

# **FOREIGN LANGUAGE PROGRAM REVIEW**

**2006**

(Updated September 11, 2007)

## **Overview of the Foreign Language Program at Dixie State College**

Five foreign languages are currently taught at Dixie State College--American Sign Language, French, German, Japanese, and Spanish. This offering allows students a variety of options to begin their foreign language study. Beginning classes are taught in all five languages, intermediate classes are taught in ASL and Spanish, and advanced classes are taught in Spanish. All classes are four credit classes except the advanced Spanish classes which are three credits.

The student population served by the Foreign Language Program represents diverse educational, ethnic, and economic backgrounds. The majority of students who study foreign languages are traditional college students, freshmen and sophomores, who have recently graduated from high school. In addition to the traditional college students, a foreign language class may consist of re-entry degree seeking students who are coming back to school after an extended absence, and an occasional older member of the community who is taking classes for personal interest. Furthermore, the advanced Spanish classes are normally comprised of students who have lived in a Spanish speaking country for two years or students who have been raised in an environment in the United States where Spanish was spoken at home. These students bring a rich language and cultural background to the classroom and campus community. Unfortunately, at the present time, DSC is not able to provide advanced level classes for students who have similar backgrounds in other languages.

Students take foreign language classes to fill the general education requirement for the Associate or Bachelor of Arts Degrees, as prerequisites for a major or minor, for admission into the Elementary Education Program, or for personal interest. Those students taking a language to fill the GE requirement must complete one full year of study in the same language. Generally, the number of students who take foreign language classes who intend to eventually receive a major or minor in languages as part of the baccalaureate degree is not large.

Foreign languages are housed in the Department of Humanities and Social Sciences which forms a part of the Division of Arts, Letters and Sciences.

Foreign language courses are designed at the beginning and intermediate levels to be taken in a sequence. The beginning series courses are numbered 1010 and 1020, the intermediate courses are numbered 2010 and 2020. The advanced Spanish courses are numbered 2310 and 2320. Classes have been designed to articulate with equivalent classes taught at other colleges and universities in the state, and Dixie State College's new mission that allows for 3000 level classes

will require some changes and additions to the curriculum, including grammar and composition classes, conversation classes, and eventually literature and cultural history classes.

### **Foreign Language Goals at Dixie State College:**

Foreign Language courses at Dixie State College help fill the mission of the college by providing instruction in second languages that help fill requirements for associate of arts or baccalaureate of arts degrees here or elsewhere.

By the end of this course, successful students will--

1. Demonstrate communication skills appropriate to the level of the courses (beginning, intermediate, or advanced) in the following areas:
  - a. speaking, listening, reading, and writing for the spoken and written languages (French, German, Japanese, and Spanish).
  - b. signing and understanding signing for American Sign Language.
2. Be able to communicate at the appropriate level with people of other ethnic and cultural backgrounds within their own country and from around the world.
3. Gain an awareness of linguistics (of how a language may be constructed) and a greater understanding of their own language.
4. Increase their global awareness, developing a better understanding of and sensitivity towards people of other cultures and their human experience.

### **Course Goals**

To the departmental goals, faculty will develop specific course goals.

### **Beginning American Sign Language 1010:**

At the end of the semester, successful students will:

1. Be able to introduce themselves and exchange personal information using ASL.
2. Be able to describe various surroundings and where they live y using correct grammatical features of ASL.
3. Be able to identify and describe family members, various occupations and identify key qualities/attributes of others using ASL.
4. Be able to carry on a functional conversation with another person using ASL.
5. Gain basic understanding and insight into the world of the Deaf/Deaf Culture.
6. Be able to appropriately make requests and give directions to others.

7. Be exposed to and understand various grammatical rules of ASL and how they function in everyday use.

### **American Sign Language 1020:**

At the end of the semester, successful students will:

1. Be able to give directions, describe others, and make requests using ASL.
2. Be able to talk about occupations, qualities of others and routines using ASL.
3. Know grammatical features of ASL; including questions, pronouns, numbers, sentence structures, spatial relations, and other features unique to ASL.
4. Know social conversations etiquette that is commonly used when using ASL.
5. Be able to name and describe the locations of everyday objects using ASL.
6. Be able to make complaints, suggestions and requests when using ASL.
7. Be able to exchange personal information and describe life events using ASL.
8. Be able to describe and identify objects, and describe activities using ASL.
9. Obtain a basic understanding of Deaf Culture and issues that exist within it.

