

## **CHAPTER TWO**

# **ARE YOU CONVERTED?**

**YOUR OBJECTIVES FOR THIS CHAPTER ARE TO:**

- 1. BE PERSONALLY CONVINCED OF THE VALUE OF LEARNING A FOREIGN LANGUAGE.**
- 2. MAKE STRONG ARGUMENTS IN FAVOR OF FOREIGN LANGUAGE STUDY AND BE ABLE TO ANSWER OBJECTIONS THAT MAY BE RAISED BY OTHERS.**
- 3. HAVE A CLEAR PERSPECTIVE OF THE PLACE OF FOREIGN LANGUAGES IN THE BASIC CURRICULUM OF OUR SCHOOLS.**
- 4. CULTIVATE A “CRUSADING SPIRIT” ABOUT INVOLVING OTHERS IN FOREIGN LANGUAGE STUDY.**
- 5. LOCATE MATERIALS AND INFORMATION ABOUT THE IMPORTANCE OF FOREIGN LANGUAGE STUDY.**
- 6. DEVELOP THE ATTITUDE THAT THE FOREIGN LANGUAGE EXPERIENCE FOR YOUR STUDENTS WILL BE MOTIVATING, FUN, AND WELL WORTH IT.**
- 7. RECOGNIZE IMPORTANT DILEMMAS CONFRONTING SUPPORTERS OF FOREIGN LANGUAGE STUDY AND PREPARE TO RESOLVE THEM.**
- 8. DEVELOP A RATIONALE FILE FOR TEACHING AND LEARNING SPANISH, AS WELL AS FOREIGN LANGUAGES IN GENERAL.**

Miss Ortega was understandably nervous as she was shown into the principal's office. The enrollment in her Spanish classes had dropped off this year, and she was sure Mr. Bud Jettcutt would ask her to justify her second year classes that had only 15 students each in them. Mr. Jettcutt came right to the point and it was worse than Miss Ortega had supposed.

*Miss Ortega, I'm sure you are aware we are operating with a reduced budget this year, and this is causing us to reevaluate all our programs, especially our "non-solid, frill" classes such as Spanish. We are seriously considering dropping the Spanish program. We think it would better for the students to wait until high school to study foreign languages. Would you like to give us some input?*

It was 7:15 a.m. as Mr. I. Commute stepped into his '76 Chevy and backed into the street. As he started down the street toward the high school where he taught Spanish, he switched on the radio. It was one of those talk shows where people call in and express their opinions. Mr. C. only half listened as some housewife complained about taxes, but the next call caught his full attention.

*I would like to complain about the new requirement of two years of foreign language study for admission to the state university. I think it is a big waste of time. I took two years of French in high school and never used it. Last summer I went to Eastern Canada on a vacation and was hoping to use my French, but everyone spoke English. My neighbor who just returned from a two-month tour of Europe says it's the same there. Everyone speaks English. I think we would be better off if we required more math classes or something practical like finance or computers.*

Jim Scott watched the frown spread over the face of professor Frump. An icy fear gripped his stomach and he felt the sweat begin to bead on his forehead. Had he been too dogmatic in expressing his convictions about language learning? The middle of a Ph.D. oral exam was no place to alienate or antagonize a renowned scholar. Jim had worked too hard and sacrificed too much to see it all lost now by an "unsupported" opinion in response to the simple question, "What should be the place of foreign language study in our public schools?" He held his breath and tried to compose his thoughts as Dr. Frump intoned:

*Let me get this right, Mr. Scott. Do you really believe that foreign language study should be a required subject and taught to every child in every school in this country?*

The high school auditorium was almost filled to capacity with students and parents. "You have to give the counseling staff credit," thought Mrs. Valenzuela. "Their suggestion to have everyone come to a special meeting prior to registering for classes will give the teachers all a chance to tell about our classes and what their value is. Now if I can just remember all the points I want to make, and especially how I can state them in such a way that these parents and students will be convinced that Spanish is very important." It seemed that scarcely a few minutes had passed when she heard Mr. Principale say:

*We are fortunate to have Mrs. Valenzuela, our Spanish teacher, back with us this year. She will take a few minutes to tell us what she is trying to do in her Spanish classes and which students will profit most from them.*

As the bell ending the Spanish class sounded, Jason moved up to Mister Hansen's desk and waited until all the other students had left the room. In addition to being his next-door neighbor and good friend, he was the best teacher Jason had ever had. Besides, Jason really enjoyed Spanish and was doing very well in the class. He was sure Mr. Hansen could help him find a solution to his problem.

