

The Journal of Communication & Education

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magazine



**SOWING BILINGUAL SUCCESS**  
**SPANISH MATERIALS GUIDE**  
**COLORFUL SPEECH**  
**2011 POLICY RECOMMENDATIONS**

# Changes to AP Spanish Literature and Culture, Latin

**Significant changes to the College Board's Advanced Placement (AP) Spanish Literature and Culture, and AP Latin programs will take effect in the 2012-13 academic year.**

One major goal of the course redesign was to shift the instructional emphasis from breadth to depth of coverage in an attempt to help teachers cultivate in students a deep understanding of content and contexts. Another goal was to include clearly articulated learning objectives that will help teachers align their curricula with best practices in college teaching and learning in the 21st century.

"AP continues to be the gold standard in American education and the leading program offering high school students the rigor of college-level course work," said College Board president Gaston Caperton. "These revisions reflect the high standards that educators at the secondary and postsecondary levels have come to expect from AP."

## Spanish Literature and Culture

"The revised AP Spanish Literature and Culture course reflects the best thinking in the field," said Sheri Spaine Long, professor of Spanish at the University of Alabama at Birmingham and editor-in-chief of *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese.

The prior course reading list of 56 works of prose, poetry and

drama has been cut to 38 linguistically and thematically challenging readings. These readings represent the many voices and cultures written in Spanish, from Spain, Latin America and the U.S. The shortened reading list gives teachers the time they need to promote students' depth of understanding and contextual knowledge — as well as to incorporate art and other media into their curriculum.

Course revisions in AP Spanish Literature and Culture will continue to provide students with opportunities to develop proficiency in Spanish across a full range of skills, with emphases on critical reading and analytical writing. In addition, said Long, the revised course "broadens the approach to studying literature by focusing on literature as a vehicle for understanding culture and language through key texts of the Spanish-speaking world."

## Latin

**The revised AP Latin course integrates the two previous courses** — one of which focused exclusively on prose, the other on poetry — into a single course that now focuses on the works of Virgil and Caesar. The course requires students to read and translate poetry and prose, analyze literary texts in written argument, and practice sight reading.

The revised course objectives will help teachers set expectations for students in relating Latin texts to Roman historical, cultural and literary contexts. The objectives are organized into broad categories that include reading and comprehension, translation, contextualization, and analysis of texts.

Comprehensive details about changes to AP world language courses and exams can be found online at <http://advancesinap.collegeboard.org>.

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## CIA Chief Urges Language Mandate

**Last month, CIA Director Leon Panetta, U.S. Secretary of Education Arne Duncan and more than 300 foreign language educators gathered at the CIA Foreign Language Summit at the University of Maryland University College conference center.**

"If we are truly interested in having America succeed in the future, with regards to foreign language training, then I believe that the U.S. should require language study beginning at a younger age," Panetta said, drawing applause.

Panetta said K-12 educators need to focus on not just the three R's of reading, writing and arithmetic but a fourth "R."

"And that 'R' stands for reality, the reality of the world that we live in," Panetta said. "This country cannot simply expect the rest of the world to speak English. We must be multilingual."

"It is vital to our economic interests," Panetta added. "It is vital to our diplomacy. It is vital to our national security to use the language of the people that we engage throughout the world. And, finally," he said, "we need to get back to mandating language training as a requirement for graduating from college."

U.S. Secretary of Education Arne Duncan cited statistics that show foreign language instruction in the United States is generally on the decline and that universities are not producing enough foreign language instructors or students with degrees in a foreign language.

"Right now, too many colleges and universities are starting to scale back language programs or eliminate them altogether," Duncan said. "And even those where the language programs remain intact, the priority is often put in the wrong place."

## Texas Curriculum 'Violates' Civil Rights

**The Texas chapters of the National Association for the Advancement of Colored People (NAACP) and the League of United Latin American Citizens (LULAC) have issued a complaint against the state's education policy with the U.S. Department of Education's Office of Civil Rights. The organizations allege that the Texas Education Agency (TEA) and its State Board of Education (SBOE) have "violated or will violate" Title VI of the US Civil Rights Act in both the recent, controversial changes to the state's social studies curriculum and state policies as they relate to minorities students in general.**

Signed by Texas NAACP president Gary Bledsoe and director of Texas LULAC Joey D. Cardenas, the letter asks the federal agency to perform a "compliance review" of the state's educational structures as they relate to minority students. The request argues that Texas' changes to its curriculum "negatively impact all students but [do] disparately greater harm to minority students." SBOE members Mavis Knight and Lawrence Allen have also signed on, expressing their support for the complaint against the Board.

The changes to the curriculum, passed amidst much contention by the conservative-dominated Board, downplay the contri-

butions of Thomas Jefferson, the separation of church and state, and the letter argues that they misrepresent the Civil Rights Movement and generally disregard the struggle of minorities throughout American history, in order "to omit teaching controversial lessons on racial violence."

The complaint further contends "that the SBOE curriculum changes were made with the intention to discriminate, and that the SBOE curriculum and other areas raised in this complaint were either the result of unnecessary policies that have a disparate or stigmatizing impact on African-Americans and Latinos, or reflect disparate treatment or neglect." Also quoted is University of Texas professor of history Juliet E.K. Walker, who argues that "it is unconscionable that a limited number of people have seized a virtual irrefutable power to dictate what information should be included or excluded in the social sciences, particularly the historic past."

In response, SBOE member David Bradley told the Houston Chronicle that the alterations had increased the inclusions of minorities in the curriculum, and that "these activists are never satisfied, and their whining to the federal government is silly and without merit." ❧



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## Funding Opportunities for Language-Related Fields

### United States-Japan Foundation: Elgin Heinz Outstanding Teacher Award

#### The Elgin Heinz Outstanding Teacher Award recognizes

exceptional teachers who further mutual understanding between Americans and Japanese. The award is presented annually to two pre-college teachers in two categories, humanities and Japanese language.

**Maximum Award:** \$7,500 (\$2,500 monetary award, \$5,000 in project funds).

**Eligibility:** Current full-time K-12 classroom teachers of any relevant subject in the United States who have been teaching for at least five years.

**Deadline:** February 1, 2011.

<http://www.us-jf.org/elginHeinz.html>

### Horace Mann: Scholarship Program for Educators

The Horace Mann Companies is offering scholarships for public and private school educators to take college courses.

**Maximum Award:** \$5,000.

**Eligibility:** Full-time K-12 teachers, librarians, or teacher's aides. At time of application and award of scholarship, entrants must have at least two years K-12 teaching experience and work at least 30 hours a week at a U.S. public or private school. Residents of Kentucky, Mississippi, New Jersey, New York, and Hawaii are not eligible.

**Deadline:** March 1, 2011

<https://www.horacemann.com/teacher-lounge/educator-scholarship-opportunities/how-to-apply.aspx>

### Pathways Within Roads to Reading Initiative

The Pathways Within Roads to Reading Initiative donates books to literacy programs in small and rural low-income communities.

**Maximum Award:** 200 books appropriate for readers age 0 to young adult; English only.

**Eligibility:** 501(c)3 organizations that run school, after-school, summer, community, day-care, and library reading and literacy programs; must have an annual operating budget of less than \$95,000 (schools and libraries are exempt from this budget requirement) be located in an underserved community with a population of less than 50,000.

**Deadline:** March 30, 2011

[http://www.pwirtr.org/annual\\_donation\\_prog.html](http://www.pwirtr.org/annual_donation_prog.html)

### ING: Unsung Heroes Awards

The ING Unsung Heroes awards program recognizes innovative and progressive thinking in education through monetary awards.

**Maximum Award:** \$25,000.

**Eligibility:** Full-time educators, teachers, principals, paraprofessionals, or classified staff members with effective projects that improve student learning at an accredited K-12 public or private school.

**Deadline:** April 30, 2011

<http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

### Brown Rudnick Center for the Public Interest: Insight/Foresight Grants

Brown Rudnick will fund specific, one-time future education-related needs or ideas that promise to improve inner-city education within one year of the grant award in one of the cities eligible for foundation grants.

**Maximum Award:** \$2,000.

**Eligibility:** small, concrete projects that will improve inner-city education in Boston, Hartford, Providence, New York, or Washington, D.C. within the coming year.

**Deadline:** N/A

<http://www.brownrudnickcenter.com/foundation/communitygrant.asp>

### Comcast Grants for Diversity-Oriented Programs

The Comcast Foundation is awarding grants to maximize the impact of community investments so they yield tangible, measurable benefits to the neighborhoods Comcast serves and the people who live there. The Foundation's primary focus is in funding diversity-oriented programs that address literacy, volunteerism, and youth leadership development.

**Maximum Award:** \$500,000.

**Eligibility:** 501(c)3 organizations operating within communities that Comcast serves.

**Deadline:** N/A.

<http://www.comcast.com/foundation>

### Grants for Early Literary Professionals

RA & RR Reading Conference Grants are available to help fund expenses for selected early literacy professionals attending International Reading Association or Reading Recovery conferences.

**Maximum Award:** \$200

**Eligibility:** Early literacy professionals (grades K-3).

**Deadline:** N/A

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# The First Annual Santillana National Spanish Spelling Bee



July 9, 2011

The National Hispanic Cultural Center  
Albuquerque, New Mexico



## Plan to Attend!



The New Mexico Association for Bilingual Education (NMABE), along with the Alliance for Multilingual Multicultural Education (AMME) and on behalf of Spelling Bee Sponsors invite you to an historic occasion, the First Annual Santillana National Spanish Spelling Bee Competition

**“This is a milestone for students participating in bilingual and dual language programs and for the Spanish language.”**  
**David R. Briseño, NMABE Executive Director and National Bee Chair**

Links to contestant rules and application forms are available online at [LanguageMagazine.com](http://LanguageMagazine.com)





# The World as We Speak

## Spanish ‘Future Lies in North America’

### Last month, New York State Senator

José Peralta honored the president of the North American Academy of the Spanish Language (ANLE per its Spanish acronym), Gerardo Piña-Rosales, during a celebration at the fourth annual Latino/Hispanic Book Fair in the Borough of Queens, New York.

The presentation took place during the three-day literary event where participating writers represented Argentina, Bolivia, Chile, Cuba, Ecuador, El Salvador, Mexico, Peru, Puerto Rico, the Dominican Republic and the U.S.

Senator Peralta said that the objective of this year’s book fair is “to support all U.S. Hispanic artists and authors and have their talents valued and known in the community.”

Piña-Rosales recalled the difficulties the Academy encountered, located in a non-Spanish language origin country, to become a member of the Association of Academies of the Spanish Language. “Today, however, our Academy represents the second largest Spanish speaking community in the world, surpassed only by Mexico.”

“The Spanish Royal Academy is well aware that the future of the Spanish language lies in North America, specifically in the United States, a country that makes up 10 percent of the 450 million Spanish speakers on the planet.” Moreover, says Piña-Rosales, for the Academy to be able to continue its pathway in this vast country, it needs not only financial support from Hispanic entities in the U.S., but also from the Spanish government.

