

CURRICULUM PROPOSAL FORM  
 University-Wide Undergraduate Curriculum Committee  
 PROPOSAL FOR NEW SPECIALTY WITHIN EXISTING PROGRAM

UWUCC USE

Number 19, A  
 Action \_\_\_\_\_  
 Date \_\_\_\_\_

I. TITLE/AUTHOR OF PROPOSAL

PROGRAM TITLE: Foreign Languages and International Studies  
For Elementary Teaching (FLISET)

DEPARTMENTS: Spanish and Classical Languages  
Professional Studies in Education

CONTACT PERSONS: Dr. Eileen W. Glisan  
Spanish & Classical Languages

Dr. Mary Renck Jalongo  
Professional Studies in Education

II. APPROVALS

Jason Canary  
 Dept. Curriculum Committee

Jason Canary  
 Department Chairperson

Deborah D. Voel  
 Department Chairperson

John Burt  
Guth Shirey  
 College Curric. Committee

Mark Stasz  
 College Dean\*

\_\_\_\_\_  
 Provost

\*College Dean must consult with Provost before approving curriculum changes.

III. TIMETABLE

Date Submitted to UWUCC:  
 Semester/Year to be Implemented: Fall 1988  
 Year to be published in Catalog: 1989

IV. DESCRIPTION OF CURRICULUM CHANGE

1. New catalog description appears on page 6.

2. The FLISET program enables interested elementary education majors to: 1) acquire the proficiency level in language desirable for teaching; 2) obtain a global perspective from an international studies program; and 3) develop the teaching/learning strategies appropriate for foreign language learning by elementary-age students. This preparation results in a specialty which enables students to teach in bilingual or multilingual elementary programs where content teaching in the foreign language is the objective. Students with this background can expect to be sought after in the job market, as the numbers of teachers required nationwide by the rapid growth in elementary language/international studies programs is more than present teacher certification programs can provide. (See Introduction for a more detailed justification of the program.)

Credit Requirements:

Academic Specialty: Foreign Languages and International Studies for Elementary Teaching (FLISET)

Minimum Required Credit Package:\*

- SP 251-252 Intermediate I/II
- SP 290 Intensive Language for Elem. Teaching  
(Taken summer following sophomore year; 5 weeks)
- SP 221-222 Conversation III/IV
- SP 321-322 Adv. Conversation I/II
- SP 3

If students show proficiency, will they still need to take these? Is there a min 24-cr requirement?

Min summer abroad is 6 cr

GE 252 Geog of Latin America  
 PS 387 Latin Am. Political Systems  
 SP 303 Dev of Sp/Am Culture & Lit I  
 SP 304 " " " " " " II

\*The number the exit Int in each case

PROGRAM REQUIREMENTS ARE LISTED IN TERMS OF AN EXIT PROFICIENCY LEVEL, NOT A REQUIRED NUMBER OF CREDIT HOURS.

Exit Proficiency Requirement: Intermediate High on ACTFL/ETS Scale

Exit exam proficiency

Description of Intermediate High Proficiency:

"Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics. Can narrate and describe in present, past and future time with paragraph-length discourse most of the time. Able to converse in a participatory fashion and satisfy most requirements of school and work situations."

THE COURSES OF STUDY PROPOSED BELOW ARE VARIOUS MEANS BY WHICH THE DESIRED PROFICIENCY LEVEL CAN BE ATTAINED THROUGH CLASSROOM WORK. OUTSIDE EXPERIENCE WITH THE LANGUAGE (i.e., speaking with native speakers) MAY MEAN THAT FEWER COURSES NEED TO BE TAKEN.

I. Suggested Sequence of Language Courses for the Student With No Previous Experience With Spanish or French:

	FALL	SPRING
Freshman	SP 151 Elementary I (3 crs.)	SP 152 Elementary II (3 crs.)
Sophomore	SP 251 Intermediate I (3 crs.)	SP 252 Intermed. II (3 crs.)
Summer 1	TOTAL IMMERSION EXPERIENCE (6 weeks at IUP) SP 290 Intensive Spanish for Elementary Teaching (6 credits)	

\*After Summer 1, students will be given an oral proficiency interview in order to assess progress and to determine which courses would be most beneficial in enabling them to attain the exit proficiency level. If at this point, a student already attains the Intermediate High rating, s/he will be advised to take a few conversation courses in order to maintain and improve the level of proficiency.