*Mr. Hansen, I need some advice. Tomorrow we have to register for classes for next Fall and I have a problem. As you know, I play the cello in the orchestra so I will have to sign up for orchestra. My parents want me to sign up for computer science, and my dad thinks I should take keyboarding, because it will help me in college. I have to take math, English and American history. That doesn't leave me any time for Spanish, but I want to take it because I enjoy it so much. What should I do?*

# CHAPTER TWO

## ARE YOU CONVERTED?

**He who knows no foreign language  
never really learned his own.  
--Goethe**

Perhaps nothing is as painful as sales people who have to sell a product that they themselves aren't really sold on. They find it very difficult to generate enthusiasm both in themselves and in their customers. Their sales pitches just don't ring true. It is so hard to convince others to buy something they wouldn't buy for themselves. This is true for water softeners, used cars, insurance, political positions, or a subject in school. Yes, even teachers, in a very real sense, are selling a product, and success will seldom come to the teachers who aren't convinced of the worth of what they are "selling."

### **ARE YOU "SOLD ON" FOREIGN LANGUAGE STUDY?**

Before you can reach any measure of success as a teacher of Spanish you must be personally convinced of its value. Just as a car dealer can praise the virtues of a certain model car if he drives one himself, you will have to spend some time assessing the enrichment that has come into your own life from having learned a foreign language. You must be ready to give personal testimony of how your horizon has been broadened, your perspective more balanced, and your tolerance and appreciation of other cultures increased. You've got to be ready with account after account of how knowing Spanish has helped you out of difficulty, permitted you to meet some special persons, helped you save money, assisted you in your work, and so on. If you can't answer affirmatively to most of the items on the following checklist perhaps you should consider teaching some other subject.

Take some time now and work this matter through your own heart. In giving it careful thought, the questions you want to answer are:

#### **Has having learned a foreign language . . .**

- given you a better understanding of English?
- increased your ability to use English more correctly?
- increased your English vocabulary?
- given you a wider view of the world?
- broadened your intellectual horizons?
- made you more tolerant toward people of other cultures?
- given you more insight into why other people behave differently?
- increased your enjoyment of literature?
- helped you make new friends?
- given you insight to some historical event or name?
- helped you in a difficult situation?
- helped you to save money, save a life, help someone?
- allowed you to see more and learn more on a trip?
- permitted you to communicate with someone?
- helped you get a job, make a sale, perform a task?
- made you feel as if you were educated, not provincial?
- allowed you to see there is more than one way to express ideas?
- helped you eliminate stereotypes of foreign cultures?
- brought you to a better understanding of the world?

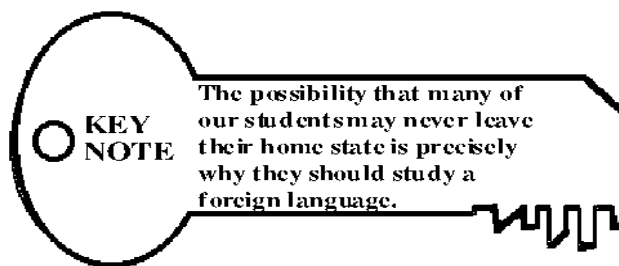
- helped you be more empathetic and understanding of someone learning English as a foreign language?
- eliminated stereotypes of Spanish culture?
- helped you understand and know this hemisphere better?

How many more benefits can you name that learning a foreign language has given you personally? Can you honestly say that you use it as much as some math or science skills you learned in school? Can you sincerely state that it has enriched your life as much as art or music?