During the three-day event, Piña-Rosales and other members of the Academy presented the book *Hablando Bien se Entiende la Gente*, a Spanish language reference book with more than 300 Spanish idiomatic expressions compiled by ANLE members

and published by Santillana USA. With a witty, helpful tone, it is aimed at the U.S. Hispanic community. Luis Alberto Ambroggio, a member of ANLE, presented an anthology published by the Academy, *Al pie de la Casa Blanca. Poetas Hispanos de Washington DC* (Near the White House: Hispanic Poets of Washington, DC), which he co-edited and co-authored. The anthology, a collection of 24 distinguished Spanish language poets, resorts to the poetic genre to convey, in Spanish, idealism, protest and testimony faithful to the Castilian traditions of the Golden Age in their endeavor to write poetry in difficult times. It echoes the statement of Teresa de Ávila: ‘Life would not be bearable without poetry.’

## Spanish Lessons by Army for Lebanese

Last month, the Spanish Minister of Defense, Carme Chacón, signed an agreement with the Instituto Cervantes to provide Spanish language training for the local Lebanese population near its “Miguel de Cervantes” base in southern Lebanon.

More than a thousand Lebanese students have benefitted from the free classes provided by military volunteers integrated with the United Nations peacekeeping force.



# Chinese Challenges English Online and Off

China gained 36 million additional internet users last year meaning there are now over 440 million internet users in the country. English has long been the most widely used language on the internet but with Chinese Internet growth rising at this rate, it could be less than five years before Chinese becomes the most popular language on the internet.

The infographic chart, courtesy of Nextweb, has provided the numbers and percentages of the top ten languages that dominate the internet.

The Chinese government has reacted to this emerging trend with an appropriate piece of legislation called "The National Common Language Law of the PRC" that seeks to preserve the integrity of Han language in all forms of media, digital and otherwise.

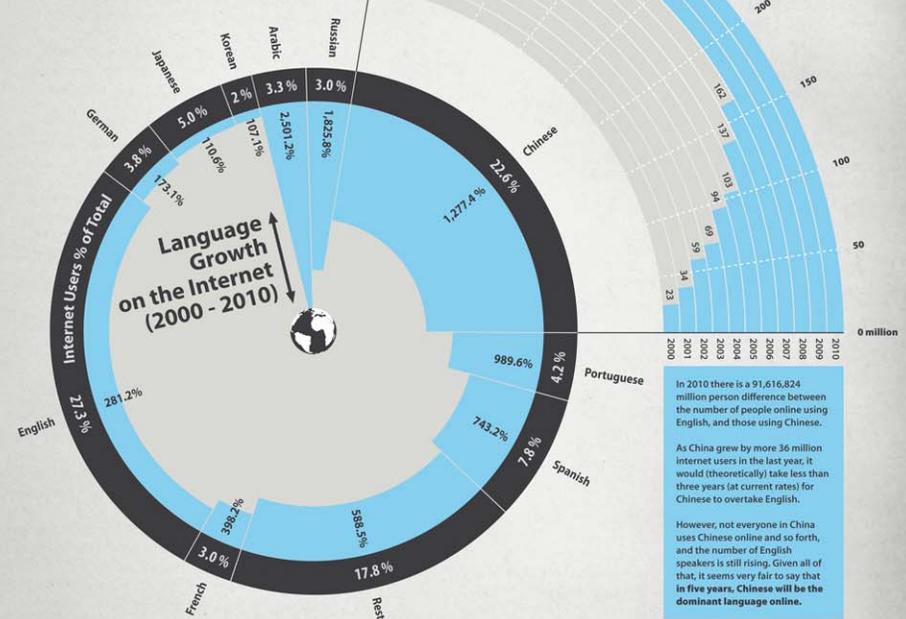
And Chinese newspapers, books and web-sites will no longer be allowed to use English words and phrases, the country's publishing body has announced, saying the "purity" of the Chinese language is in peril.

The General Administration of Press and Publication, which announced the new rule last month, said the increasing use of English words and abbreviations in Chinese texts had caused confusion and was a means of "abusing the language." Such practices "severely damaged the standard and purity of the Chinese language and disrupted the harmonious and healthy language and cultural environment, causing negative social impacts," the body said on its web site.

"It is banned to mix at will foreign language phrases such as English words or abbreviations [in] Chinese publications, creating words of vague meaning that are not exactly Chinese or of any foreign language," it said.

"Publishing houses and the media must further strengthen the reg-

## Chinese: The New Dominant Language of the Internet



In 2010 there is a 91,616,824 million person difference between the number of people online using English, and those using Chinese.

As China grew by more 36 million internet users in the last year, it would (theoretically) take less than three years (at current rates) for Chinese to overtake English.

However, not everyone in China uses Chinese online and so forth, and the number of English speakers is still rising. Given all of that, it seems very fair to say that in five years, Chinese will be the dominant language online.

### World Online Language Breakdown (2010):

Top 10 Languages on the Internet	Internet Users by Language	Internet Penetration by Language
1 English	536,564,837	42.0 %
2 Chinese	444,948,013	32.6 %
3 Spanish	153,309,074	36.5 %
4 Japanese	99,143,700	78.2 %
5 Portuguese	82,548,200	33.0 %
6 German	75,158,584	78.6 %
7 Arabic	65,365,400	18.8 %
8 French	59,779,525	17.2 %
9 Russian	59,700,000	42.8 %
10 Korean	39,440,000	55.2 %
<b>Top 10 Languages</b>	<b>1,615,957,333</b>	<b>36.4 %</b>
Rest of the Languages	350,557,483	14.6 %
<b>World Total</b>	<b>1,966,514,816</b>	<b>28.7 %</b>

**English - Chinese 91,616,824 difference**

Total market penetration for the internet in English speaking countries is higher than in China. This gives these countries (and their language) much less room to grow, apart from natural population growth and immigration.

This contrasts with China, which has relatively low penetration, and thus much room to expand quickly. **Chinese is already number two, and it will become number one shortly.**

Sources:  
<http://www.internetworldstats.com/stats7.htm>  
<http://www.internetworldstats.com/asia/cn.htm>



Infographic Design: Michael Paukner, substudio.com

ulated use of foreign languages and respect the structure, glossary and grammar of the Chinese and foreign languages."

Companies that violate the regulation will face "administrative punishment" although English terms can be used "if necessary" as long as they are followed by a direct translation in Chinese.

Despite the growth of Chinese on the web, English may still remain in first place if internet use in India surges as is expected.

## Belgian Linguistic Crisis Continues

**Divided Belgium is heading into political and economic** chaos after leaders of its Flemish and French-speaking communities were unable to come to an agreement to form a coalition government.

After almost seven months of failed negotiations, the latest attempt to work out a deal was rejected by Flemish separatists.

The failure to bridge the widening gulf between leaders of Dutch-speaking Flanders and French-speaking Wallonia prompted Johan Vande Lanotte, appointed by King Albert II to find enough common ground to set up a workable coalition, to tender his resignation.

"You can take a horse to water but you can't force it to drink," he said. "There is not sufficient willingness to negotiate."

"One day, the political leaders will have to take this step in the interests of the country's prosperity," said Vande Lanotte, who was

appointed in October following a June general election that failed to produce an outright winner.

With debt hovering just below the 100 percent mark of GDP, ratings agencies and the nation's central bank have warned of a potential threat from financial markets if feuding politicians fail to strike a deal any time soon.

Vande Lanotte's proposal offered to reform the state to offer the communities more autonomy in line with demands from the powerful independence-minded New Flemish Alliance (N-VA). But the N-VA, which won the most votes at last year's elections, said it had "fundamental remarks", or objections, on the text.

The N-VA, which represents the once rurally-poor but now wealthier 6.2 million Dutch speakers, complains of subsidizing the 4.5 million francophones.

### Best Acting in Spanish?

**As we went to press, the word in**

Hollywood was that Javier Bardem was becoming the favorite to win this year's Oscar for Best Actor thanks to his hauntingly brilliant performance in the Spanish language *Biutiful*. In 2006, Penélope Cruz became the first Spanish actor/actress to be nominated for a Spanish-language film for her role in *Volver* but to date no male actor has been nominated for a leading role in Spanish.

Among his A-list colleagues lending their support to the actor's award campaign are Sean Penn, Ben Affleck (who said that Bardem "is on another level from the rest of us,") and Ryan Gosling who is openly campaigning for a Bardem Oscar nomination.

Julia Roberts has also joined the fray, saying bluntly that if a performance as remarkable as Bardem's gets overlooked, then the industry is "f-ed."

"He's so raw and completely open to sharing every emotion this character has. I think it's unexpected for a man to expose himself so deeply. And it's incredibly agonizing in its subtleties. I just have a great appreciation for what he went through to show us all this. I know it had to hurt," Roberts told *Entertainment Weekly* during a screening of the film Roberts hosted.

## New Linguistic Usage Tool

**Researchers have created a powerful**

new approach to scholarship, using approximately four percent of all books ever published as a digital "fossil record" of human culture. By tracking the frequency with which words appear in books in different languages over time, scholars can now precisely quantify a wide variety of cultural and historical trends.

The team, comprising researchers from Harvard, Google, Encyclopaedia Britannica, and the American Heritage Dictionary, has already used their approach — dubbed "culturalomics," by analogy with genomics — to gain insight into topics as diverse as humanity's collective memory, the adoption of technology, the dynamics of fame, and the effects of censorship and propaganda.

The collaboration between Google and Harvard University has also created the Ngram Viewer (<http://ngrams.googlelabs.com/>), a service that analyzes how often certain terms have appeared in millions of books over a specific time range. When you enter phrases into the Ngram Viewer, it displays a graph showing how those phrases have occurred in a corpus of books (e.g., "English Fiction," "Spanish," "French") over the selected years. Since Ngram Viewer uses Google Books as a search database, results are limited to about five million books, or about four percent ever published. Still, the archive features a sampling of different languages, including Chinese, German, Russian, French, Spanish, and English.

With the tool, you can search the popularity of up to five different words or phrases that have appeared since 1800 via a table charting each term's growth or decline.

"Interest in computational approaches to the humanities and social sciences dates to the 1950s," says co-author Jean-Baptiste Michel, a postdoctoral researcher based in Harvard's Department of Psychology and Program for Evolutionary Dynamics. "But attempts to introduce quantitative methods into the study of culture have been hampered by the lack of suitable data."

### Turkish Army Concerned by Kurdish Growth

**The Turkish army, which considers** itself the guardian of the constitution, last month expressed "grave concern" about the spread of Kurdish.

"There are intense efforts to take recent public debates over 'our language' to a point that could radically change the foundation philosophy of our republic," it said in a statement. "History is full of bitter examples of the consequences of a nation without a unified language."

Particularly provocative to mainstream Turks is the use of Kurdish in official settings. **IX**

# How Can We Improve our Linguistic or Literacy Skills?



Every January, *Language Magazine* asks experts in our field to share their opinions on

## Three Ideas to Improve Linguistic Skills

For a year, the local National Public Radio station located at the University of Michigan has been asking people around the state to offer three ideas for making Michigan a better place and improving its future. Taking a cue from that fascinating project, I want to offer three things I'd like to see happen over the next twelve months that would help students improve their linguistic and/or literacy skills.

**1.** I'd like to see a grass roots initiative, modeled on Teach for America, called Teach Language for America. Launched with funding from a foundation like the Gates Foundation, Teach Language for America would train recent graduates with majors in language to teach in urban and rural schools that have cutback instruction in foreign languages.

**2.** I'd like to see grassroots school-community partnerships that would establish bilingual internships for high school students to work with people in the community who are multilingual or live in multilingual households. The MLA Language Map helps us visualize how multilingual the U.S. actually is.

