to create a higher educational funding authority to create its own bonds. There is a 15/1 % return on every dollar GA spends on education.
4. Communications plan or public relations plan

FYO7 budget:

1.9 billion. 6.6% increase. Represents increase 11.5 % increase in states overall amount in budget. Pay raise 4%, but delayed until next year. Therefore, increase is really 2%.

G-Sams is finishing out because of new technologies.

White Paper to look at State of GA Foreign Language Programs from kindergarten to university. Will tie this report to President's strategic issues.

9. Donnie Richards initially requests consideration for **recommendation** for AP score of 3, credit 3-6 hours of credit, for score of 4 then 6-9 hours, for score of 5 then 9-12 hours of credit. It will not be applied retroactivity. (The recommendation will be officially proposed later in the meeting.)

10. Discussion about study abroad funding:

Study abroad programs charge fees. Fees cover operating programs. Faculty should be compensated as if they were teaching on campus, but they aren't. Why aren't study abroad programs financed in the same way that on campus programs are?

It is a plus to have an International Study Abroad Office.

Students who are interested in Chinese, Japanese, or Russian can apply for \$2500 scholarships for immersion studies.

Other scholarships of \$1000 are available.

On-line classes of less popular languages are available on WIMBA- like programs.

Japanese has two sections. Chinese is doing ok, but there is trouble with filling Russian sections.

Scholarships are available. Check www.usg.edu

French government provides scholarships. See Educational Attaché at French Consulate.

Rick Sutton hands out data on enrollments for 2005 and requests that members of FLAAC check data for accuracy.

Jackie Konan asks about plan to revisit core? Status unknown.

International education has gone backwards. David Shook reports that internationalization has included minimal mentioning of international items in courses without including any foreign languages nor any cultural component.

Lynne Bryan mentions. www.flaga.org has a brochure available for anyone to download and print with information that may speak to business community. The current brochure is mainly for FL professionals; a business brochure (shortened form) is being produced.

She comments that it appears that test scores would increase if foreign languages were included in core. She urges members to join FLAG.

Jim Chestnut adds SCOPE Careers Project has guidance counselors and quick resources. Noel comments that the findings of task force indicate that 3 years of foreign language would be better.

Jim Chestnut reports that all students on campus must complete foreign language 1002. Foreign Language is required in Area C. WEBCAPE will be used for placement. The cost is \$995 per institution.

Jana Sandarg comments the some Financial Aid Office will not give funds up front for students who plan to study abroad at another Georgia college in system. Members agree the Financial Aid Office should take the approach to serve student first. Concerning the waiver of tuition for non-resident students in study abroad programs, it seems that each institution makes its own decisions.

Jim Chestnut comments that the immunization form at one institution does not necessarily pass to another.

11. David Shook indicates that recommendations be may now:

Donnie Richards moves that the Foreign Language Academic Advisory Council recommend a standardization for AP credit as the following: AP 3 for 3-6 through 1002, AP 4 for 6-9 credit hours 2001, AP 5 for 9-12 or through level 2002.

Lynne Bryan seconds motion.

Discussion: Why variation of hours? This depends on whether credit is given for 1001. Motion passes unanimously.

12. Other issues discussed by the members:

Dale Crandall wants to know where other institutions are in regard to classrooms and their technological readiness. Hybrid classes are used for Chinese where classes meet once a week and then on-line.

Pattie Davis comments that classrooms for Spanish for Health Care Professionals are hybrid. There are 3 classes.

Will on-line teaching work? How are they funded in competition?

Sheila McCoy states that on-line could possibly help retention. However, textbooks vary from institution to institution. The lack of presence on campus of a real person is problematic. The voice of foreign languages should not disappear.

Pattie David says that she does not recommend all 4 beginning sequence courses be on-line.

Dale Crandall wants to know if other institutions offer courses on-line.

This practice of hybrid classroom needs to be investigated in other states.

Dale Crandall: It is basically a facilities issue?

Lynne replies that we need to focus on what is the best way to use technology. Before, we were encouraged to use technology for technology's sake.

13. David Shook calls for nominations for officers and decision of location and date of next year meeting:

Jackie Konan nominates Sheila McCoy for next year's Chair.

Sheila McCoy mentions that two-year colleges needed regular representation but that since a number of two-year colleges had become four-year, that while the alternating of two-year vs. four-year needs to be regular, it might not be necessary each year.

Motion seconded by Pattie Davis.

Vote unanimous in favor of Sheila McCoy.

Pattie Davis nominates Trino Prados for Secretary

Dale Crandall seconds motion.

Vote was unanimous.

Place of meeting:

The room rates at the Days Inn on Jekyll Island are \$72 for non-seaside room, \$89 for seaside room, and \$139 for suites.

We have 20 people staying here and we get the meeting room at no extra charge.

The members decided to stay here for next year's meeting.

Shook reminds members that for subsequent years, if a member suggests changing the location, then the member should bring all necessary and detailed information to be considered.

Dates: April 16 and 17. Discounted prices will also be in effect over the weekend.

14. Recognitions by David Shook and members of FLAAC:

In recognition of outstanding service, the following members were given a Certificate of Recognition: Kathleen Blanchard, Pattie Davis, and Jim Chestnut. The committee gratefully acknowledged the contributions and long service of Dr. Jim Chesnut and Prof. Patty Davis, one of whom is rotating off the committee and the other, retiring. The two departing members present at meeting were given gifts by the committee.

Motion to adjourn for today.

4:55

April 11, 2006

9:00 a.m. Finalization of location plans for next year's meeting by Sheila McCoy. The meeting will again be held on Jekyll Island at the Day's Inn on April 16-17. Thirty rooms were reserved at the hotel. The Day's Inn provides the meeting room at no charge. Meeting of next year's officers at 9:30 to explain some of the responsibilities for next President (Sheila McCoy) and Secretary (Trino Prados).