### **Is Your “Product” of Value to Others?**

Do you really believe that your own personal enrichment is not just something that has been unique to you, but would be of equal value to anyone else who learns the language? Can you with good conscience tell your “prospective buyers” that Spanish is something they really need? Will learning it give them something more than just a handy tool—is there something that will enrich their lives even if they never go to a Spanish-speaking country? It is true that knowing the language will make traveling in a Spanish-speaking country infinitely more rewarding and easier and can probably help people in any number of professions. But don’t just emphasize the “practical” uses that can be made—not everyone will have the opportunity to travel. Remember that there are some “intrinsic” values in learning a language that can be rewarding, even if the learners never ventures beyond their hometown. In this regard, we borrow a very appropriate comment from professor Genelle Morain of the University of Georgia for our keynote:

compete for our time and attention, if you don’t do a good job of selling, you probably won’t have any students to teach.



Some teachers object to this “sales approach,” stating: “It’s not my job to sell, just to teach.” In today’s world where so many things

## FOREIGN LANGUAGE STUDY IN THE UNITED STATES

Foreign language education in the United States is a national embarrassment. Fewer than one half of American school children study foreign languages, and those who do typically stop after one or two years. Only a handful of states require it be included in the core curriculum, the others have relegated it to the category of “support” or “enrichment” subjects. And in not a few schools it is considered a “frill,” of value only to the college-bound student or to the student who is doing so well in English (B+ or higher) that he hardly needs to be motivated or enriched.

In many areas in the world the necessity of knowing a foreign language is clearly apparent and it has been integrated into the core curriculum of the educational system. This has been the case for years in Europe where all children start learning a foreign language in elementary school and continue studying it until the end of their academic experience. Areas here in the United States where there are large ethnic minorities also see the importance daily of being able to communicate with their neighbors and friends.

### What Should Be the Place of Foreign Language Study in American Education?

We are firmly convinced that foreign language study **is essential to every American child**. Granted, reading, writing, and basic math are **absolute** necessities, without which a person cannot function in our modern society, but beyond those we are talking about levels of importance, and the study of a foreign language is just as important as history, literature, and world geography, and is just as practical as science, advanced math, or shop. To quote the *Standards for Foreign Language Learning*: “Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in

English and at least one other language.” (*Standards*, 2006, p. 7).

Many of our schools are not prepared to include foreign language study in their curriculum, but they should begin to make that inclusion, even if it takes a “mandate” passed by state legislatures such as has been done in New York, Virginia, Arizona, and other states. The argument that not everyone can learn languages is simply false. *All* students are language learners and can benefit from acquaintance with other cultures. Quoting again from the standards: “all students can be successful language and culture learners, and they must have access to language and culture study that is integrated into the entire school experience, benefit from the development and maintenance of proficiency in more than one language...language and culture education is part of the *core curriculum*.”

In a larger sense, we are educating children to be citizens of our nation who can defend and further its interests in dealings with foreign countries. We cannot ignore the fact that we share this globe with other peoples and cultures and must learn how to interact with them. Monolinguals who have never ventured away from their own mother tongue are poorly prepared to represent their country with people from other lands. We cannot continue to insist that if others want to communicate with us, “then let them learn English.”

### RATIONALE FOR ADVOCACY FOR FOREIGN LANGUAGE STUDY

As you prepare yourself to advocate for foreign language study, you will want to be well armed with carefully thought out arguments, strongly supported with reliable facts. Quotes from important people will lend credence, as will results from numerous studies that demonstrate the value of learning a foreign language. Start by beginning a file of materials, then put your ideas down on paper so you will have it close at hand when you need it.

There are a number of places you can go to get help in your campaign: your local foreign language association, the State Foreign or World Language Coordinator/Specialist, and a number of national organizations. These organizations regularly publish materials that summarize the

value of foreign languages, and they can be passed on to the people mentioned above. A fruitful source is the **Discover Languages**<sup>®</sup> campaign developed by the American Council on the Teaching of Foreign Languages (ACTFL) to raise awareness about the benefits of language study. The program has many, many ideas and materials to use in making people aware of the importance of studying languages. Among those materials are videos, quotes and brochures available on the ACTFL website (<http://www.actfl.org>). ACTFL also publishes a magazine, *The Language Educator*, which regularly features information about advocacy for foreign language study.