Junior	SP 351 Adv. Lang. I (3 crs.) OR SP 221 Conversation III (2 crs.)	SP 352 Adv. Lang. II (3 crs.) OR SP 222 Convers. IV (2 crs.)
Summer 2	SUMMER ABROAD Suggested courses: Phonetics (3 crs.) Culture & Civilization (3 crs.) Conversation (1-3 crs.)	

Students w/ no previous experience will take 31-36 CR

SP 390 Teaching of Elementary Content Through the Spanish Language (3 crs.)

: Regular Semesters: 19-21
Summer 1: 6
Summer 2: 6-9 (Variable)

II. Suggested Sequence of Foreign Language Courses For Students With Intermediate Low Proficiency in Spanish or French:

Table with columns for FALL and SPRING. Rows include Freshman (SP 251, SP 252), Sophomore (SP 221, SP 222), Summer 1 (TOTAL IMMERSION EXPERIENCE), and Junior (SP 351, SP 352).

\*After Summer 1, students will be given an oral proficiency interview in order to assess progress and to determine which courses would be most beneficial in enabling them to attain the exit proficiency level.

Table for Junior level: SP 351 Adv. Lang. I (3 crs.) OR SP 321 Adv. Conver. I (1 cr.) vs SP 352 Adv. Lang. II (3 crs.) OR SP 322 Adv. Conver. II (1 cr)

Summer 2 SUMMER ABROAD Suggested courses: Phonetics (3 crs.), Culture & Civilization (3 crs.), Conversation (1-3 crs.)

Senior SP 390 Teaching of Elementary Content Through the Spanish Language (3 crs.)

CREDIT HOURS: Regular Semesters: 15-19
Summer 1: 6
Summer 2: 6-9 (Variable)

Students w/ intermediate level prof. will take: 27-34 CR

### III. Suggested Sequence of Foreign Language Courses for Certified Elementary Teachers:

Teachers will be accepted into Summer 1 Immersion provided that they enter with an Intermediate Low proficiency rating. They can attain this rating by completing coursework at IUP (summer prior to Summer Immersion 1) or at college/university closer to their home.

Summer 1 TOTAL IMMERSION EXPERIENCE (6 weeks at IUP)  
 SP 290 Intensive Spanish for Elementary Teaching (6 crs.)  
 SP 390 Teaching of Elementary Content Through the Spanish Language (3 crs.)

Why do students take this summer rather than after summer as in other options?

After Summer 1, students would be given individual oral proficiency interview in order to assess progress and to determine which courses would be most beneficial in enabling them to attain the exit proficiency level. If at this point, a student already attains the Intermediate High rating, s/he will be advised to take a few conversation courses in order to maintain and improve the level of proficiency.

Summer 2 SUMMER ABROAD  
 Suggested courses:  
 Phonetics (3 crs.)  
 Culture & Civilization (3 crs.)  
 Conversation (1-3 crs.)

CREDIT HOURS: Summer 1: 9 credits  
 Summer 2: 6-9 credits (variable)

V. LETTERS OF SUPPORT: See Appendix

### VI. PROPOSALS FOR NEW COURSES:

Attached are proposals for the following new courses:

- 1) SP 390 Teaching of Elementary Content Through the Spanish Language (3 crs.)
- 2) SP 290 Intensive Spanish for Elementary Teaching (6 crs.)
- 3) ~~PS Latin America Today (3 crs.)~~ Not included

## IV. DESCRIPTION OF CURRICULUM CHANGE

## 1. CATALOG DESCRIPTION

Foreign Languages and International Studies for Elementary Teaching

Elementary Education majors may develop an academic specialty in Spanish and International Studies, which will prepare them to teach in elementary programs where content teaching in the foreign language is the objective. To complete this specialty area, students must: (1) attain a minimum level of Intermediate High speaking proficiency in the target language on the ACTFL/ETS scale; (2) successfully complete SP 290: Intensive Spanish for Elementary Teaching (5-week course taken summer following sophomore year); and (3) successfully complete a summer study/internship abroad in Jalapa, Mexico (6-8 weeks during summer following junior year). Students may complete their student teaching experience in a bilingual or multilingual elementary classroom. The minimum required credits are:

- 6 SP 251-252 Intermediate I/II
  - 6 SP 290 Intensive Language for Elem. Teaching  
(Taken summer following sophomore year; 5 weeks)
  - 4 SP 221-222 Conversation III/IV
  - 2 SP 321-322 Adv. Conversation I/II
  - 3 SP 390 Teaching of Elementary Content Through  
the Spanish Language
  
  - 3 PS Latin America Today (Synthesis Course)
- 24 + Summer 2 abroad (summer following junior year; 6-8 weeks)

\*While the total number of credits required in the foreign language in order to attain the desired proficiency level will vary from student to student depending on the entry level of proficiency, most students can expect to complete between 16 and 25 credits.

Students interested in the program should contact the Coordinator of the FLISET program in the Department of Spanish and Classical Languages.

Curriculum Proposal  
FOREIGN LANGUAGES AND INTERNATIONAL STUDIES  
FOR ELEMENTARY TEACHING  
Introduction

Recent world events and increased global awareness have emphasized the need for a citizenry competent in foreign languages. So vital is this need that the Education for Economic Security Act (EESA) has identified foreign language skill as being critical to the security and economic and scientific needs of our nation. This growing national importance of foreign language expertise has revitalized an interest in foreign language education and international studies.

Current research into the language acquisition process has suggested that the attainment of a workable level of language proficiency takes a lifetime of exposure to the language--two or three years of high school study is not adequate (Liskin-Gasparro 1982). This finding, among others in language acquisition theory, has sparked a resurgence of interest in developing language programs in the elementary school. Accordingly, many school districts are expanding or establishing foreign language programs with a strong international studies component in their elementary schools (Met 1987). Some of these programs rely upon a traditional Foreign Language in Elementary Schools (FLES) model. The traditional model involves several short periods of language instruction per week. A recent innovation in elementary foreign language instruction is the immersion or partial immersion model, in which students spend part of the day learning elementary content by means of the foreign language (ex., doing mathematics problems or science experiments in Spanish, French, or German). The city of Pittsburgh, for example, uses several variations of immersion in the foreign language Magnet Schools, the number of which is being increased.

The number of teachers with foreign language proficiency required nationwide by the rapid growth in elementary language/international studies programs is currently more than the Teacher Education Programs can provide. This poses a serious threat to the present and future status of such programs. Indeed many schools, such as the city of Pittsburgh Magnet Schools, have even begun to offer a hiring bonus for beginning teachers with a background in foreign languages in an effort to attract more teachers with expertise in this area.

In response to this critical need for elementary teachers with expertise in language and international studies, the U.S. Department of Education granted \$68,000 to Indiana University of Pennsylvania in the Spring of 1987 to develop an intensive language/international studies program for its interested undergraduate elementary education majors. The two-year program,

which is presently in its second-year phase, was developed in order to enable interested elementary majors to: 1) acquire the proficiency level in language (Spanish or French) desirable for teaching; 2) obtain a global perspective from an international studies program; and 3) develop the teaching/learning strategies appropriate for foreign language learning by elementary-age students. This preparation results in a concentration which enables elementary education majors to teach in bilingual or multilingual programs where content teaching in the foreign language is the objective.

The "FLISET" program consists of a two-summer intensive language and international studies experience designed to enable students to acquire "Intermediate High" proficiency in Spanish or French (on the ACTFL/ETS scale). In addition, the FLISET program is designed to expand students' global awareness and promote intercultural understanding. Summer study has the advantage of providing an opportunity for intensive language learning, and it resolves scheduling problems of fitting a concentration of this kind into an already full program of studies. Government funding subsidized the development of the two-summer program of studies, instructional coordination, and curriculum materials (see Appendix). One major project outcome was the design of a new academic specialty to be proposed as a regular university offering for undergraduate elementary education majors. (A chart indicating the various stages of FLISET appears on pages 7 and 8.)