**3.** I'd like to see a federal loan program targeted to undergraduates taking majors in foreign languages. This program would be designed on the 1960s NDEA (National Defense Education Act) model but would be renamed the NFEA (National Future Education Act). Graduates who go on to teach language in elementary or secondary schools and graduates who go on to jobs requiring bilingualism would be eligible to have a certain percentage of the NFEA loan

forgiven for up to five years. As we move forward with advocacy, we must keep before us the goal of educating people for the post-industrial digital age, an age requiring different skills, new modes of thinking, new media for communicating ideas and values, and a nimble mind. Learning languages and learning about the cultures in which they are spoken prepare new learners and life-long learners for the tasks and lives ahead, even if they live and work in the U.S.

**Sidonie Smith**, 2010 President, Modern Language Association, and Martha Guernsey Colby Collegiate Professor of English and Women's Studies, University of Michigan

## A Policy Based on our Multilingual Reality

A positive focus for 2011 and beyond would be for the U.S. to develop a language policy based on the current and historical reality of multilingualism in America. With one out of every six people speaking a language other than English, the U.S. needs to rise to the challenge and tap into the opportunities afforded by such powerful national linguistic resources. There continues to be a disconnect between the language speakers in our population and the languages we teach. Despite the fact that America is the 5th largest Spanish speaking nation in the world, Spanish in the United States is still taught as if it were a foreign language in most public schools and university programs.

What might a policy based on current and historical reality include? Spolsky (2002) has suggested a set of recommendations that are helpful in this connection: (1) policies that ensure there is no linguistic discrimination (cf.

Labov 1982); (2) adequate programs for teaching English to all; (3) respect for both plurilingual capacity and for diverse individual languages; (4) programs that enhance heritage languages and community languages; (5) multi-branched language-capacity programs that ensure heritage programs connect with advanced language training programs and overseas-experience approaches that lead to knowledge of, and respect for, other languages and cultures. The time is ripe for the majority of Americans who speak only English to reflect on the positive benefits of speaking more than one language in a linguistically diverse world and acknowledge the resources of the multilingual population in our midst. Going forward, the United States needs a policy climate that values linguistic tolerance as well as linguistic diversity to enable us to communicate and compete successfully on the global stage.

**Dr. Terrence G. Wiley**, President, Center for Applied Linguistics

## The Freedom in Education Act

Instead of my visions for 2011, here are my predictions.

After Arne Duncan gets rid of all teacher education, here are the next steps, inspired by Gov-Elect Scott of Florida, who wants to provide vouchers to all parents and let them send their children to any school they like. This will be followed by:

**1.** Dismantling the public school system. All schools will be private.

**2.** Gradually reducing the voucher amount until it is zero. ("Let's get government out of the education business," but see below.)

**3.** No longer requiring school attendance



## on how we should tackle an issue of importance in the New Year

at all. BUT

**4.** Requiring that each child take standardized, government-approved tests in all subjects every year, as well as interim tests during the year. All tests will be regularly scheduled, and administered and machine-scored by computer. (Arne Duncan's plans are close to this already. The only function of school is test-prep. Families can choose how they want to do it with no "interference" from the government — online, private school, tutor, or doing nothing.)

**5.** Requiring that people pay the corporations to take the tests or for their children to take the tests. (A "test-scoring" fee.) All fees must be paid before the test-taker takes the test.

**6.** Not taking the tests is not an option for those under 18. Failing to take the tests results in prison for the parents of those under 16, and prison for the students themselves ages 17 and 18, unless all past due testing-scoring fees, plus interest, are paid immediately. Prisoners will be put to work. Money earned goes to pay past bills for test-scoring fees for tests not taken.

**7.** No college attendance is required for a degree. All you need to do is pass the standardized competency test for any degree, including MDs. (Like the Bar, but no law school required, like the CPA exam, but no business school required.)

There will be no "education budget" at all. Instead, with 50 million test-takers, test creators and test administrators will take in billions each year from "test-scoring" fees for doing nearly nothing, once the tests are in place. Even if the annual average fee is a mere \$500, the total will be about 25 billion,

about the same as the current NCLB annual budget. And whenever the feds feel they need to put more poor people in jail, they will raise the test-scoring fee a little.

A new industry loaning poor families money to pay their test-scoring fees will emerge. Special interest groups will be allowed to pay test-scoring fees for qualifying families, as the groups see fit. Donations to many of these groups will be tax-deductible.

I think most people would agree to steps one to four with no hesitation, now that everyone is convinced that our schools are "broken" and that private enterprise does everything better. Step five would be easy if the fee is low at first. Step six can be motivated by horror stories placed in the media about lazy people who don't want their children to learn anything. Step seven would pass tomorrow.

**Stephen Krashen**, Professor Emeritus, Rossier School of Education, University of Southern California

### A Few Modest Proposals

■ Proficiency in at least two languages will be a required and central element of "global competence."

■ At least ten states will follow Utah's lead and fund the establishment of immersion programs.

■ For every "free" teacher from China or Spain, states will fund a scholarship for a bilingual American graduate pursuing a teaching license.

■ Every college language professor will spend a day in a K-12 classroom.

■ Barack Obama will spend an hour a day brushing up on his Bahasa Indonesia.

■ School boards will award credit to students for how well they communicate rather than how many years they have survived language classes.

■ School districts recognize home schoolers, heritage speakers, year-abroad returnees, and others for their language abilities.

■ European language teachers will stop complaining that Chinese is taking over the world.

■ Chinese teachers will approach non-Chinese colleagues and learn something from them.

■ The Department of Education will realize that foreign languages are the one field with agreement on standards and make it a model for other fields.

■ All language teachers will have at least one heritage or native speaker from the community visit their classes, physically or virtually.

■ Colleges will give scholarships to students demonstrating proficiency in a language other than English.

■ Realizing that bilinguals are more likely to get rich and donate money, colleges will begin recruiting world language speakers.

■ Xenophobes will stop complaining that Spanish is an option at ATM machines.

■ Districts will stop buying textbooks and use the savings for long-term professional development and balanced assessment systems.

■ *Language Magazine* will have a booth at the ACTFL Convention in Denver.

■ Scholars will discover that the Mayan calendar actually ended in 1986.

Happy New Year!

**Carl Falsgraf**, Director, Center for Applied Second Language Studies, University of Oregon



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# Sowing Success

*Kathy Pon, Irma Bravo Lawrence and Arturo Duran describe how a charter school in California's Central Valley has reaped the benefits of becoming completely dual-language*

**Vivid recollections come to mind as we look back to 1998**, when Proposition 227 was passed in California and English Language Learners (ELLs) were required to receive instruction in English for the majority of the instructional time during their first year in U.S. schools and perhaps a second year if needed. After this period of Structured English Immersion, according to the law, ELLs would theoretically be sufficiently fluent in English to be able to participate meaningfully in the mainstream classroom. National researcher and expert on the subject James Crawford responded with the following: "By a more reasonable standard, however, a preponderance of the evidence favors the conclusion that well-designed bilingual programs can produce high levels of school achievement over the long term, at no cost to English acquisition, among students from disadvantaged groups." This conclusion is found in many studies, such as the work of Kenji Hakuta, 1998.

It was a devastating blow to educators that supported dual-language instruction because they understood how successful late exit

dual-language programs had been. Research continued to confirm the benefit of such programs for ELLs as well as their English speaking counterparts. According to Pettito, Kovelman, and Baker: "Bilinguals learning to read in two languages might also have an advantage in grasping the symbolic nature of sound-to-letter correspondence, as a plethora of sounds in their two languages corresponds in a very multifaceted manner in their two writing systems." In addition, these authors conclude through brain research, that metalinguistic awareness has been shown to develop faster and more effectively in bilinguals compared to monolinguals. However, in 1998, with the passing of Proposition 227, some local educational agencies saw it as the perfect opportunity to dismantle bilingual programs, and many did.

On the west side of Stanislaus County lies a town where the school district stands firm on the principle of preparing students for the 21st century. Bilingualism is seen as an asset, as enrichment, and beneficial for students, communities, and society in general. The dual-language program in the district continued at Grayson Charter School (part of

### Grayson Charter School's Journey of School Improvement

#### First Nine Years of API Results

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009
API	493	530	631	612	672	649	647	687	770

A very high percentage of students who fall into all three subgroups.

As for staff, 14 teachers are fully credentialed and one is an intern. They have an average of 5.8 years of teaching experience. All hold appropriate authorization to work with ELLs, and none is assigned outside an authorized subject area.

In 2001, Grayson Elementary was a 90-90-90 school but it received a paltry 493 from a possible 800 score on California's Academic Performance Index (API) which is used to measure the academic growth of a school from one year to another. The 90-90-90 refers to schools with 90 percent free or reduced lunch, 90 percent ethnic minority, and 90 percent of the students meeting the district or state standards. Immediately, the school was identified as low performing for not meeting its annual yearly progress target set by the federal government's Title 1 Program Regulations. Two years later it was one of the first schools in the county to enter into what was then titled NCLB's "Program Improvement."

Grayson initiated a 50-50 Dual Language Immersion program in 2002-03 to meet the expressed desires of parents and community members. This program's goal then and now is for students to become bilingual and biliterate in Spanish and English, and to achieve at high academic levels on local (district benchmark) and state (California Standards Tests) assessments in both languages.

Nine years later, this dual language school has achieved a 770 API. Its 277 point gain clearly illustrates an unwavering dedication to improvement which has made it an example to other schools. District and county leaders attribute this dramatic growth to the current principal and staff's commitment to academic rigor and determination not to compromise the goals of dual-language in their quest for improvement. The principal is an active participant in the Central Valley Dual Language Consortium, which meets regularly to plan ways to support dual-language program schools and parents. The Patterson Joint Unified School district has also fully supported its bold efforts that have clearly resulted in improved teaching and learning. The Superintendent of 11 years has been a staunch proponent of bilingual education. He has continually enlisted the support of Patterson's School Board to provide such a program of excellence for the students of Grayson. Under his leadership, he created a dependent charter school in December of 1999 to make sure the necessary curriculum and instruction could be implemented for the dual-language program to succeed.

Student achievement at Grayson improved substantially from 2001 to 2005, but did not show the same level of improvement for the next two years. The API increased a total of 157 points between 2001 and 2006, but declined by 41 points over the next two year period. At that time, both site and district staff worked with private and county consultants to identify areas that needed more support and change and to, "stop the bleeding" as described by principal Arturo Duran.

Grayson attributes its success in overcoming the odds to a commitment to adapt the 50-50 model to increase student language proficiency and academic achievement. Its dual-language model is not one that is widely used in California. The model adopted was based

Patterson Joint Unified School District), so it is important to share the struggle as well as celebrate the success of this school. It is a small, K-5 elementary school serving the rural neighborhoods of Grayson and Westley, seven miles north of the city of Patterson. The most striking aspect of the school campus is the way in which the simple and aged buildings come to life with beautiful, culturally appropriate murals. These murals include worn, but colorful replicas of villagers making music, children playing in the warm sun and mothers raising their hands to the sky. The staff and students are very proud of these artistic contributions to their home away from home.