Another example is the pamphlet prepared by the Modern Language Association (MLA) entitled *Knowing Other Languages Brings Opportunities*, which you can order for distribution to parents, students and school administrators. They are free of charge.

Other sources you can go to for information are the report of the President's Commission on Foreign Languages and International Studies. You should arm yourselves with quotes of important and influential people, both past and present, such as Johann Wolfgang von Goethe (German poet-supreme–19th Century), Wilhelm von Humboldt (scholar and statesman–1767-1835), or Paul Simon (former Congressman and Senator from Illinois–presidential aspirant 1988), Senator Daniel Akaka from Hawaii, or even President Barack Obama who declared himself in

favor of language study. Depending on your audience, you might want to quote religious leaders or even passages of scriptures that urge the study of foreign languages and cultures.

The World Language sections in State Curriculum Guides usually are an excellent source for rationale statements. The **New York State Syllabus** for foreign languages, *Modern Languages for Communication* emphasizes these reasons for foreign language acquisition: “In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of the Regents’ goals for elementary and secondary education. Empirical findings indicate that second language study:

- Fosters a sense of humanity and friendship
- Increases students’ adaptability to different environments and modes of acting and thinking
- Furnishes the key to thinking patterns, cultures, and social institutions of other peoples
- Provides insights into the human mind and language itself
- Prepares students for a world in which nations and peoples are increasingly interdependent
- Develops the skills and habits essential to the learning process, creative inquiry, and critical thinking
- Helps students to increase their sensitivity to and understanding of the language, values, customs, and traditions of others
- Leads students to discover and examine their own personal values and civic responsibilities
- Provides insights into America’s values and an appreciation of national responsibilities in the world community is an additional asset to many careers and to professional advancement.

**Wisconsin’s A Guide to Curriculum Planning in Foreign Language** list the following benefits:

#### *Immediate Benefits*

- Attaining greater academic achievement in other areas of study, including reading, social studies, and mathematics
- Developing a clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax

- Earning higher SAT and ACT scores, especially in verbal areas
- Gaining a greater awareness and deeper understanding of other cultures and developing a more positive interaction with persons from other nations
- Gaining advantageous qualifications for student exchange programs
- Developing a global attitude
- Improving knowledge of geography
- Exploring career opportunities involving foreign language
- Earning college credits while in high school and/or fulfilling a requirement for college entrance or graduation

*Long-Range Benefits*

- Facilitating the learning of additional foreign languages
- Acquiring an indispensable skill in a global world
- Preparing for travel for business, education, or pleasure
- Performing research abroad
- Qualifying for foreign scholarships and fellowships
- Qualifying for foreign-study programs
- Student exchanges
- Junior year abroad in college
- Summer courses abroad
- Business internships abroad
- Exchanging professional ideas and information in commerce, science, law, education, arts
- Enhancing career opportunities
- Employment abroad in business, education, or government
- Employment in the U.S. by foreign companies
- Employment in the U.S. by United States export companies
- Employment in industries dealing with foreign tourists
- Employment in social services, hospitals, law enforcement
- Appreciating the aesthetics of literature, music, art, folklore
- Developing more flexibility in thinking processes through problem solving, conceptualizing, and reasoning

- Enjoying the satisfaction of achieving a personal goal—learning another language.

The following statement of Foreign Language Philosophy comes from **Indiana's** guide to proficiency-based instruction “The purpose . . . of foreign language education is to prepare young people to become culturally sensitive and communicatively competent travelers, students, and/or workers in other societies and cultures in the world, to interact positively and more effectively with the native speakers they meet and work with in this country, and to evolve more of those capabilities for productive citizenship in Indiana, the United States and the world.”

