

**APSU Teacher Unit
Annual Program Review (APR) Report
2013 – 2014**

Foreign Languages

I. Name of Program

Foreign Languages: French 7-12, German 7-12, Latin 7-12, Spanish 7-12, and Classics with licensure to teach Latin

II. Provide list of Reviewers

Dr. Beatrix Brockman, Assistant Professor of German

Dr. Osvaldo Di Paolo, Associate Professor of Spanish

Dr. Katherine Honea, Assistant Professor of Spanish

Dr. Christophe Konkobo, Assistant Professor of French

Dr. Norbert Puszkar, Professor of German

Dr. Miguel Ruiz-Aviles, Professor of Spanish

Dr. Karen Sorenson, Professor of French

Dr. Tim Winters, Professor of Greek, Latin and Classics

Laura Schultz, Instructor of Spanish

(we did not have outside reviewers this year since we did not have any graduates)

III. Program Description:

The Department of Languages and Literature at Austin Peay offers the following licensure programs in Foreign Languages: French (7-12), German (7-12), Latin (7-12), and Spanish (7-12). These Foreign Language licensure programs share a common Foreign Language methods course (LING 4400) and faculty resources. Students seeking licensure in French, German, and Latin must complete the prescribed upper-division coursework in the language, literature and civilization of the target language as well as two semesters (6-8 hours) of another language. Students

seeking licensure in Spanish must complete the Foreign Languages Major: Spanish Specialization, Option 1, which includes coursework in Linguistics, Peninsular and Spanish American literature and civilization as well as Spanish language.

In addition, all students seeking 7-12 licensure must complete the Professional Education minor and the appropriate Milestone requirements. Students seeking licensure in modern foreign languages are required to complete an intensive immersion experience in a country in which the target language is spoken. (See **Tennessee Teacher Licensure Standards: World Languages.**)

IV. Changes in Program

Several modifications have been implemented in the past year in the Foreign Language program.

There is a new tenure-track faculty member in the Spanish Section: Laura Schultz.

We have also added two new study abroad programs for our foreign language students: one in Galapagos for Spanish students and one in West Africa (Senegal and Burkina Faso) for French students. We are in the process of adding a service-learning component to the Galapagos program, which will not only give students a full immersion experience but will also provide an important cultural bridge between the local community and APSU students.

We are now in the process of making the capstone course that we offered in 2012-2013 a permanent part of the program. This is primarily because, during residency, students do not have enough contact with the language. It is paramount that students are able to demonstrate proficiency (an “intermediate high” score on the American Council on the Teaching of Foreign Language (ACTFL) proficiency scale) when they are in front of the class and/or working with their mentor teachers. The addition of a capstone course is data driven and is based on the need to increase oral proficiency among graduates in the program.

V. Program Strengths

With the exception of Chinese, all of our foreign language programs offer at least one language-specific study abroad option so that students can be immersed in their target language and culture. These study abroad programs continue to be successful in preparing our students, especially those preparing to teach, for life in a global economy.

We continue to offer a Foreign Language Instructor workshop each year, giving students, local teachers, and professors the opportunity to network and learn about the latest methodologies or techniques being used in the foreign language classroom.

VI. Program Weaknesses

As in recent years, the number of APSU students completing teaching licensure in Foreign Languages continues to diminish. This is due, in part, to a decline in job opportunities in foreign language education in the region and throughout the United States. With limited job openings statewide, particularly in teaching languages other than Spanish, students majoring in Foreign Languages currently tend to seek careers in something other than teaching. In Latin, several recent graduates have opted to pursue alternate licensure, rather than seeking licensure through APSU's Teacher Education program. This is likely due to the continued availability of teaching jobs for graduates of Latin nationwide (which is in contrast to other foreign language teaching jobs). While we may want to increase our recruitment efforts, we recognize that the employment landscape in Tennessee is part of a nationwide trend.

Faculty members in Foreign Languages continue to be concerned about the lack of Foreign Language content courses in the fourth, or "Residency" year of education majors. As we stated in our Annual Data Report in 2012-2013, this can be devastating to foreign language students, who will not be able to maintain the same level of fluency in the target language, if they do not practice their oral and written language skills for a full year. While we implemented a Capstone course on a trial basis in 2012-2013 to provide increased contact with the target language, and plan on permanently incorporating this course into the program, we continue to be concerned that students' opportunities for speaking and listening are extremely limited in their final "Residency" year, during the very time that they should have as much opportunity to use the target language as possible. We have pointed this out in our four-year plan for licensure students, in which we state the following:

Please note: this four-year plan does not adequately promote developing oral proficiency skills in the target language.