### **Beginning Spanish 1010 and 1020:**

The following are individual course goals as stated in the course syllabi:

By the end of this course, students should have developed their knowledge of the basic Spanish concepts presented and be able to apply them with minimal difficulty. These concepts include the following items:

1. Vocabulary: Students will be able to understand the vocabulary presented in class so as to comprehend basic spoken and written Spanish related to situations presented and use the vocabulary to verbally express basic needs.
2. Listening Comprehension: Students will develop listening comprehension to understand basic spoken Spanish related to everyday kinds of activities and needs presented in class.
3. Speaking: Students will give oral responses to a wide range of basic situations with a minimum of syntactical errors.
4. Writing: Students will produce coherent writing samples appropriate to the beginning level.
5. Culture: Students will recognize cultural differences between their own and that of the people whose language they are learning.

### **Intermediate Spanish 2010 and 2020:**

By this time, you have discovered that studying a foreign language can be a rewarding experience but one that requires a high level of commitment. The goal of this class is to help you

improve your communicative skills in Spanish. Time will be devoted to reviewing Spanish grammar, reading, writing, speaking, and developing some cultural awareness of the Spanish-speaking people. Specifically, you should be aware of the following objectives:

- Speaking— Students will improve their ability to express themselves orally by increasing their active and passive vocabularies, improving listening comprehension, and by practicing language in meaningful situations.
- Writing--Students will produce relatively complex writing samples with fewer and fewer syntax and vocabulary errors.
- Reading--Students will be challenged to develop their reading skills with authentic literary materials. They will be able to understand and discuss them. Use this experience to develop your vocabulary even more.
- Vocabulary--Your active and passive vocabularies will develop well beyond the beginning level so that you can comprehend most of what you hear and read and be able to express yourself more freely.

### **Beginning German 1010 and 1020:**

By the end of this course, students should have developed their knowledge of the basic German concepts presented and be able to apply them with minimal difficulty. These concepts include the following items:

1. Vocabulary: Students will be able to understand the vocabulary presented in class so as to comprehend basic spoken and written German related to situations presented and use the vocabulary to verbally express basic needs.
2. Listening Comprehension: Students will develop listening comprehension to understand basic spoken German related to everyday kinds of activities and needs presented in class.
3. Speaking: Students will give oral responses to a wide range of basic situations with a minimum of syntactical errors.
4. Writing: Students will produce coherent writing samples appropriate to the beginning level.
5. Culture: Students will recognize cultural differences between their own and that of the people whose language they are learning.

## **Beginning Japanese 1010 and 1020:**

1. To begin acquiring the four skills in the Japanese language:
  - a. Listening: Ability to handle simple and short conversation with repetition
  - b. Speaking: Ability to handle some necessary situations with circumlocutions and repetitions.
  - c. Reading: Ability to read simple and short notes (Hiragana & Katakana) with the aid of a dictionary. (Emphasized more in 1020)
  - d. Writing: Ability to write simple and short memos and letters (Hiragana & Katakana) This will be emphasized in 1020.
2. To acquire basic knowledge of Japanese grammar sufficient for carrying out the above functions.
3. To acquire general knowledge of the Japanese people and their culture.

## **Curriculum Analysis**

### **I. Course Descriptions:**

#### **American Sign Language Course Descriptions**

##### **ASL 1010 (4.0 Cr)**

###### **Beginning American Sign Language I \*FL**

For beginning students interested in the American Sign Language. Emphasizes principles, methods, and techniques of communicating manually with deaf individuals. Teaches basic receptive and expressive skills. Also, overviews basic grammatical structure in signing. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course, and one other ASL course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take ASL 1020. 4 lecture hours per week.

##### **ASL 1020 (4.0 Cr)**

###### **Beginning American Sign Language II \*FL**

For students interested in American Sign Language who have completed ASL 1010 or who have equivalent experience. Students using 1020 as an entry level class may receive vertical credits for ASL 1010 upon passing 1020 with a C grade or higher. Emphasizes

principles, methods, and techniques of communicating manually with deaf individuals. Continues the development of basic conversational skills with emphasis on the receptive skills, grammatical features, vocabulary development, and cultural awareness. Varied methods are used to teach the class, including drills, videos, and work in pairs. This course and one other ASL course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take ASL 2010. 4 lecture hours per week

*Prerequisite: ASL 1010 or instructor permission*

### **ASL 2010 (4.0 Cr)**

#### **Intermediate American Sign Language I \*FL**

This course is taught fall semester only. For intermediate-level students who have taken ASL 1020, or for students who have had equivalent experience (four or more years of high school ASL). Normally, students who have had extended contact with ASL may begin the ASL instruction at the intermediate levels and receive vertical credit for the beginning level classes if they receive a C grade or higher. Continued emphasis on communicative competence, including both expressive and receptive abilities. This course and one other ASL course will qualify students to receive the Associate of Arts degree. Successful completers are prepared to take ASL 2020. 4 lecture hours per week.