**Preparation for Confrontation.** Foreign language teachers have to be realistic and face the fact that there are enemies of different sorts and intensities who have cases against foreign language study and who are even against programs which would further foreign language proficiency and cultural appreciation. Various kinds of people express a variety of arguments. There are no pat answers. There are difficult consequences for almost every course of action. It is important for all of us as foreign language teachers to be aware of as many of the arguments as possible in our various situations and to start preparing our counteractive measures. Indeed it is important for us to examine our philosophy rather carefully to see if there is, perhaps, an argument or two that would cause us great pause and perhaps even great pain to oppose, even though the idea would undermine the foreign language program in our immediate circumstance.

We foreign language teachers should prepare our rationale files carefully and be ready for the possible defense necessary—strange as that may sound. The problems are unique to every area. We can't solve every problem in advance, but we can prepare ourselves continually throughout our lives for defense strategies in general. The problems or dilemmas may come up in local areas—perhaps in a neighborhood (school) or in a city (school district) or in a state (districts in regions) or in the whole nation (especially in professional organizations or in government subsidy-programs). Even a local rural school board may

confront and reject even the most reasonable or the most plausible arguments for foreign language study.

### WHAT CAN WE DO?

You can begin your advocacy by working with those around you. The following people can be of great help in persuading students that it is important for them to study a foreign language: students, parents, PTA officers, school counselors, and administrators. Let's look at each of these groups with some detail.

**Students.** The students themselves are, of course, our primary target. Although greatly influenced by parents and peers, they are ultimately the ones who make the decision as to what they will learn. Too often they are guided by strictly practical considerations. "Will I ever use the language?" is a question they typically ask, and it is, of course, a pertinent one, but they must be told that there are other values besides the practical ones. "Isn't learning a language difficult?" is another common question. They need to understand that although they start at point zero, they can succeed if they give it enough time and if they work at it. While it is true that some people have greater aptitude for language learning, everyone can learn another tongue, and all will profit from the experience. And once they have begun you must instill in them the concept that language learning is not just a "one shot" experience of one or two years or one or two semesters—it is a long process that must be sustained over a period of several years.

As you counsel with your students you may want to remind them that some of the most prestigious colleges and universities require foreign language study as a condition for admission and this is also true of many state universities. Others require foreign language study for graduation and if students don't begin in Secondary School they have to take time to complete that requirement while in college.

**Parents.** Perhaps no one has a greater influence over what children study in school than the parents. Enlightened parents who recognize the importance of language study are often the force behind successful language programs, as they

have gone to administrators and insisted that language programs be strengthened or, in many cases, initiated. Parents can often draw on their own experiences that have shown the value of language learning, and even when the students may not show interest, the parents can persuade them to study a language.

However, many parents have some very distorted or bigoted opinions about language learning. It is reported that when one parent was asked why her child wasn't studying a modern language, she replied that it was because of religious conviction. She regularly read the Bible and knew that Jesus Christ spoke English and "If it was good enough for our Savior, it is good enough for my son." This statement reflects the ignorance about language learning that is found in many adults in the U.S. A French teacher once told a mother in a parent-teacher conference: "The way things are going, Johnny will never learn French." "Well," she replied, "isn't it fortunate that he wasn't born in France?" In many cases we have to educate some adults along with their children. There has recently been a movement across the country to have English legally declared to be the official language of the state. Xenophobia seems to be raising its ugly head once again.

**PTA Officers.** The cooperation between parents and teachers (sometimes even students are included in the organization—PTSA) is very important to the school-community, but also crucial to FL programs. Often the parents can be involved in starting valuable FL innovations and in stopping shortsighted curtailment or undue procrastination. Letters of concern may be the only recourse that professional teacher organizations have to combat FL program cuts or even total discontinuance; however the parents have strong influence with principals and other administrators, and they can go to great lengths to **demonstrate** not only disapproval, but also impatience for immediate redress. FL teachers should affiliate with PTA's and should cultivate friendship with the presidents and other officers. Of course, much good is done in working for the basic goals of this organization, but in the process care can be exercised to further the special needs of foreign languages.