Numbers cannot tell the entire story, but some facts help describe the cultural context of this school: According to California Basic Educational Data System (CBEDS), enrollment in October 2009 was at 250 students. Virtually all the students (97.3%) are Hispanic/Latino, and more than three-fourths (77.7%) are ELLs. Most (96%) of the students qualify for free/reduced lunch. Grayson's significant subgroups are Hispanic/Latino, socioeconomically disadvantaged students, and ELLs.

## Bilingual Education

on the philosophy that the students, who came almost entirely from Spanish speaking homes, should build on their home language and learn English simultaneously. Therefore, it gave equal weight to instruction in both languages, and students did not exit the program until after fifth grade, based on the research of Virginia Collier and Wayne Thomas, who describe how ELLs attending one-way dual-language programs performed outstandingly high in Spanish in the early grades. Their high achievement in Spanish significantly influenced their high achievement in English. After four years in a 50-50 program, students started reaching the 72 percentile in English on the Terra Nova exam.

While most dual-language programs were experimenting with 90-10 models, Grayson made a decision that students would be shared by two team teachers to achieve the 50-50 model. Students, in essence, have core subjects in one language one week and in the other language the next. This model has necessitated careful planning, as teachers need to communicate daily with each other to make sure they do not repeat lessons or units taught in one language or the other but, instead, build upon them. An unintended consequence of this high degree of collaboration has been that teachers are keenly focused on individual student's needs every week. Decisions were made each week regarding what skills need to be integrated through the following week, against what students have mastered or not, thus saving instructional time. One of the most celebrated achievements for students at the school were the 4th grade

writing scores, which were higher than those of peers in town from a school that received over 800 on the API. The fact that Grayson students' manuscripts for the writing tests are in both English and Spanish is quite an accomplishment.

Early into the implementation of this model, it was evident that the academic test results and CELDT score were not increasing as expected. In 2007, Arturo Duran began to work with an outside consultant and with the Central Valley Dual Language Consortium experts to retool the 50-50 model. The decision was made to teach one additional core subject in English on a daily basis to give "an extra dose" of instruction in the English language. Mathematics was the subject that was chosen, and this modification rendered positive results. In addition in 2008, County Office of Education experts were brought in to strengthen the delivery of English Language Development and the use of Hampton-Brown's Avenues materials. The rigor of the ELD lessons was increased as the staff became proficient in integrating an academic language focus, a fluency development component, and forms and functions of language into their daily lessons. These modifications to the instruction have strengthened the implementation of this 50-50 model.

### Professional Development and Building Leadership Capacity

Staff development is an integral part of the school culture. Professional development continually improves and refines teachers' knowledge,

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skills, and attitudes so they become effective in their role as teachers in a dual-language immersion program. Staff development has evolved at the school throughout the years as the school restructured its program under the demands of NCLB. It has been a major vehicle to provide training for teachers to assist them in adjusting their practices and effectively delivering grade level standards to students. It has progressed to an inquiry-based model where best practices and student data are studied and refined over time. This culture of support and collaboration among all staff has been one of the primary reasons for the dramatic increases in the API. It has also made professional development practice a major enterprise for all the teachers.

The peer coaching model is a specific professional development practice that has propelled the professionalism and instructional capacity of teachers at the school. Simply put, teachers learn from each other. The school uses peer observations, conferencing, and reflection to facilitate teacher learning. Peer coaching activities have the capacity to increase professional dialogue and foster trust among staff (Robbins, 1991). The model is based on trust, ownership, confidentiality, and a validation of professional expertise. It promotes professional growth in a nonjudgmental manner and has truly helped Grayson staff take the implementation of best practices to a deeper level.

Professional development could not have had such profound impact if not for the role of Grayson's Literacy/English Learner Coach. Her job has many facets including professional development, facilitation of data analysis, and work with parents and family literacy. These

contributions are so important that, even in tough budget times, the staff, the principal and the school district worked to keep her position.

### Cycle of Inquiry and the Use of Data to Inform Instruction

The Cycle of Inquiry as practiced at the school is a systematic process of asking questions, identifying problems, setting goals, developing action plans, and analyzing outcomes using data. The Cycle of Inquiry is a process tool identified by the Bay Area School Reform Collaborative (BASRC) in 1996.

This deliberate process has allowed the teachers to discern cause and effect amid all that is happening in the school. This process helps teachers to make thoughtful, informed choices about instruction, interventions and programs. The school utilizes benchmark assessments to analyze student performance on an ongoing basis. For Grayson, it is essential that staff minimize "busy work" and document only the assessment data that can truly inform instruction. The cycle of inquiry consists of four phases. Below is a brief description of the four phases:

### Teacher to Student Performance Chats

Teacher to Student Performance chats are structured meetings in which the teacher meets with every student to discuss how the student did on a curriculum embedded assessment. These meetings take about five to ten minutes per student. If necessary, a roving sub

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## Bilingual Education

is brought in to assist the teacher in accomplishing this task. These meetings assist each teacher to have a clear picture of the levels of student achievement for every child in his/her class. It is also the place where discussions take place about how to individualize instruction for specific students who are not showing adequate levels of growth. Information attained from the chats guide discussion and decisions for the next phase. Teachers meet with each individual student at the beginning of each year to analyze his/her performance on the previous year's CST. This analysis is broken in areas of strength and areas of future growth. A form is filled out that will constitute a student instructional action plan for the year.

### Grade Level Meetings

Grade level meetings are structured gatherings in which the teacher meets with her/his grade level peers to discuss how students did on curriculum embedded assessments. The purpose of these meetings is to have instructors at specific grade levels form questions, identify problems and analyze outcomes. The results help identify strategies that are more effective for student learning or where re-teaching is needed. These meetings guide professional development in terms of identifying areas of need, and in some cases, guide the reallocation of resources.

### Student Performance Meetings

Student performance meetings are structured so that the principal,



coach and special education resource teacher meet with every teacher to look at classroom instructional practices. These meetings take approximately 20 minutes per teacher and require the use of a roving substitute teacher. The purpose of these meetings is to attain a clearer understanding of class performance and instructional practices within each classroom.

The Student Performance Meeting is the place to address any concerns the teacher might have. At the initial Student Performance Meeting, a summative information form and a detailed assessment log are used to help teachers organize information and reflect on the current realities in their classrooms. Here, the classroom information is also used as part of a larger collaborative accountability system with the district. The final two Student Performance Meetings are much more reflective in nature with the purpose of revisiting student achievement data and progress, and ensuring no student “fall through the cracks.”

### Parent Involvement in Meaningful Capacities

While parents have always been highly visible at the school, over time there has been considerable work to create meaningful parent involvement. Grayson, as a rural school in a poor community, also houses a Family Resource Center, a Health Clinic, and a State Preschool on site. Parents, therefore, have always used the school as a one-stop shop to obtain health and nutrition resources and assistance with housing, as well as a source for early childhood education assistance. However, when the school became a Dependent Charter, the district helped to create the FAMA (Families and Agencies Moving Ahead) Council. In collaboration with the School Site Council, these groups form a joint advisory board for the site's school plan, budget, and program improvement actions. This advisory board has provided parents a voice in the education of their children. While not always unanimously approving its goals and fiscal priorities, parents and representatives of Grayson agencies have been solid supporters of the dual-language program resulting in bilingualism and bi-literacy for their children.

The School Principal, Arturo Duran, has worked in two significant ways to build the capacity of his parent community. He has invited School Site Council members to learn about important instructional elements as those found in Direct Instruction and Special Designed Academic Instruction in English, and then assisted them in identifying the implementation of such practices through classroom visitations. This has promoted parent understanding of teacher expectations. For teachers, it has elevated the value of informing parents about the teaching-learning process. In 2008, Mr. Duran brought trainers from the Parent Information Resource Center to his school's English Learner Advisory Committee to assist them in better defining the site's parental involvement policy and goals. This has resulted in continued understanding and support for the program by parents. Even when given the option of School Choice through Program Improvement sanctions, not one parent has requested to transfer their child out of Grayson in seven years.

Last year, the school had the good fortune to be involved in a Toyota Family Literacy Program. Twenty parents each committed ten hours a week to the program activities, including six hours a week of English as a Second Language instruction, two hours of time in their children's classroom, learning, side by side with their students, and two hours a week of parent seminar time. Early program assessment data is showing student attendance and achievement to be better

than those of non-program participants, and parents are verbalizing their appreciation of the techniques they are transferring to the learning in their homes. Although still in its infancy, this program is certain to have a positive impact on the overall achievement of students.

### Overall Utilization of a Systems Approach and Commitment to Continual Improvement

Peer coaching has de-privatized the act of teaching and created a culture in the school of teachers as professional leaders. Staff development and teacher empowerment are at the core of this practice and are enhanced by allowing teachers the opportunity to interact as professionals and exchange ideas.

Improvement is not a single action in time, but the channeling of best practices from the many components of a system that creates energy and momentum and, ultimately, improvement. Grayson has spent considerable time defining the dual-language program and the optimal delivery of this program that will best meet the needs of its students. The principal and district have invested in the development of its staff to ensure excellent teaching. It has created a culture that uses data to ensure positive academic outcomes for its students. It has involved parents as true partners in its journey as a way to attain success for all. This is a systems approach to continual improvement and is the hope for the children of Grayson Charter School. ❧

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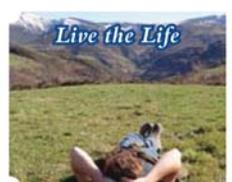
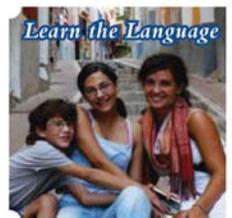
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tems. Coursework can be implemented into classrooms with or without teacher support (on-site or virtual), and because it is Web-based, MiddleWorld is scalable for classrooms, schools and districts, and is compatible with popular LMS platforms. They also offer Avant STAMP assessment testing as an option for schools that require quantifiable benchmarks. Aligned with national ACTFL standards, MiddleWorld Online helps pre-college students become proficient in a language: that is, they will be able to use it, use it for a purpose, use it in context and use it in interaction with others. Spanish I is available in January 2011, with Spanish II to follow in Fall 2011.