*Prerequisite: ASL 1020 or instructor permission*

### **ASL 2020 (4.0 Cr)**

#### **Intermediate American Sign Language II \*FL**

This course is taught spring semester only. For intermediate-level students who have taken ASL 2010. Normally, students who have had extended contact with ASL uses may begin their ASL instruction at the intermediate levels and receive vertical credit for the beginning level classes if they receive a C grade or higher. Continued emphasis on communicative competence, including both expressive and receptive abilities. This course and one other ASL course will qualify students to receive the Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: ASL 2010 or instructor permission*

### **ASL 2990 - 2999 ( .5-3.0 Cr)**

#### **Seminar in American Sign Language**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third,

it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

*Prerequisite: Instructor permission*

## **French Course Descriptions**

### **FREN 1010 (4.0 Cr.)**

#### **Beginning French I \*FL**

This course is taught fall semester only. For beginning students interested in the French language. Speaking, listening, reading, and writing activities are used to develop communicative skills. Cultural awareness is also a component of this class. A variety of teaching methods are employed, including drills, videos, and work in pairs. This course and one other French course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take FREN 1020. 4 lecture hours per week.

### **FREN 1020 (4.0 Cr)**

#### **Beginning French II \*FL**

This course is taught spring semester only. For students interested in French language who have completed French 1010 or who have equivalent experience (approximately two years of high school French). Students using 1020 as an entry level class may receive vertical credit for French 1010 upon passing 1020 with a C grade or higher. Emphasizes developing communicative competence, including speaking, listening, reading, and writing. Varied methods are used to teach the class, including videos and drilling concepts. This course and one other French course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: French 1010 or two years of high school French*

### **FREN 2010 (4.0 Cr)**

#### **Intermediate French I \*FL**

This course is taught fall semester only. For intermediate-level students who have taken French 1020, or for students who have had equivalent experience (four or more years of high school French). Students who begin their French studies at the intermediate levels may receive vertical credit for the beginning level classes if they receive a C grade or

higher. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. This course and one other French course will partially students to receive an Associate of Arts degree. Successful completers are prepared to take FREN 2020. 4 lecture hours per week.

*Prerequisite: FREN 1020 or instructor permission*

## **FREN 2020 (4.0 Cr)**

### **Intermediate French II \*FL**

This course is taught spring semester only. For intermediate-level students who have taken French 2020. Students who begin their French studies at the intermediate levels may receive vertical credit for the beginning level classes if they receive a C grade or higher. Continued emphasis on communicative competence. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. This course and one other French course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: FREN 2010 or instructor permission*

## **FREN 2990 -2999 ( .5-3.0 Cr)**

### **Seminar in French**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

*Prerequisite: Instructor permission*

## **German Course Descriptions**

## **GERM 1010 (4.0 Cr.)**

### **Beginning German I \*FL**

This course is taught fall semester only. For beginning students interested in the German language. Emphasis on listening, speaking, reading, and writing skills will help the student begin to develop communicative competence. Discussion of German culture is also a component of this course. Several teaching methods are employed, including lecture, drill practice, videos, and group work. This course and one other German course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take GERM 1020. 4 lecture hours per week.

## **GERM 1020 (4.0 Cr)**

### **Beginning German II \*FL**

This course is taught spring semester only. For students interested in German language who have completed German 1010 or who have equivalent experience (approximately two years of high school German). Students using 1020 as an entry level class may receive vertical credit for German 1010 upon passing 102 with a C grade or higher. Continued emphasis on developing communicative skills is the focus of this class, including speaking, listening, reading, and writing. Several teaching methods are employed, including lecture, drill practice, videos, and group work. This course and one other German course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: GERM 1010 or or equivalent background*

## **GERM 2990 - 2999 (.5-3.0 Cr)**

### **Seminar in German**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

*Prerequisite: Instructor permission*

## **Japanese Course Descriptions**

### **JAPN 1010 (4.0 Cr.)**

#### **Beginning Japanese I \*FL**

This course is taught fall semester only. For beginning students interested in the Japanese language. Emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Discussion of Japanese culture is also a component of the course. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. This course and one other Japanese course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take JAPN 1020. 4 lecture hours per week.