**“Back-to-School Nights/Days.”** A great deal of planning should put into these endeavors to show what is being done in the schools and in the individual courses. You should try every public relations idea possible to further the cause of foreign languages. This is especially necessary for the benefit of the cause and, of course, for the basic reason for these back-to-school activities.

**School counselors.** In our schools great reliance is placed on the advice given by counselors who help students plan their careers and decide what courses to take. Unfortunately many of them are not oriented to the importance of language study. You need to cultivate a positive relationship with these persons and make sure they are aware of the advantages of foreign language study. Make it a point to cut out newspaper articles favorable to language study and pass them on to them. Make sure they are aware of foreign language entrance and graduation requirements at colleges and universities. Discuss with them the concept that foreign language study is not just “college prep,” it is “life prep.” They need to understand that foreign language study requires long sequences and students should start early so they will have time to become fluent. We need to dispel the notion that you “only need to take a couple of years, and then you have the requirement out of the way.”

**Administrators.** Much of the shaping of our educational system is based purely on budgetary considerations. Administrators have to make decisions about where they are going to put their limited resources; it is only natural that they base those decisions on what they have come to see as priorities. We need to help them realize that foreign language study is not just an enrichment or “frill” subject, but rather a part of basic education. Administrators also need to learn that because of the nature of language study, classes often need to be smaller to permit more personal practice and correction. They need to be more concerned about qualifications and preparation as they hire language teachers, and should resist assigning someone to teach language classes who is not fluent in the language or has not been trained to teach languages. Just as they understand the need for a lab and supplies for the chemistry class, they need to be encouraged to

give financial support to the special needs of language learning, such as media and computer equipment. You need to cultivate such a relationship that you can draw them away from the position they usually take, that “Languages are great, and it would be nice to have a strong program, but there is no money.”

A marvelous source for help in your work with academic advisors and school administrators is Smart Briefs (you can sign up for them at <http://www.smartbrief.com/actfl/>). This is a service provided by the American Council on the Teaching of Foreign Languages (ACTFL) in which their staff gleans articles and information supportive and pertinent to foreign language instruction from newspapers and journals around the world, and makes it available to language educators free of charge. You need only sign up to receive this service via e-mail. It is free of charge. Here is a sample taken from a recent “brief” in April, 2011 (used by permission from ACTFL).



**More U.S. students learn Chinese, though most study Spanish.** The number of American students learning Mandarin Chinese is on the rise, while Spanish remains the most-studied language in U.S. schools, 2007-08 data from the American Council on the Teaching of Foreign Languages show. A slight increase from 2004-05 can be seen in K-12 students involved in foreign language learning, but that number still amounts to fewer than one in five students -- far below the numbers in other countries. ACTFL officials welcomed recent encouragement by President Barack Obama for U.S. students to learn foreign languages but questioned whether Obama's comments will translate to policy changes. Education Week/Curriculum Matters blog

**Research: Bilingualism strengthens the brain.** Some researchers say bilingualism has advantages far beyond the ability to communicate in two languages, and they refute concerns by some that growing up speaking two languages causes children to fall behind. Psychologist Ellen Bialystok says different languages in bilingual individuals are always active, but speakers are able to keep them separate, which leads to a stronger executive control

system in the brain. "They can get a little extra mileage from these cognitive networks because they have been enhanced throughout life," she says. [NPR.org](http://NPR.org)

**Calif. recognizes students who speak more than one language.** A California district is the latest to sign on to a statewide program that awards bilingual and multilingual students with a special diploma. The state's Seal of Biliteracy recognizes students who maintain academic standards in English and demonstrate mastery in another language through standardized tests, district exams or two years of language study. "It's so important to be trilingual, biliterate. It really helps you. It gives you a bigger chance of getting a job," said senior Fatima Barron, who speaks three languages. [The Monterey County Herald \(Calif.\)](#)

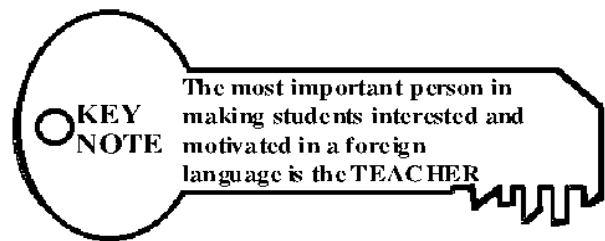
A very effective technique you should use often is to make numerous "spot commercials" in your classes during the year. This consists of occasionally inserting strong arguments in favor of language study into your regular class activities, just as commercials are inserted in TV programs.