#### SUMMARY OF SUMMER ONE 1987:

Candidates for the program were selected from the pool of elementary education majors who had had some experience with French or Spanish and whose oral proficiency was rated at least as Novice-High on the ACTFL/ETS rating scale. Most of these undergraduate students had taken nine to twelve credits in foreign language at the University. Returning teachers also had to demonstrate the same level of proficiency in order to be accepted. This minimum level of language skill was required so that the goal of Intermediate-High proficiency could realistically be attained by the end of Summer Two.

Eleven students were accepted into the Spanish program (three of whom were returning teachers) and two into French.

#### Language Goals

The language goals set for Summer One are based upon proficiency descriptions as developed by the American Council on the Teaching of Foreign Languages (ACTFL). In general, it was expected that students would be able to develop skills at the intermediate level of proficiency, specifically:



Listening: Intermediate High

\*Able to understand main ideas and many details of connected discourse pertaining to everyday topics, face-to-face conversations, and factual material.

\*Able to understand main ideas and some detail of abstract topics in familiar contexts.

\*Able to detect mood of message and attitudes/feelings of speakers.

\*Able to understand descriptions and narrations of factual material and nontechnical prose.

Reading: Intermediate High

\*Able to understand main ideas and many details of factual narrations and descriptions and nontechnical prose.

\*Able to understand abstract topics in familiar contexts.

Speaking: Intermediate Mid

\*Able to create with the language beyond use of memorized material.

\*Able to talk simply about self and family.

\*Able to ask and answer questions and participate in simple conversations on topics beyond the most immediate needs: e.g., personal history and leisure-time activities.

\*Able to get into, through, and out of a simple survival situation.

Writing: Intermediate Low

\*Able to list, identify, label.

\*Able to fill in forms with simple biographical information.

\*Able to write short messages, paragraphs, notes/letters, short compositions.

Language Immersion Model

The language immersion experience of Summer One was designed as a five-week program (8 credits) which allowed maximum opportunities for language immersion. Students received 135 hours of "classroom" contact with the target language, French or Spanish, over the five-week period, plus an additional 50-60

hours outside of class. The immersion model, as designed by Dr. Eileen Glisan, Assistant Professor in the Department of Spanish and Classical Languages, consisted of three components:

1) Functional Presentation and Practice of New Language

Elements: 8:00-9:30 a.m. 1:30-3:00 p.m.

With the assistance of the language coordinator, experienced University faculty taught the sessions, assisted by native-speaker students. These language sessions featured:

- a) extensive listening, speaking, and reading practice with professors and native speaker facilitators;
- b) practice of grammar and vocabulary through proficiency-based oral activities;
- c) ample opportunities to internalize meaning;
- d) small-group activities, paired interviews, role plays;
- e) exposure to authentic oral and written materials;
- f) use of tapes/videotapes/computers in and out of class;
- g) discussions of Hispanic culture;
- h) familiarization with language pertinent to the elementary school level.

This experience also enabled faculty within the language departments to teach collaboratively, thus providing an opportunity which they do not have during the typical academic year.

2) A Conversation Session to Practice and Reinforce New

Material: 3:30-4:30 p.m.

A University professor served as the language facilitator for these sessions and built upon the language work done earlier in the day by means of discussions, debates, situations/role plays, and viewing of films and videotapes.

3) Language Sessions/Excursions With Native-Speaker

Student Facilitators:

The immersion experience was continued throughout lunch and for two hours each evening. Native speakers accompanied the students on "real-life" language tasks, such as describing people/things on campus, going shopping, etc., as well as assisting them with homework assignments.

Role of Native-Speaker Facilitators

The assistance of several native-speaker students who were on campus provided valuable interactive experience for the students. Their role was to (1) assist the professors in class by working with small groups of students; (2) prepare vocabulary modules for use in the elementary classroom; (3) converse with students over lunch; (4) accompany students on target-language excursions and help with target-language tasks in the evening;

and (5) help students with homework and computer work in the evening. This component of the program provided a valuable means for students to interact with speakers from the target culture and acquire cultural understanding which is not offered through textbook instruction alone.