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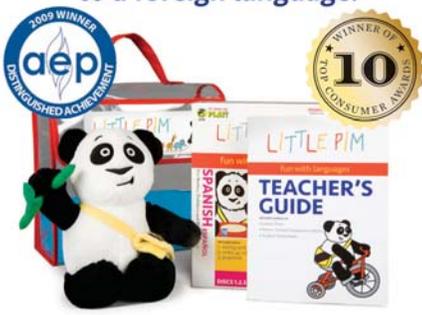
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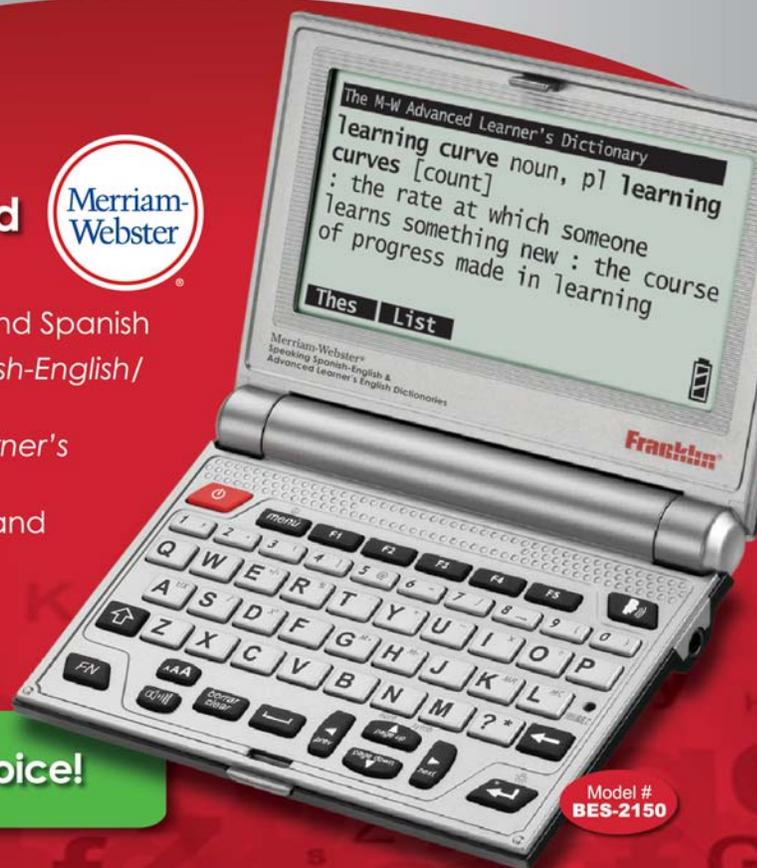


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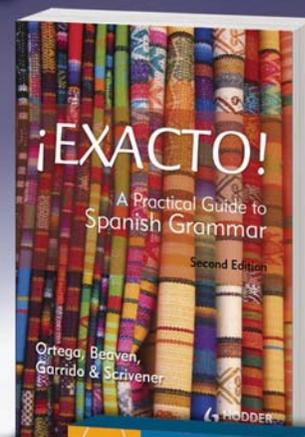
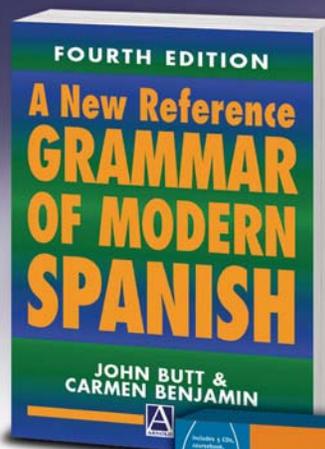
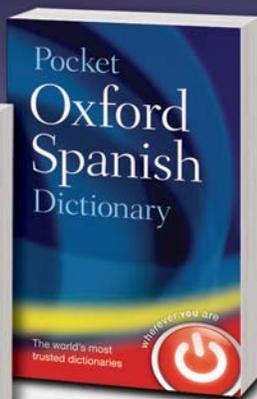
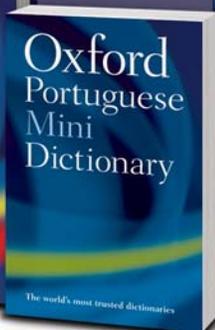
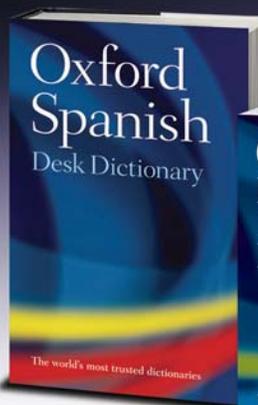
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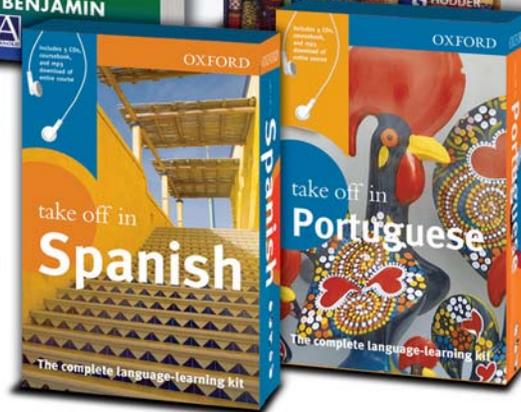


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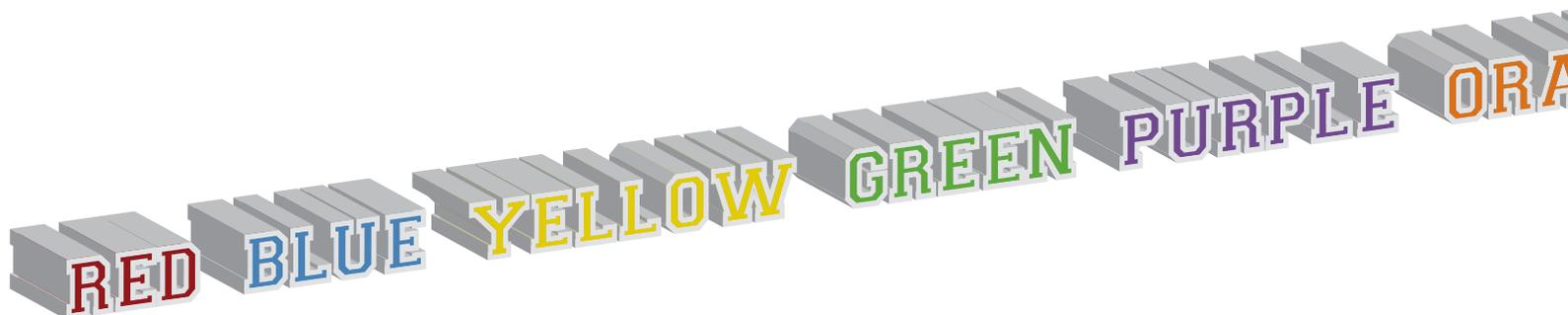
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# Colorful Language

Alan Kennedy explains how the perception of color in different languages reveals cultural diversity

We tend to think of colors as ideas on which all humans agree — grass is green, flames are orange, the sky is light blue — even if different languages have different names for these colors. As English speakers, we think of color names in terms of the “basic” ones and the more specific, secondary ones (turquoise, beige). Think of the words that are taught to young children for color. A quick look at baby books shows that English generally has 11 basic color words:



Many people are surprised to learn, therefore, that different languages do not consider the basic colors to be the same. This was true of ancient languages — Latin originally lacked a generic word for “gray” and “brown” and had to borrow its words from Germanic language sources; Classical Greek is said to not have had different names for blue and black. It is also true, however, for languages spoken today. Some spoken in the New Guinea Highlands still have terms only for black and white — perhaps better translated as “dark” and “light.” As another example, Hanuno’o language (spoken in the Philippines) has only four basic color words: black, white, red and green.

Looking at the chart below: Berlin & Kay’s landmark study (1969) of 98 languages showed that if a language has a name for a color in a higher-numbered column it always has a name for the ones to the left (if a language has only two color words they will always be white and black; if it has five they will always be white, black, red, green and yellow).

While some of the particulars of this research have been debated, the notion persists that “basic” colors may be relative for a person and are influenced by language.

Perhaps unsurprisingly, studies have shown that people can remember and sort colored objects more easily if their language has a name for that color. Linguist Stephen Pinker affirms in the 2007 update of his classic treatise *The Language Instinct* that Berlin & Kay’s findings are essentially accepted. Following are some other specific examples of how different colors are dealt with in various languages:

- Russian has two different basic words for blue and light blue: **синий** and **голубой**.
- Hungarian has two different basic red words: *bordó* (darker reds) and *piros* (lighter reds).
- Hindi has traditionally had no standard word for the color “gray.” However, lists for child or foreigner Hindi language learning often include “saffron” **[केसर]** as a basic color in addition to orange, yellow and red.
- Navajo has one word for both gray and brown and one for blue and green. It has two for black, however, distinguishing the color of “coal” from that of “darkness.”
- Many languages do not have separate terms for blue and green, instead using one term for both. Linguists sometimes use the term “grue” to describe such words. In Vietnamese, for example, both tree leaves and the sky are described by the color word *xanh*.

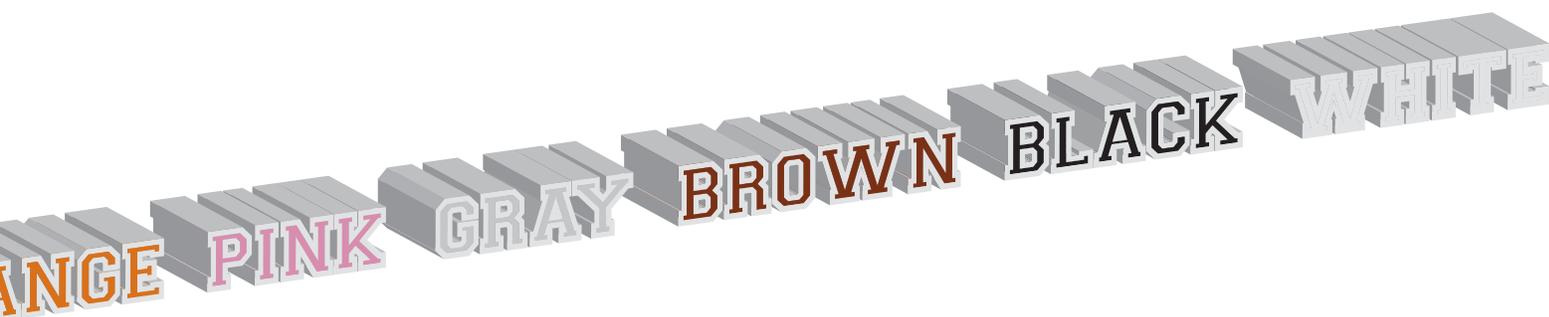
■ Both Japanese and Korean do have separate words for green and blue, but the distinction is not always made in the same way that English makes it. A green traffic light, for example, can be called the “blue” light in both languages. Likewise, in Thai the word **เขียว** means green, but is also used to describe the sky.

■ In Welsh language (part of a different language family from English), the word for “blue” traditionally covers not only what English speakers would call blue, but also parts of green and grey as well; *gwyrdd* is yellowish-green, *glas* is greenish and grayish blues, and *lwyd* is gray which is not blueish. However, in contemporary Welsh the words have come to correspond more with English.

■ Similarly, Shona language (a Bantu language from Southern Africa) has no one word for our “green” concept; they have one word for yellowish-green, and a different word for bluish-green.

■ Bilingual speakers of English and Kwakwa’la (a native language of Vancouver Island) demonstrated that they use the words “yellow” and “green” when speaking English but refer to the catch-all term *ibenxa* for both colors when speaking Kwakwa’la.

■ Some languages have color verbs. As an



example, the Lakota (a Native American language of the Sioux family) verb *gigí* means “to be rusty brown,” and *skaská* means “to be white.”

It should be pointed out that popular, everyday concepts of “basic” color differ from scientific ones, no matter what language is being discussed. For example, English speakers use the mnemonic device “Roy G. Biv” to memorize the sequence of colors in a spectrum (red, orange, yellow, green, blue, indigo, violet) — but few English speakers would call indigo a “basic” color. Incidentally, English is not the only language with such a mnemonic device. Russian, for example, has this one:

Каждый охотник желает знать где сидит фазан
(each hunter wishes to know where the pheasant sits)

## Color and Culture

**Cultural color associations can differ** widely. Western brides consider a white dress to be traditional, and in Anglo-American culture, wearing “something blue” is equally traditional. In some Asia/Pacific countries, however, it is customary for brides to wear red. We wear black to funerals; in India it is common to wear white. In Western cultures, purple is often associated with royalty — an association which does not exist in other places. Christians

think of heaven as white or blue — in the Koran, the term for “greenness” is found in several verses to describe the state of the inhabitants of paradise. For the Chinese, the color red is strongly associated with good luck, an association most Westerners don’t have. In traditional Cherokee culture, colors are associated with the four directions: blue (north), white (south), red (east) and west (black).