### **JAPN 1020 (4.0 Cr)**

#### **Beginning Japanese II \*FL**

This course is taught spring semester only. For beginning students interested in the Japanese language who have completed JAPN 1010 or who have equivalent experience (approximately two years of high school Japanese). Students using 1020 as an entry level course may receive vertical credit for Japanese 1010 upon passing 1020 with a C grade or higher. Continued emphasis on gaining communicative competence by focusing on the development of speaking and listening comprehension skills. Several teaching methods are employed, including lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. This course and one other Japanese course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: JAPN 1010 or two years of high school Japanese*

### **JAPN 2990 - 2999 ( .5-3.0 Cr)**

#### **Seminar in Japanese**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, either students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance

alone). This course may include standard lectures, and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

*Prerequisite: Instructor permission*

## **Spanish Course Descriptions**

### **SPAN 1010 (4.0 Cr.)**

#### **Beginning Spanish I \*FL**

For beginning students interested in the Spanish language. Emphasis on gaining communicative competence by focusing on the development of speaking, listening comprehension, reading, and writing skills. Discussion of Hispanic culture is also a component of the course. Several teaching methods are employed, including total physical response (TPR), lecture, drill practice, conversation exchanges, videos, lab tapes, and group work. This course and one other Spanish course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take Spanish 1020. 4 lecture hours per week.

### **SPAN 1020 (4.0 Cr)**

#### **Beginning Spanish II \*FL**

For students interested in the Spanish language who have completed Spanish 1010 or who have equivalent experience (approximately two years of high school Spanish). Students using 1020 as an entry level class may receive vertical credit for Spanish 1010 upon passing 1020 with a C grade or higher. Continued emphasis on developing communicative skills is the focus of this class, including speaking, listening, reading, and writing. Several teaching methods are employed, including conversation activities, lecture, drill practice, videos, lab tapes, and group work. This course and one other Spanish course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: Recommended background to register for SPAN 1020 is successful completion of SPAN 1010 or two to three years of high school Spanish or equivalent experience. Refer questions to Addison Everett at 652-7810*

### **SPAN 2010 (4.0 Cr)**

### **Intermediate Spanish I \*FL**

This course is taught fall semester only. For intermediate-level students who have taken Spanish 1020, or for students who have had equivalent experience (four or more years of high school Spanish). Normally, students who have had an extended experience abroad should not register for this series of classes; instead, they should register for Advanced Spanish classes. Students who begin their Spanish studies at the intermediate levels may receive vertical credit for the beginning level classes if they receive a C grade or higher. Continued emphasis on communicative competence, including speaking activities, listening development, reading authentic materials, and writing. A variety of teaching methods are employed, including role-play and small group activities, discussion of reading materials, and videos. This course and one other Spanish course will qualify students to receive an Associate of Arts degree. Successful completers are prepared to take Spanish 2020. 4 lecture hours per week.

*Prerequisite: Recommended background to register for SPAN 2010 is successful completion of SPAN 1020, three to four years of high school Spanish or equivalent experience. Refer questions to Addison Everett at 652-7810*

### **SPAN 2020 (4.0 Cr)**

#### **Intermediate Spanish II \*FL**

This course is taught spring semester only. For intermediate-level students who have taken Spanish 2020. Students who begin their Spanish studies at the intermediate levels may receive vertical for the beginning level classes if they receive a C grade or higher. Continued emphasis on communicative competence, stressing the four productive and receptive skills. Grammatical structures will be reviewed, conversation will be emphasized, and reading and writing will receive increased focus. A variety of teaching methods are employed, including drills, videos, conversational activities, reading, and lecture. This course and one other Spanish course will qualify students to receive an Associate of Arts degree. 4 lecture hours per week.

*Prerequisite: Recommended background to register for Spanish 2020 is successful completion of Spanish 2010, four to five years of high school Spanish, or equivalent experience. Direct questions to Addison Everett at 652-7810.*

### **SPAN 2310 (3.0 Cr)**

#### **Advanced Spanish I \*FL**

For students who, as a result of foreign residency or similar exposure to Spanish, have attained a relatively good mastery of the language. Approximately half of the course is

devoted to reviewing important grammatical concepts and improving writing skills, and approximately half of the course is devoted to reading and discussing literature. Includes lecture and student interaction. Completers will be able to move into 300-level classes at a university successfully. If both 2310 and 2320 are taken, they will fill the general education "lit" requirement. 3 lecture hours per week.

*Prerequisite: Recommended background to register for Spanish 2310 is an extended, extensive exposure to the Spanish language. NOTE: Advanced courses need not be taken in sequence. Direct questions to Addison Everett at 652-7810.*

### **SPAN 2320 (3.0 Cr)**

#### **Advanced Spanish II \*FL/\*HU**

For students who, as a result of foreign residency or similar exposure to Spanish, have attained a relatively good mastery of the language. Approximately half of the course is devoted to reviewing important grammatical concepts and improving writing skills, and approximately half of the course is devoted to reading and discussing literature. Includes lecture and student interaction. Completers will be able to move into 300-level classes at a university successfully. If both 2310 and 2320 are taken, they will fill the general education "lit" requirement. 3 lecture hours per week.