Acquisition of Elementary-School Vocabulary in the Target Language

A unique element of the immersion program was the opportunity to acquire vocabulary which reflects the content areas of the elementary curriculum, and which is not presented in a regular undergraduate language skills course. Examples of the vocabulary units incorporated into the daily immersion activities were:

- (1) common plants, trees, flowers
- (2) nutrition, food groups
- (3) animal kingdom
- (4) geometric shapes
- (5) basic mathematic functions
- (6) geography and nature
- (7) transportation systems
- (8) physical education
- (9) health and safety
- (10) art and music
- (11) storytelling
- (12) game playing

Since students were being prepared to teach in an immersion classroom, this component of the program was essential in giving them the necessary vocabulary which they would need to integrate language and content. The complete immersion schedule as developed by Dr. Glisan appears in the Appendix.

International Studies Program

Throughout the five-week immersion program, students spent six hours per week taking an international studies seminar (Hispanic World/Francophone World). The course was team taught by a geographer and a political scientist (Dr. Ruth Shirey and Drs. Edward Chaszar) and included the geography and political issues of the target-language areas of the world. Much of the content was reinforced in the language component, particularly during the native speaker sessions. The next group of students coming into the FLISET program will take this course during the regular academic year, so that the immersion program can remain intact.

Teaching Elementary Content in the Foreign Language

For one week following the language immersion program, students spent 30 hours acquiring strategies for teaching language and content in the elementary classroom. The grant paid for two national experts in this area to deliver the course during the summer: Dr. Miriam Met (Montgomery County Public Schools, MD) and Dr. Helena Anderson Curtain (Milwaukee Public Schools). This course, however, will be team-taught by faculty from the Spanish and Professional Studies in Education Departments during the semester prior to student teaching so that students enter the course with greater breadth of linguistic knowledge and pedagogical awareness.

Evaluation of Summer One

The language goals for listening, reading, and writing were achieved, as based upon departmental evaluations administered at the end of the program. Speaking proficiency was evaluated through the use of the Oral Proficiency Interview which was given at the beginning and at the end of the program. All students scored in the Intermediate range or above (two students were in the Advanced-Advanced Plus range) and all progressed one or two steps from their entry level.

Students completed evaluation forms by which they assessed the various components of the first summer's program. Students were highly satisfied (82-91%) with the opportunities for listening and speaking without anxiety, for learning about the culture, and for being motivated to continue their language study. They were also in strong agreement with statements concerning the challenge level of the course, the outside class opportunities, the individual attention, and the newer techniques such as Total Physical Response activities and computer software. A summary of results and a copy of the form appears in the Appendix.

In response to students' comments, Summer One in the cycle will become complete five-week language immersion. Thus the International Studies and Methods courses will be moved to the regular academic year, with the credits being paid for in the normal tuition package.

SUMMER TWO AND BEYOND:

During the second summer of the FLISET program, Summer 1988, students will spend eight weeks abroad in Jalapa, Mexico, or Nancy, France. In addition to taking language courses (six to nine credits) at the Universities in those cities, they will do a three-week internship at an elementary school, where they will observe, assist the teacher, work with students, and develop

teaching materials which they will bring back for use in their own classrooms. The one-credit internship (ED 493) has been developed and will be supervised by Dr. Mary Renck Jalongo from the Department of Professional Studies in Education (the course design appears in the Appendix). The language goal for the end of Summer Two is Intermediate High speaking proficiency, and students will be given the Oral Proficiency Interview upon return to campus.

*of some other qualified faculty*

During their senior year, students will be assigned to an immersion or FLES school to complete their students teaching assignments. The University has cooperative programs with immersion schools in Pittsburgh, several areas in the American Southwest and in Latin America.

CONTINUATION OF FLISET:

The model is presently being proposed for acceptance as a regular concentration area. The FLISET design provides an innovative program which responds to today's need for qualified elementary-school language teachers and, further, will serve as a model for other universities to replicate.