Flag colors often symbolize countries, to stronger or lesser degrees. “Red, white and blue,” as a combination, signals “America” to Americans, but not necessarily to others. Colors can also signify social identity. For exam-

ple, in British Isles cities where Catholic and Protestants have a history of conflict, the use of green (Catholicism) or Orange (Protestantism) in certain contexts is seen as taboo.

## Color Idioms

**It follows, then, that colors are used in** very different ways in different color idioms across languages. In my university English as a Second Language classes, I do a lesson

with my students which they find both practical and entertaining — reviewing some of the common color idioms that we have in English. If you have not given this topic any thought before, you may be surprised at how many we have in English. These are often idioms in the truest sense, because they have figurative meanings that one probably could not “guess” from the color associations themselves (“yellow-bellied,” “once in a blue moon”). My lesson, and the subsequent discussions it prompts, has enabled me to collect some non-English examples.

The seeming arbitrariness of many color idioms is underscored by the fact that in other languages these colors have different associations and are used in idioms with completely different meanings. When Korean speakers say that someone has a “black heart” they mean he has an ulterior motive — nothing to do with the cruelty idea it connotes for us. A thriller novel in Italian is *un libro giallo* (“a yellow book”), unrelated to the scandal-mongering notion of our “yellow journalism.” In English, “he is blue” means he’s sad. The German translation, however, *er ist blau*, means “he is drunk.” We use a “white lie” to avoid hurting someone’s feelings. For Turkish speakers, this is a *peembe yalan* — a pink lie. Korean speakers go one step further with the “lie” color idioms. They speak of “a red lie,” which



means a lie which everyone knows is a lie.

A lot of French color idioms are already familiar to us (*film noir*, *la vie en rose*, *carte blanche*) but did you know *rire jaune* (“to laugh yellow”) is to give a forced, insincere laugh? How about *faire quelqu’un marron* (“to make someone brown”), which means to cheat on someone? Here’s a question: is inexperience blue or green? The French say *être fleur bleue* (“to be a blue flower”) for naïveté. The Japanese seem to side with the French — they say an inexperienced person has “a blue butt.” We English speakers, on the other hand, might say “she’s so green” about the unseasoned colleague. That is, unless we add “with envy,” in which case we are talking about something else entirely. Of course, “that company is very green” probably refers to being environmentally aware.

Green seems particularly rich with idiomatic meanings across languages. French has *vert de peur* (“green from fear”). In some dialects of Spanish, *ponerse verde a uno* (“to become green to someone”) means to tell someone off. I might imagine a heated U.N. debate whereby an angry Spaniard becomes green to a Frenchman, who in turn becomes green with fear. This situation may not necessarily impress the Russian delegate, who feels **зеленая скука** (“green boredom”) — utter boredom — at the all-too-familiar situation. On the other hand, the reaction from the Thai delegate might be that “her body turns green” (she becomes angry), especially if she supports the French. Perhaps, to lighten the mood, the Spaniard will tell a *chiste verde*

(“green joke”) a dirty joke — once he has cooled off. All of this is of less concern to the Italian delegate, who has bigger problems: he is *al verde* (“at the green”) — by which one means he is broke. (The American allegedly tried to embezzle some money for him, but sadly he was caught red-handed, so the Italian remains in the red).

Speaking of red, as Berlin and Kay noted, if a language has only one lexeme for a color besides black and white, it is red. It should be no surprise, then, that there are many good “red” idioms. Here’s a sample. The Russians say **красная крыша** (“red roof”) for a place illegally protected by police. Arabic speakers say “show the red eye” for being strict with or disapproving of someone. Speakers of Mandarin say “he is big red and big purple” for someone who is popular and famous. In Japanese, a “red child” is a baby. Italian speakers calling the egg yolk the *rosso d’uovo* (“red of the egg”) may seem illogical, until we remember that we English speakers call people with orange hair “redheads.”

Whether or not, and to what extent, color words in one’s native language affect one’s worldview is part of a larger concept that linguists will no doubt continue to debate. The existence, or pervasiveness, of linguistic relativity is certainly a “gray area.” Nevertheless, there is something satisfying about this cornucopia of color idioms; they support the idea that we humans, despite globalization, continue to maintain cultural idiosyncrasies which differentiate us. We want these cultural differences to exist — and when they are brought

to our attention, they may make us feel that, as Portuguese speakers say, *está tudo azul* “everything is blue” — that is, all is right with the world. ☒

### Notes

- “Gray” is also spelled “grey,” which is sometimes referred to as a British spelling, although that distinction seems to be on the wane. Nowadays you will hear that it is simply spelled both ways
- The “basic” word in English for purple color is sometimes “violet.”
- Let’s leave aside for the purposes of this analysis that “black” and “white” may not, strictly/scientifically speaking, be colors.

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**Alan Kennedy** is an adjunct professor of ESL at Columbia University’s American Language Program in New York City.

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The Stanford University Libraries & Academic Information Resources (SULAIR) currently has **two** part-time positions available for a **Library Specialist IV** to provide support for planning, developing and managing collections in various subject areas, including: French and Italian studies, British and American History, British and American Literature, History of Science, Film Studies, and African Studies. Successful candidates will be qualified to support two or more of these disciplines. Depending on the applicants' backgrounds and skills and the specific needs of the department, these positions may be filled as one full time position or two part-time positions. The Curatorial Assistant will provide assistance to the Curator or Bibliographer in the acquisition of current and out-of-print publications, both print and digital, as well as rare books, manuscripts and other materials destined for Special Collections, perform limited but high level reference assistance and bibliographic instruction, and may be asked to train student assistants for special projects. The Curatorial Assistant will also assist the Curator or Bibliographer as appropriate in preparation of materials for courses, orientation sessions, and related public presentations, assist in the creation and maintenance of the subject specialists' resources pages on the SULAIR web site and provide support for exhibit preparation and production of guides or other aids to research. The Curatorial Assistant will also assist in the preparation of materials for donor relations and in the management and coordination of gifts and of established exchange programs. The Curatorial Assistant will be expected to independently

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Modern and Classical Languages, 4225 University Avenue, Columbus, GA 31907-5645. (Electronic copies not accepted.) Applications for part-time and full-time faculty positions must include transcripts of all academic work, and official transcripts must be presented prior to campus visit if selected for interview.

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28301. Initial letter of interest and vitae only may be sent electronically to Dr. Hurtado at the following address [mhurtado@uncfsu.edu](mailto:mhurtado@uncfsu.edu).

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Greens Farms Academy is a K-12 co-educational day school of 660 students in the Greens Farms section of Westport, CT which is an hour drive north from New York city and a half-hour drive southwest from New Haven. We are a suburban school close to major transportation and a 5 minute walk from the Greens Farms Metro North train station. Please visit [www.gfacademy.org](http://www.gfacademy.org) for more information. Spanish teacher to teach Spanish through Level Four in grades 9-12. Qualifications: Fluency in Spanish and in English; experience in teaching American students at the high school level and demonstrated success in working with this age group; orientation toward the communicative approach to language teaching and mastery of creative and diverse methods of teaching, learning and assessment; energy, enthusiasm, and personal skills needed to promote language and culture with students and within the school community; willingness to explore different ways that technology can be used in the classroom; personal skills needed to work collaboratively with colleagues in a school-wide department; willingness to chaperone exchange trips and to sponsor or support special modern language events; eagerness to participate in professional development or in summer work as needed to develop programs. Ability to coach and three years of teaching experience preferred. Resumes to Lynne Laukhuf, Assistant Head of School, at [hr@gfacademy.org](mailto:hr@gfacademy.org) with "US Spanish" in the subject line.

### Upper School Mandarin Teacher for Fall 2011

Mandarin teacher to teach Mandarin through Level Five in grades 9-12. Qualifications: Fluency in Mandarin and in English; knowledge of Chinese culture from direct experience of living in China; potential to teach through the AP level and to design and teach upper level elective courses; experience in teaching American students at the high school level and demonstrated success in working with this age group; orientation toward the immersive and communicative approach to language teaching and mastery of creative and diverse methods of teaching, learning and assessment; experience in developing curriculum and different modes of assessment along with enthusiasm to follow developments in defining standards; energy, enthusiasm, and personal skills needed to promote Mandarin language and culture outside the classroom and within the school community; personal skills needed to work collaboratively with colleagues in a school-wide department; willingness to chaperone exchange trips and to sponsor or support special modern language events and /or to coach; willingness to participate in summer professional work as needed to develop programs. Minimum of three years teaching experience preferred. Resumes to Lynne Laukhuf, Assistant Head of School, at [hr@gfacademy.org](mailto:hr@gfacademy.org) with "US Mandarin" in the subject line.

### Upper School Spanish and Global Studies Intern, for Fall 2011

Spanish and Global Studies Intern to teach two sections of Spanish, in addition to mentoring two to three 12th grade students writing Global Theses and assisting in the general administration and implementation of GFA's World Perspectives Program. Assist in coordinating and chaperoning at least one international trip with students each year. Qualifications: Fluency in Spanish and English; understanding of Web 2.0 technologies and their use for connecting classrooms; energy, enthusiasm, and personal skills needed to promote language and culture with students and within the school community; willingness to explore different ways that technology can be used in the classroom; personal skills needed to work collaboratively with colleagues in a school-wide department; willingness to support special modern language events; eagerness to participate in professional development. Resumes to Lynne Laukhuf, Assistant Head of School, at [hr@gfacademy.org](mailto:hr@gfacademy.org) with "Spanish / Global Studies Intern" in the subject line.





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The washable headphones and headsets help guard against equipment replacement

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## Cambridge Launches Online B1 English Program

Language schools training students to the crucial "B1" level of English — where users are considered "independent" according to international standards — can take advantage of a new course from Cambridge language experts.

The Cambridge B1 Course Online has been developed by two departments of Cambridge University: University of Cambridge ESOL Examinations (Cambridge ESOL) and Cambridge University Press. It is set at level B1 which is defined by The Common European Framework of Reference for Languages (CEFR) as the level when learners can understand the main points on familiar matters encountered in work, school and leisure. Cambridge ESOL's Sharon Harvey says:

"As the Common European Framework becomes more widely used in a range of industries, language schools need adequate training solutions to offer ambitious students. The course combines classroom and online study to help students to develop just the kind

of real-life communication skills they need."

The course, which is suitable for learners over the age of 16, is made up of a mix of 75 hours online self-study using a Learning Management System and 25 hours face to face teaching. It includes teachers' notes, supplementary materials, timed practice tests, a dictionary, references, and hundreds of media-rich activities written by expert authors. Sharon Harvey explains what students taking the course will be able to achieve:

"The course has been designed to help learners bridge the gap between simple and complex language usage and covers familiar topics such as travel, family and sport. It's an excellent preparation tool for exams such as Cambridge English: Preliminary, an intermediate qualification in English recognized by thousands of organizations around the world."