### Enjoy Your Product with Your Students

## CONCLUSION

Many people have not had the mind-opening experience of leaving a monolingual world and becoming bilingual. Many are still apprehensive about learning another language, and avoid people from other cultures. You as a foreign language teacher must help them see what a great step forward foreign language study provides in interpreting life, in preparing even for aptitude tests, in improving one's humanistic and aesthetic experiences, in becoming more cosmopolitan, and among many additional possibilities to become more communicatively competent and much more sensitive culturally. Prepare yourself now to convince others to study foreign languages. You have many helps to counter opposition and you can prepare to meet that opposition with cogent arguments. The big consideration is to collect ideas and techniques to further FL study in general and in Spanish in particular. The mission for the rest of your life is to be concerned and diligent in developing your rationale file. As Friedrich Rückert said (our translation): *With every language that you learn, you free a spirit, which up to that point was buried within you.*

You may have seen the old Volkswagen 'bugs' or 'beetles' that were once very popular. Those of us who owned them loved them. They were economical, lasted forever, and were fun to drive. Before they became so numerous, we used to honk and wave whenever we saw another one. We felt a sort of comradeship in the enjoyment we shared. We can feel that same bond with our students. Most students take foreign languages for the right reason. They know it will be a unique experience to be able to express thoughts in another language. They know it will enhance their understanding of language in general and give them more sensitivity in the use of their native tongue. They come to the class with high expectations. Don't disappoint them. They can learn and have fun at the same time, and you can enjoy the language with them.



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(Many of these are explained in the chapter)

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## ACTIVITIES FOR METHODS CLASSES

*Fundamentals of Language Teaching*

*Chapter 2 – Are You Converted?*

1. Start a rationale file on the teaching of foreign languages. Choose a plan for organization of findings: Notebook/card file/file folders/key sort cards/folder on your personal computer/some combination of the foregoing.
2. Collect ideas, quotations, facts, arguments, and viewpoints from books, periodicals, and people (college and public school teachers, administrators). Google will give you many, many leads, including a link to a video of Barack Obama "singing our song." Use search terms like "importance of foreign language study" or "value of bilingualism."
3. Write a paper defending the value of foreign language study. Include your personal arguments and quotes from important people, scriptures, and studies.
4. Interview church leaders, government leaders, college and department administrators, representatives of various disciplines, students, and people in other walks of life and find out how they feel about foreign language study. Summarize your findings, and prepare responses to arguments against FL study.
5. Prepare a talk you would give at a PTA meeting or "Back-to-School Night."
6. Collect articles and materials in favor of language study that you can give to the counselors in your school.
7. Design and prepare a bulletin board which presents the value of foreign language study.
8. Prepare a series of "spot commercials" on the value of continuing language study that you can use throughout the year in your language classes.
9. Role play some of the following situations in your methods class:
  - a. You are teaching Spanish in a junior high school and you are told the district administration is thinking of cutting out FL study in the junior high schools of the district to emphasize FLs in the high schools only.
  - b. You teach a Spanish in a large high school and are trying to build a stronger program. You have arranged to take a special program to the "feeder" junior high schools just before they register for high school.
  - c. This week is "Back-to-School Night." What special handouts could you prepare? What would you say to the parents?
  - d. You are given the opportunity to talk to the people in a local church. Are there religious reasons for teaching and learning a foreign language?
  - e. Your college is preparing a "Career Night." What could you tell the students about career opportunities in foreign languages?
10. If you are preparing to teach in an elementary school, write up a rationale for teaching foreign languages to children. Talk about the advantages and values of beginning that study early. You may want to refer to Chapter 15 for ideas. Show your file to the instructor.