*Prerequisite: Recommended background to register for Spanish 2320 is an extended, extensive exposure to the Spanish language. Direct questions to Addison Everett at 652-7810.*

### **SPAN 2990 - 2999 (.5-3.0 Cr)**

#### **Seminar in Spanish**

For students wishing instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements.

*Prerequisite: Instructor permission.*

## II. Curricular changes:

Historically, many positive changes have occurred in the Foreign Language Program. Twenty-four years ago, one beginning French class and one beginning Spanish class were the extent of the foreign language offerings at the college. In 1982 a full time teacher was hired to teach Spanish. At that time course offerings in Spanish expanded to two beginning classes and one intermediate class with a small enrollment. As interest in Spanish increased additional sections were added.

About fourteen years ago, advanced classes in Spanish were created. Students with significant residency in Spanish speaking countries were wanting to take classes and were registering for the intermediate classes, creating an intimidating environment for the traditional intermediate students. Creating the advanced classes provided an appropriate level of instruction for those students. Over the years additional sections of Beginning Spanish have been added to accommodate student demand. Now, with recent changes to the mission of Dixie State College, the Advanced Spanish classes need to be redesigned and changed to 3000 level courses and correspond more closely to courses taught at the four-year schools in Utah.

Additionally, other language offerings were added to the curriculum. First, a German class was added, and enrollment in it has not been large but has been steady. Later Russian was added to the curriculum and taught for about three years. Russian was eventually dropped, in part due to low enrollment.

Shortly after Russian was dropped from the curriculum, Japanese was added, and interest has been steady enough to maintain one beginning course.

French has been taught at Dixie State for many years, and enrollment in beginning French increased sufficiently to require a second section at one time. Currently, only one beginning section of French is taught. Demand does not appear to require further offerings. DSC needs to determine if whether or not it will make the investment to extend its offerings or delete the 2000 level classes from the course offerings list.

One of the additions to the curriculum that enjoyed a large degree of popularity in its inception is American Sign Language. From the start, the beginning sections filled so that demand required that multiple sections were offered. Additionally, an intermediate series of classes has been taught. After the initial enrollment surge, the enrollment numbers have leveled, and although it is still strong, in the recent past the intermediate classes have been canceled due to low enrollment. Also, in the past two years finding qualified adjunct faculty to teach even the

beginning classes has been difficult.

At the time the Utah System of Higher Education made the change from the quarter to the semester system, Dixie College revised its General Education requirements, and the Associate of Arts and the Associate of Science Degrees were reconfigured. Up to that time only one set of requirements existed for students. Students graduating with the Associate of Arts Degree simply filled the requirements for the science degree plus one year of a foreign language. This past year, the General Education Committee proposed changes that eliminated the separate degrees so that as before, students who want an arts degree must take a full year of foreign language classes as an add-on. How this GE change will impact foreign language enrollments is uncertain, but if this first year of the new GE requirements is an indication, interest in studying a foreign language remains strong.

Some negative impacts as a result of the first general education changes and the quarter to semester changes surfaced. First, foreign language credits were reduced from 5 to 4 per class, reducing the number of contact hours by 20 percent, negatively impacting instruction because of reduced exposure and practice time. Second, Spanish 203, which was a culminating class for intermediate students that offered them a greater opportunity to develop reading, speaking, and writing skills, was dropped from the curriculum. As Dixie State College moves to fulfill its new mission and eventually offer majors and minors in languages, conversation classes, advanced grammar and composition classes, literature classes, and teaching methodology classes will need to be added to the curriculum. This should be planned expansion, but it should begin and will require an investment in full-time faculty.

### **III. Evaluation of depth and breath of curriculum:**

Currently, beginning classes (1010 and 1020) are offered in American Sign Language, French, German, Japanese, and Spanish. Intermediate classes are offered in American Sign Language and Spanish, and advanced classes are offered in Spanish. The advanced Spanish classes are designed for students whose abilities would place them beyond the intermediate level ( most of these students have lived for an extended period of time in a foreign country) and are designed to be equal to the first 3000 level class they would take at the university were they matriculated there. In fact, proposals to create 3000 level classes should be forthcoming.

The foreign language curriculum is designed to offer students some variety. The offering of five languages is the same as Snow College and fewer than the seven at CEU. This is not necessarily a negative situation. What will be important is how well DSC will develop its language programs.