To view a Flash demo or find out more information about the Cambridge B1 Course Online, go to [www.CambridgeB1.org](http://www.CambridgeB1.org). 

# Getting Together for the Holidays

Alma Flor Ada and F. Isabel Campoy  
*Navidad y el Día de los Reyes Magos*  
 Softcover Spanish Book, 9781417761258 \$11.95  
*Christmas and Three Kings Day*  
 Softcover English Book, 9781598201369 \$11.95  
 Illustrator: Walter Torres  
 Translators: Joe Hayes and Sharon Franco  
 Del Sol Books, San Diego, California

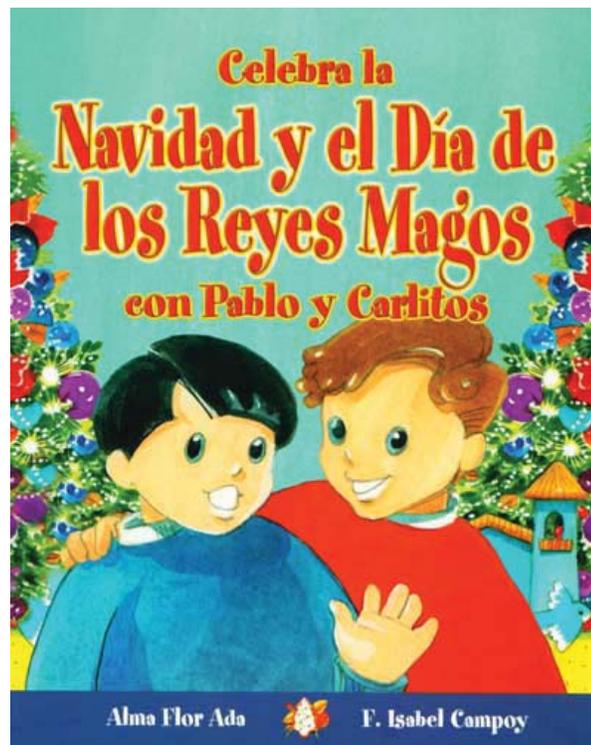
## This beautifully illustrated book is

one of a series about holidays and special events by Alma Flor Ada and Isabel Campoy that offer a helpful basis for topical lessons in Spanish (*Cuentos para celebrar*) and English (Stories to Celebrate).

In this charming book, Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike and lets him use his own big kid's bike.

It also contains an informative section about Christmas and Three Kings Day.

The story is engaging and it carries the important message of generosity and caring for others. But, even more importantly, the book comes with great downloadable lesson and activity plans covering exploration of topics, reading, vocabulary, writing, and even ideas for other content areas including math, science and social studies. The plans cover three days and offer different activities for beginning,



intermediate, and advanced learners.

It is so important to use topical materials that educators can really engage with, and this book fulfills this need perfectly.

**Gloria Ochoa** is a bilingual educator in San Fernando, California.

# The Write Stuff

Alfred Rosa and Paul Eschholz  
*Models for Writers: Short Essays for Composition, Ninth Edition*  
 Bedford/St. Martin, Boston, Mass (2007)  
 9780312446376 \$43.95

## Non-threatening and approachable are the two words

that can be said about the new edition of Alfred Rosa and Paul Eschholz's *Models for Writers: Short Essays for Composition*. As educators can attest, one of the biggest challenges that writing students face in learning to write is grasping all the subtle nuances that are required in writing: format, methods, style, genres, and modes. Needless to say, in addition to the aforementioned, the number one complaint by developing writers is that they cannot seem to get their ideas out. The sundry methods aside, students feel overwhelmed with what is expected of them when it comes to writing, or better said, the beginning stages of the process.

The authors, Rosa and Eschholz, write in a language that is non-threatening to students, yet they are clear and concise in their explanations as to form and its related function. The user-friendly explanations of the skills needed by developing writers in order to excel are clearly defined. The explanations of the writing process are provided through relatable samples and run the gamut of classical prose to contemporary issues.

From an instructional point of view, the short stories are conveniently clustered by themes ranging from relationships (teacher/student, parent/child, doctors/patients) to pop culture. The use of selections of themes that are used across the curriculum help to present the writing discipline through appealing topics with which students can connect and which present underlying themes for rhetorical analysis.

The book is formatted so that students, regardless of their writing levels, can find reference information easily according to themes or rhetorical elements. A reliable text over the years, the new edition updates the offerings while still providing thought provoking and timely considerations. **X**

**Marlene Espina** is an MA candidate in English at the California State Polytechnic University, Pomona. Her research interests include CALL and Generation 1.5.

**Fifty years ago, on January 20, 1961, thousands of visitors converged on** Washington, D.C., for the inauguration of our 35th president, John Fitzgerald Kennedy. A blizzard had struck the eastern seaboard that day. The streets of the capital were clogged with snow and stranded automobiles, but the inaugural ceremony went on, and a new president delivered one of the most memorable addresses in American history.

What makes President Kennedy's speech so unforgettable is its striking use of parallel structure — the repetition of grammatical forms to emphasize similar ideas. Let's look at four brief excerpts from that famous inaugural address that exemplify the president's powerful use of parallelism.

The address begins with this clarion-call sentence: "We observe today not a victory of party but a celebration of freedom," immediately followed by the tandem participial phrases "symbolizing an end as well as a beginning, signifying renewal as well as change." The echoic sounds of *symbolizing* and *signifying* enhance the parallel "as well as" prepositional phrases.

Two paragraphs later, Kennedy proclaims: "Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to permit the slow undoing of those human rights to which this nation has always been committed and to which we are committed today at home and around the world.

"Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and success of liberty."

Here the new president gathers momentum with two prepositional phrases, "From this time and place, to friend and foe alike," and then launches into five adjective phrases — "born..., tempered..., disciplined..., proud..., and unwilling..." And the first four of these adjectives are modified by parallel prepositional phrases. The 81-word sentence ends with parallel adjective clauses — "to which this nation is committed and to which we are committed today" — and prepositional phrases — "at home and around the world."

In the next sentence, after a brief parallelism of two balanced adjectives, "whether it wishes us well or ill," Kennedy employs five parallel verb-direct object constructions — "pay any price, bear any burden, meet any hardship, support any friend, oppose any foe." The alliteration of *pay/price*, *bear/burden*, and *friend/foe* is capped by *survival/success*.

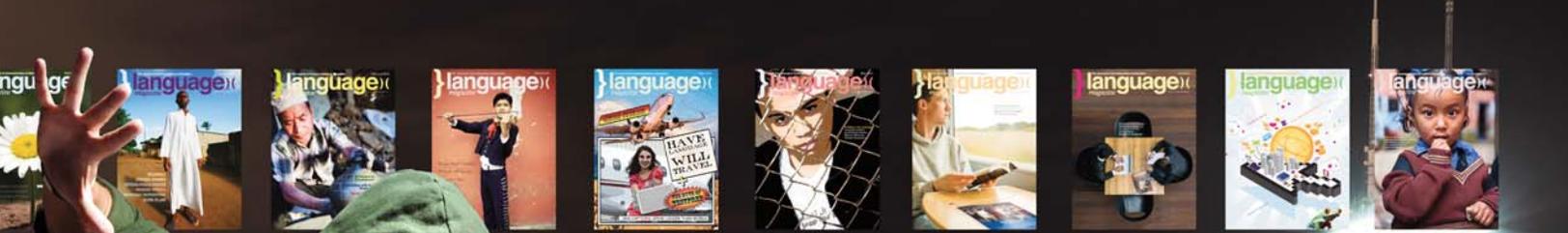
Toward the end of his inaugural address, Kennedy declares: "So let us begin anew, remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate." Following the balanced noun clauses — "that civility is not a sign of weakness, and sincerity is always subject to proof," the new president utters the memorable, "Let us never negotiate out of fear, but let us never fear to negotiate." Here the powerful "Let us..." clauses are marked by chiasmus, a rhetorical term that involves the effective transposition of key words — in this case *negotiate* and *fear*.

Near the conclusion of his address, Kennedy again employs chiasmus to craft what is probably his most enduring statement: "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man." In this ringing passage, each sentence begins with a direct address — "my fellow Americans" and "my fellow citizens of the world," and the two chiasmi — "country... you" and "you... country" — work their magic with four parallel noun clauses — "what your country can do..., what you can do..., what America will do..., what we can do..."

I do not contend that President Kennedy's oration is so unforgettable solely because of its parallel structure. But would we remember his message as vividly if he had said, "You shouldn't worry about the things you can get from your country. Instead consider how you can contribute to America"?

## A Stylish Inauguration Speech

**Richard Lederer**, M.A.T. English and Education, Ph.D. Linguistics, is the author of more than 30 books on language, history, and humor. Explore his web site [www.verbivore.com](http://www.verbivore.com). Write him at [richard.lederer@pobox.com](mailto:richard.lederer@pobox.com). 