The two summer programs would be offered on an alternating basis. Grant funding supported the design and offering of the FLISET program for two languages, Spanish and French. The attached proposal, however, seeks to establish the academic specialty area in Spanish only, in an attempt to develop the program fully in one language before adding a second. We plan to offer the full two-phase program in Spanish over the 1988-90 academic years, which will provide the opportunity to strengthen the model design, advertise FLISET extensively, and build up a pool of participants. At the end of academic year 1990, we plan to propose adding the French area to the program. At that time, only two new courses would need to be developed: FR 290 Intensive French for Elementary Teaching (6 crs.) and a political science synthesis course. The SP 390 course, Teaching of Elementary Content Through the Spanish Language, could also be utilized for the French students.

In summary, below is a chart indicating the various stages of development of FLISET from 1986 to 1990:

**FUNDING YEARS 1986-88: FLISET (SPANISH & FRENCH)**

**PHASE I 1986-87**

**PHASE II 1987-88**

Funding received  
Students recruited

Summer 2 program abroad designed  
Proposals for FLISET and new

Summer 1 program designed  
 Summer 1 program conducted:  
 5-week language immersion  
 in Spanish & French  
 Methods component  
 Geography course

courses submitted to UWUCC  
 Summer 2 study/internship abroad  
 held in Jalapa, Mexico and  
 Nancy, France (8 weeks)  
 Fall 1988: student teaching in  
 immersion schools

-----  
 TEST YEARS 1988-90: FLISET (SPANISH)

PHASE I 1988-89

PHASE II 1989-90

Students recruited  
 Summer 1 program conducted:  
 5-week language immersion  
 in Spanish

Summer 2 program abroad prepared  
 Summer 2 study/internship abroad  
 held in Jalapa, Mexico  
 Fall 1990: student teaching in  
 immersion schools

-----  
 COMPLETE DEVELOPMENT OF FLISET PROGRAM: 1990 & BEYOND  
 (SPANISH & FRENCH)

PHASE I 1990-91

PHASE II 1991-92

Students recruited  
 Summer 1 program conducted:  
 5-week language immersion  
 in Spanish & French

Summer 2 program abroad prepared  
 Summer 2 study/internship abroad  
 held in Jalapa, Mexico, and  
 Nancy, France  
 Fall 1992: student teaching in  
 immersion schools

FLISET WOULD THEN CONTINUE OFFERING SPECIALTY AREAS IN BOTH  
 SPANISH AND FRENCH. SUMMERS ONE AND TWO WOULD CONTINUE TO  
 ALTERNATE.

-----

April 8, 1988

Subject: FLISET Proposal

To: Dr. Eileen Glisan  
Spanish & Classical Languages

From: John W. Butzow, Acting Dean  
College of Education



I am pleased to provide this memorandum of endorsement for the proposal you are sending through on the Foreign Languages component of the Elementary Education/Modern Foreign Language program. As you know, I have been involved in this process from the beginning as a co-author with June Phillips of the proposal funded by the U.S. Department of Education which resulted in the curriculum development activities that have occurred over the last two years. I think the program that you are presenting is well developed and balanced and it provides a very needed opportunity for emphasis in modern foreign languages for selected students in teacher education at the elementary education level. It is my personal belief that, unless we move much more aggressively into the arena of modern foreign languages in the elementary school, our nation's schools will continue to lag behind those of other nations, where a second language is commonly taught to everybody regardless of their academic future. I want to thank you for the many hours of effort that you put into the development of this program and wish you well with it.

JB:keg

cc: Dr. Mary Jalongo  
Dr. Edwina Vold

May 4, 1988

SUBJECT: FLISET Proposal

TO: John Butzow  
Associate DeanFROM: Edwina B. Vold  
Chairperson

The Department of Professional Studies has had an opportunity to review the entire FLISET Program document prepared by Drs. Glisan and Jalongo. At the faculty meeting on Tuesday, May 3rd, the department discussed the program. Following the ballot vote, the FLISET Program was approved by the overwhelming majority of the faculty.

ran

xc: Dr. Carranza ✓  
Dr. Drescher  
Dr. Glisan