For optimum development of oral skills the FL faculty strongly suggest that at least one upper-division course in the target language be taken during the senior "Residency" year, so that licensure students do not diminish their level of oral proficiency in that crucial year before graduation and seeking employment.

VII. Assessment of Candidates

Although the number of students in the program is small, the overall ETS pass rate is 100% on the first attempt. In 2013-2014 only 1 foreign language student obtained licensure. He was a student in the MAT program and took the Praxis in 2011 at another institution. Therefore that data has no bearing on the APSU foreign language licensure program. However, this brought to light a problem that is of concern to the foreign language faculty. In our current MAT program students seeking initial licensure in a foreign language, along with their MAT, are not required to do two things that are in fact required by the State Department of Education. According to the State Department of Education's TENNESSEE LICENSURE STANDARDS AND INDUCTION GUIDELINES (World Languages, Program Implementation Standards #5 and 6):

5. Teacher candidates will demonstrate modern foreign language skills in reading, writing, speaking and listening at least at an "intermediate-high" rating on the American Council on the Teaching of Foreign Language (ACTFL) proficiency scale or its equivalent; this requirement will be in effect until such time as the Praxis exams in Productive Language Skills have required minimum scores.

6. Teacher preparation programs for modern languages will include planned intensive language experiences abroad or interactions in the United States with people from cultures where the target language is spoken including immersion programs.

Since the Praxis Exam in French no longer includes a Productive Oral Language Skills portion of the test (it did for a while, but it does not at the present time), we need to be assessing the Oral Proficiency (using the ACTFL rating scale) of all students seeking licensure in the modern foreign languages, and especially of students who did not complete their degree here in the target language (and who therefore who did not have an Oral Proficiency interview in the target language as part of their Senior Exit Exam at APSU). If they do not meet or exceed the "intermediate high" rating, they should not receive licensure, until they can meet or exceed that rating. The table of ETS Results Statistics for MAT Program Licensure for Spring 2014 shows that a student in French passed with a score of 164 out of a required minimum score of 156.

In regards to the additional data, the Comparison of National and APSU edTPA for Fall 2013 and Spring 2014 showed results that improvement is needed in the following areas: AS13, and A14. Since using assessment to inform instruction shows

room for improvement, the Method's course, LING 4400, will address this issue by incorporating more hands-on training on how to give feedback and assess students' learning.

IX. Assessment of Program Operations

Taking into consideration that we did not have any recent graduates, we did not send out a survey. However, we continue to build and improve our program based on data and responses from previous years. In the past graduates have mentioned being concerned about the dearth of pedagogy in relation to the foreign language classroom. These students also expressed a general lack of preparation in terms of working with diverse students in the foreign language classroom. As a result, we have redesigned the LING 4400 to focus primarily on pedagogy in the Foreign Language classroom. Although students are still required to know and study the theory, the class lectures are reserved for talking about practical implementation of theories, approaches and techniques in a foreign language classroom. Additionally, there are two class sessions dedicated to dealing with student assessment and diversity in the classroom.

X. Summary of Proposed Changes

The Foreign Language faculty has decided to institute the following curricular and pedagogical initiatives aimed at preparing our graduates for a professional life as per Austin Peay State University's Vision Statement, which is geared towards "life and work in a global society."

We have created a new one-hour Capstone course. In this course, students will review advanced grammar concepts, polish written and oral communication skills, and prepare and refine their exit portfolio under the guidance of one of their major professors. Students seeking teacher licensure may also use the Capstone course to prepare for the Praxis II exam.

In regards to the aforementioned issue with MAT students seeking initial licensure in a Foreign Language, we intend to resolve this problem this year by 1) adding a graduate level methods class, similar to the English methods class; 2) making sure that all students seeking licensure in Foreign Language not only have the Praxis but also have an oral proficiency of intermediate high on ACTFL guidelines scale per the state guidelines; and 3) requiring study abroad or immersion program for all students seeking licensure in Foreign Language.

XI. Assessment System

To better evaluate our candidates and program in Foreign Languages, the faculty believes that it would be helpful and informative if we could receive disaggregated data for any surveys or instruments that include data from any of the students in our licensure program.