In the conversion process from the quarter system to semesters, each school in the Utah System of Higher Education agreed to accept the beginning and intermediate foreign language courses as being equivalent, as long as within the first four semesters the credit total came to a minimum of 16. The program at Dixie State College meets the minimum number of 16 credits. This is consistent with the larger schools, but some of the smaller schools have enhanced their requirements for the first two years of language study. Dixie State College students have fewer contact hours than students at other two-year schools. Note the following comparison:

**Beginning level courses:**

<u>School</u>	<u>Course</u>	<u>Credits per Week</u>	<u>Contact Hours</u>	
				<u>Lab hours</u>
Dixie	1010/1020	4 each	4 each	0
Snow	1010/1020	4 each	5 each	0
CEU	1010/1020	5 each	5 each	0
UVSC	1010/1020	5 each	5 each	1
SLCC	1010/1020	5 each	5 each	1
U of U	1010/1020	4 each	4 each	0
USU	1010/1020	4 each	4 each	0
Weber State	1010/1020	4 each	4 each	0
SUU	1010/1020	4 each	4 each	0

**Intermediate level courses:**

Dixie	2010/2020	4 each	4 each	0
Snow	2010/2020	4 each	5 each	0
CEU	2010/2020	4 each	4 each	0
UVSC	2010	5	5	1
	2020	3	3	0
SLCC	2010/2020	4 each	4 each	1
U of U	2010/2020	4 each	4 each	0
USU	2010/2020	4 each	4 each	0
Weber State	2010/2020	4 each	4 each	0
SUU	2010/2020	4 each	4 each	0

Note that lab work is done as part of the homework assignments by Dixie students. They must access the internet for listening comprehension and other review activities.

At present, there is nothing superfluous about the foreign language offerings at Dixie relating to variety and sequencing of classes. Courses appear to be offered at the appropriate levels. The advanced Spanish classes need to be redesigned and offered as 3000 level classes, but the flexibility to do this may depend on hiring another full-time faculty in Spanish. Again, many of the institutions offer conversation and reading classes that help bridge the conversational gap intermediate and advanced students.

#### **IV. Integrity and rigor of program:**

In most cases, classes appear to maintain appropriate rigor for the level of instruction. Text books appear to be chosen for the appropriate level of instruction, and assignments include a variety of exercises appropriate to the level. As the students progress, more reading and writing is required. In the advanced Spanish classes, for example, students read a variety of literary works and are required to make written analysis of them.

The foreign language department has experienced the gradual grade inflation that is reflected throughout Dixie State College, the state, and the nation. However, the Humanities and Social Science Department, which includes foreign languages, has a lower average GPA than that in all areas of the division except composition. In the foreign languages, the grade inflation is most visible among courses taught by adjunct faculty, at times averaging over a 3.0 on a 4.0 scale in beginning classes. The college is working towards increased awareness of grading trends, and the faculty senate and the administration is encouraging increased rigor in course work.

#### **V. Summary:**

**Strengths of the curriculum:** The following are strengths of the foreign language curriculum:

1. A variety of languages are offered to allow students some flexibility of choice.
2. Although most language courses begin with the 1010 class in the fall and follow with the 1020 courses in the spring, there are some sections of 1010 classes taught in the spring to allow students to fit a language into their schedule.

3. Foreign language classes are offered at night to accommodate students who work during the day or who have daytime conflicts.

4. Students who have transferred to other institutions and continued studying foreign languages or who have taken classes beyond the classes taught at Dixie State have felt that they have been well prepared to continue their studies.

**Challenges, concerns, or weaknesses of curriculum:** The following are challenges, concerns, or weaknesses of the curriculum:

1. Even though Dixie State College language requirements meet the minimum 16 hours of credits for the first and second years of language study, we should consider ways to help students gain additional exposure and practice in the first two years of study.

2. With some of the workload requirements of faculty and the reduction of classroom contact hours, some important aspects of beginning language classes are compromised, such as the amount of oral testing that can occur and the ability to provide oral practice and tutoring outside of class. Class sizes should be lowered to more effectively pedagogically.

3. Conversation and reading classes that allow students to develop the skills necessary to transition into higher level classes are not available.

4. Although the lack of intermediate level classes in French, German, Japanese is due in large part to the lack of enrollment demand, the lack of demand may be due to the fact that full-time faculty are not available to build the program.

**Curricular Recommendations:** The following are recommendations that should be considered to improve the foreign language curriculum:

1. Revise the existing advanced Spanish classes to become 3000 level.

2. Add conversation and reading classes at the 2000 and 3000 level.

3. Add, where appropriate, intermediate level classes (French, German, Japanese).

4. Reduce class sizes so that faculty have time to test students orally.

5. Consider expanding offerings to include other languages. This effort, however, should not come at the expense of developing the languages that form a core of the language curriculum.

6. Hire full-time faculty to ensure the development of language programs is sound.

### **Student Achievement**

During Spring Semester 2005, teachers were asked to administer assessment tests so that value added could be measured in some way. Some of these tests were given at the end of the semester as post-tests and at the beginning of Fall Semester as pre-tests.

As a result of preparing and administering the assessment tests to this point, the department recognizes that for the process to be effective, the tests may need to be reviewed and changed occasionally to ensure their validity as assessment instruments. The Spanish test, for example, has been changed since the last program review.

The following is a summary of the assessment tests that have been given thus far:

#### **American Sign Language:**

The assessment test for ASL 1010 was written to measure value added in ASL Grammar, Deaf Culture, and Deaf History.

The pre-test for ASL consists of 30 questions and was given to two sections of 1010 in January of 2005 with the following data collected:

Sixty-one students took the test. Three students were taking the class a second time.

The average score was 7.1 out of a possible 30, or 23.67 percent.

The same test was administered as a post-test to students completing ASL 1020 in the Spring of 2005 with the following data:

Forty-seven students were tested in two separate sections.

The average score was 26.4 out of a possible 30, or 88.0 percent.

This represents an increase of 64.33 percent.

No specific areas of strengths or weakness were noted in the summary for these tests.

**French:**

The pre-test for French 1010 was administered to twenty-three students. The average score was 27.13 percent.

The post-test for French 1020 was administered to nineteen students. The average score was 77 percent, representing an increase of 49.87 percent.

**German:**

The pre-test for German 1010 was administered to twenty-one students. The average score was 26.95 out of 56 points possible for an average of 48.13 percent.

The post-test was administered at the end of German 1020 to eighteen students. The average score was 74.0 percent. This represents an increase of 25.87 percent.

On the previous pre-test, students scored 42 percent, and on the previous post-test, students scored 74 percent, with a net increase of 32 percent.

**Japanese:**

The Japanese pre and post-test is designed to test listening comprehension, reading comprehension, and grammar.

The Japanese pre-test was administered in August 2005, to 30 students registered in Japanese 1010. Four of the students had lived in Japan for at least two years, 1 student was repeating the class, and one student had taken Japanese classes prior to this one. The average score for the entire class was 6.33 out of 30 questions or 21.1%. The average score for those students without prior experience was 3.58 out of 30 or 11.9%.

The post-test was administered to 17 students in April 2005. The average score was 28.59 out of 30 questions or 95%.

### **Spanish:**

The assessment test for beginning Spanish was designed to be given at the beginning of 1010 and at the end of 1020, thus assessing student progress over the course of the entire year.

The assessment test contains 30 questions. Included is a listening selection (6 questions), a lengthy reading selection (6 questions), a vocabulary section (7 questions), and a grammar section (11 questions).

The test was first given as a pre-test in the spring of 2005, and fall 2005 to Spanish 1010 students, and was next given as a post-test to the students finishing 1020 in the spring, summer, and fall of 2005. When the test was given as a pre-test, the students were asked not to guess if they were not reasonably certain of the correct answer.

Students taking both the pre-test and the post-test were asked to indicate how many years of high school Spanish they had prior to enrolling in the 1010 or the 1020 classes at DSC. The following is a summary of the results:

Pre-test (Administered January and August 2005): A total of 172 students took the test. The average score for all students was 4.1 and is summarized as follows:

Years Prior Experience	Number of Students	Average Score out of 30
0	127	2.53
1	51	5.67
2	44	5.98
3	4	5.75
4	1	13.0
Information not marked	11	

Several students who took the pre-test had learned another Romance language or were retaking

the class. A few of these students scored as high as 18 out of 30.

Post-test (Administered May 2005, July 2005, and December 2005): A total of 73 students took the test. The average test score was 21.6 for all students and is summarized as follows:

Years Prior Experience	Number of Students	Average Score Out of 30
0	26	21.12
1	14	21.71
2	19	19.42
3	9	22.11
4	5	24.60

Observations:

- a. Whereas the last time the post-test was administered, the students with no prior experience scored the highest, on this round of testing they scored lower. However, the scores from this group are encouraging because they are competitive with the scores from the other groups, especially when it is noted that many of the students who had learned another Romance language prior to taking Spanish 1010 did not continue to 1020.
- b. There was not one particular section of the post-test that appeared to be more difficult than the others. Students scored as well on the listening section as on the vocabulary and grammar sections. This is significant since the listening skill is by far the hardest to develop.
- c. A review of the enrollment numbers indicates a continuing challenge to retain students. This challenge is not unique to any one language, and it is not unique to DSC.

### **Instructional Staff**

The faculty of the program is comprised of one full-time member and additional adjunct professors. Depending on adjunct faculty provides challenges related to program continuity, classroom rigor and quality, and increased pressure on full-time faculty, since hiring adjunct teachers with appropriate degrees (MA in the discipline) and teaching experience is not always possible. As teachers come and go, the quality of the instructional staff is constantly in flux.

The current faculty summary is as follows:

ASL: Four adjunct faculty are teaching classes. Two have some level of ASL certification. One teacher is starting new this semester, but has had teaching experience in other situations. One teacher was a last minute replacement for a teacher that was scheduled to teach and backed out at the last minute. All teachers have bachelor's degrees in some discipline, but not in Deaf Studies and not all have ASL certification. Much turnover in ASL teachers occurs from year to year and even from semester to semester. Not all of the teachers are as qualified as they should be.

French: The last several years a retired college professor who is a native German speaker with a PHD in French taught beginning French and German. He is now in full retirement. During Fall semester he was replaced with a qualified adjunct who, at the last minute, decided not to return for the spring. A last minute replacement has a teaching degree in French (BA), but lacks needed experience, and for a college level course is questionably qualified.

German: The current German teacher has a BA in German and is working for a MA in English. German teaching experience is lacking.

Japanese: The Japanese teacher is a native speaker of Japanese with a degree in English.

Spanish: The Spanish faculty consists of one full-time faculty member and two adjunct faculty. The full-time faculty member holds a master's degree in Spanish plus additional graduate level work. The two adjunct faculty both have bachelor's degrees in Spanish. One of the teachers has taught for several years, the other is new this year and comes without previous teaching experience. Over the last two years, two or three additional teachers have taught classes but have either moved to take full-time employment or have not been invited back. Finding qualified adjunct faculty is difficult.

### **Physical Facilities, Equipment, and Technology**

Physical facilities and equipment appear to be adequate for the language classes. Classrooms are of sufficient size to comfortably accommodate the students. The classrooms are equipped with either chalkboards or whiteboards, with overhead projectors, and with television sets and video players. Teachers also have access to tape players and CD players that can be used when needed to enhance a lesson with listening activities. Additionally, the several computer labs on campus provide students access to computers for assignments that require their use.

In addition, the English and the Humanities and Social Sciences Departments, the departments housed in the McDonald Building, are requesting funds to provide smart classroom capabilities for all of the classrooms. If funding is obtained this year, the goal to have all the classrooms equipped with smart classroom capability will be completed.

### **Program Strengths and Challenges**

Following are some strengths of the Foreign Language Program at DSC:

- a. The faculty is genuinely concerned that students have a positive experience in the language classroom. This is demonstrated by their preparations for class and their willingness to spend time helping students.
  
- b. The curriculum offers some variety to those students who desire to learn a language. Specifically, in addition to offering beginning level classes in five languages, intermediate level classes are offered in two languages (Spanish and ASL), and advanced level classes are offered in one (Spanish). Particularly, the curriculum is strong in Spanish since it offers students a wide variety of classes to meet their demands.

Following are some challenges for the Foreign Language Program at DSC:

- a. DSC has only one full-time foreign language faculty. Relying on adjunct teachers creates a challenge to ensure classes are covered with well prepared instructors. Turnover of instructors creates staffing challenges and makes it difficult to standardize rigor and quality and to control grade inflation.
  
- b. Expanding the language program will be impossible without full-time faculty because they add expertise and stability to a program.
  
- c. Providing tutoring help and other practical language use opportunities for language students is difficult. Having outside practice opportunities gives much needed help to students who want to develop skills.

## **Recommendations, Plans, and Improvements**

### **The following are suggestions to improve the foreign language program at DSC:**

To strengthen the foreign language offerings at Dixie State College is important to providing a balanced educational experience for students. This can be accomplished by implementing the following:

- a. Reduce class sizes to 15 to 20, the level recommended by the Association of Departments of Foreign Languages.
- b. Develop intermediate level classes when needed.
- c. Add appropriate 3000 level courses in Spanish to prepare for an eventual teaching degree. At this time conversational, grammar and composition, and introductory literature courses in Spanish should be added as soon as
- d. Hire additional full-time faculty to expand programs and ensure quality and rigor.
- e. Work to ensure that a current pool of qualified adjunct instructors is maintained and that classes are taught only when qualified teachers are available. Qualified adjunct faculty preferably will hold a Master's Degree in the discipline to be taught and have college level teaching or other appropriate teaching experience.
- f. Work with the tutoring center to ensure that qualified tutors are available and that sufficient tutoring hours are available.
- g. Work to develop a language lab.