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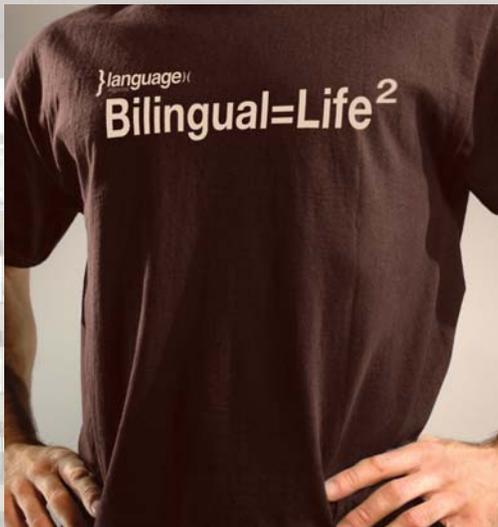
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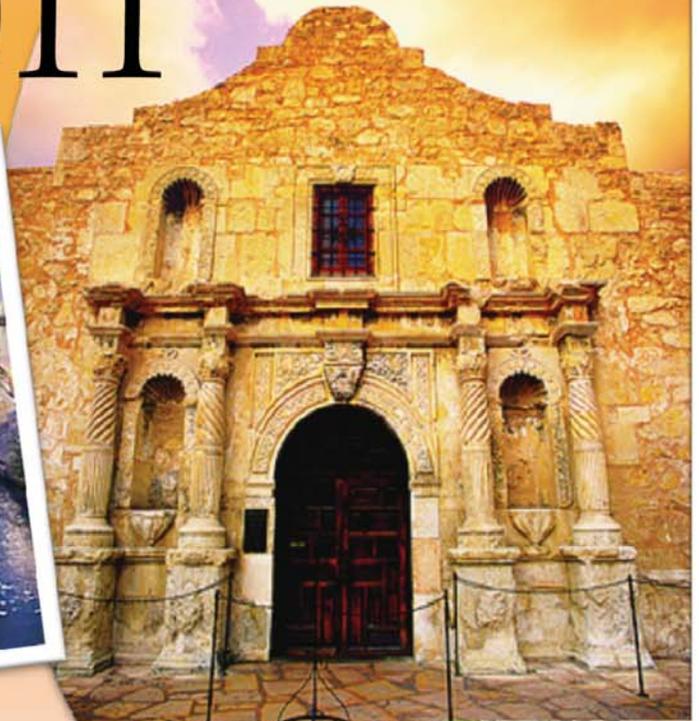
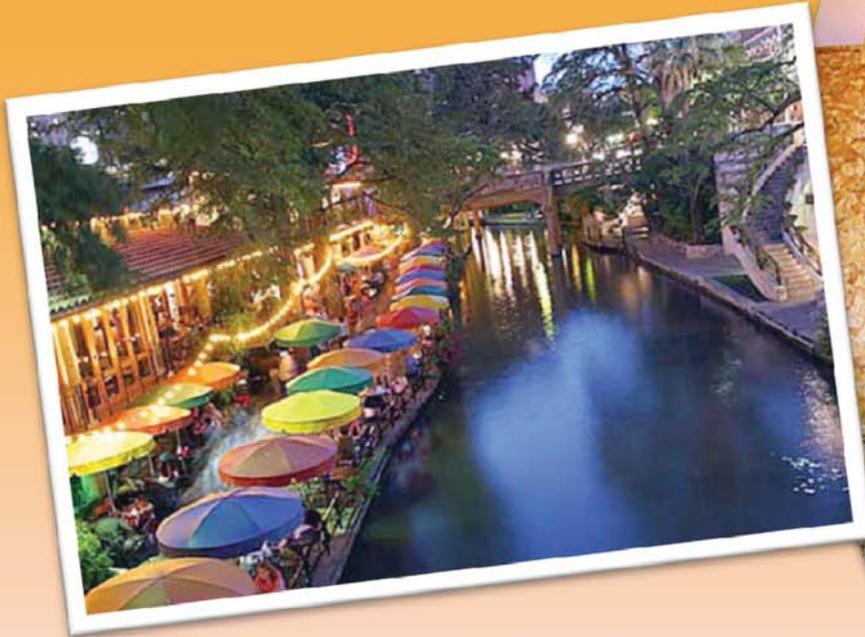
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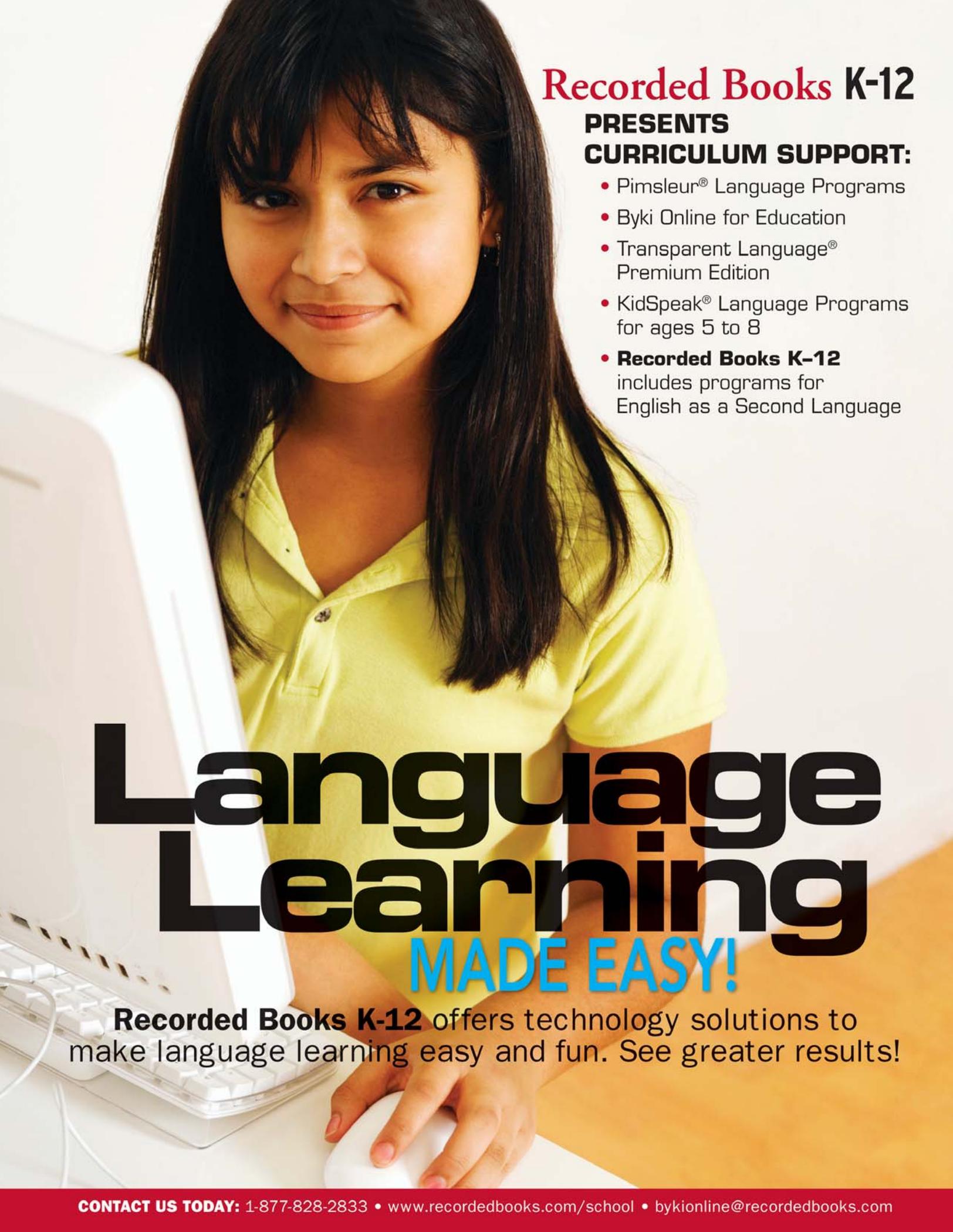
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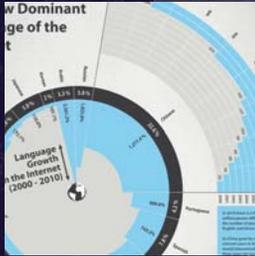
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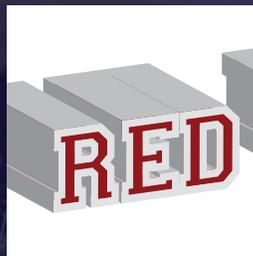


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# Cautious Optimism

As we enter the New Year, we continue to be challenged economically which, in turn, aggravates social tensions. But there are signs to the optimists amongst us that suggest we are



moving toward a more cooperative phase of development where education and educators are truly valued.

As the new Congress begins, we may have extremists

calling for the revocation of automatic citizenship for anyone born in the U.S. but, amongst the majority of moderate representatives, we also seem to have a growing, bipartisan consensus that simple, quick fixes are not going to close educational achievement gaps.

According to Secretary of Education Arne Duncan, "On many issues, Democrats and Republicans agree, starting with the fact that no one likes how NCLB (No Child Left Behind) labels schools as failures, even when they are making broad gains. Parents, teachers, and lawmakers want a system that measures not just an arbitrary level of proficiency, but student growth and school progress in ways that better reflect the impact of a school and its teachers on student learning.

"These issues are at the heart of the Obama administration's blueprint for reauthorizing ESEA (Elementary & Secondary Education Act): more flexibility and fairness in our accountability system, a bigger investment in teachers and principals, and a sharper focus on schools and students most at risk" (*The Washington Post*, 1/3/2011).

Now, Duncan is still placing too much emphasis on testing and teacher evaluation but he is acknowledging that schools need flexibility and more investment — a step in the right direction.

Another positive indicator suggesting that the teaching profession may be regaining the prestige it once held is that last year, 12 percent of seniors at Ivy League colleges applied

to Teach for America, which sends graduates to teach at schools in disadvantaged communities for two years. Although participation in the program may look good on a resume in a difficult job market, there must be some real long-term benefit in our top graduates gaining first-hand experience of teaching in challenging schools. Imagine how much easier it might be to secure school funding if most of the Fortune 500's CEOs had spent a couple of years teaching in the trenches.

Elsewhere, CIA director Leon Panetta is demanding that we "get back to mandating language training as a requirement for graduating from college" (see News, page 10), and the Modern Language Association is reporting "significant increases" in the number of enrollments in world languages programs at U.S. colleges with nearly a million students now in

"...we seem to have a growing, bipartisan consensus that simple, quick fixes are not going to close educational achievement gaps"

Spanish programs (see News, page 9).

Despite the infighting, President Obama and the Republicans were remarkably productive in December. If our representatives can continue in this vein and be flexible in their approach, education reforms may succeed.

The recession has had a devastating effect on education budgets but the economic meltdown has also forced us to reassess priorities, and one of its positive consequences may be recognition of the value of teachers and a realignment of our educational goals to more closely resemble the needs of the 21st century global village that our children will inhabit. ❧

Daniel Ward, Editor

<http://www.languagemagazine.com>

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# Keep Your Brain Young

**“Bialystok’s studies were with those who had been bilingual since youth and who used both languages regularly. We don’t yet know if language acquisition in later life has a positive effect on the brain.”** (*Language Magazine*, October, 2010, page 29)

## Dear Editor,

In previous studies done by the scholar mentioned, Dr Ellen Bialystok and colleagues at York University in 2004, <http://news.bbc.co.uk/2/hi/health/3794479.stm>, the same team concluded the positive effects of bilingualism, but at the same time admitted “It is also well recognized that education in general can bestow benefits on cognitive function in later life.”

The acquisition of a language as a second language in later life can imply in itself a great deal of extensive reading performed by the acquirer considering the acquisition of the language being done in some cases for educational purposes, this is, the individual is compelled to perform academic activities like reading novels and academic papers, having to write term papers, attending lectures, and so on.

I personally consider that the process of acquiring a second language in later life compromises the brain in the same way as having to use both languages simultaneously since youth. I have seen a great deal of language attrition among many so called bilingual individuals who do not know about language retention and don’t read at all, so reading is the key for both types of bilingual individuals. After all, when studying in any specific field, the individual has to read a lot in that field in order to get the knowledge, vocabulary and all the background infor-

mation. This is the subject matter using the same linguistic device when acquiring a second language later in life.

**Jhovanna Arcia Torres**

## Contributor Response

**Dr. Stephen Krashen:** A very good point: The independent contribution of extensive reading, education and second language competence could be teased out with a multivariate study.

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# 'Significant Increases' in Language Study at U.S. Colleges

**Enrollments in languages other than English** at U.S. institutions of higher education have continued to grow over the past decade and are diversifying to include an increasingly broad range of language studies, according to a new report, *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009*, released last month by the Modern Language Association (MLA). The survey responses indicated significant increases in enrollments in nearly all the languages most studied on U.S. college campuses since 2006, when the MLA last reported on language course enrollments.

The new survey found that the study of Arabic registered the largest percentage growth with enrollments growing by 46.3 percent between 2006 and 2009, building on an increase of 126.5 percent in the previous survey. Arabic is now the eighth most studied foreign language at U.S. colleges and universities, up from tenth in 2006. Also registering significant increases in enrollments in the new MLA survey are Korean (up 19.1 percent), Chinese (up 18.2 percent), American Sign Language (up 16.4 percent), Portuguese (up 10.8 percent), and Japanese (up 10.3 percent).

Enrollments in less commonly taught languages (LCTLs) grew by 20.8 percent between 2006 and 2009, following a gain of 31.2 percent between 2002 and 2006. The number of LCTLs studied at U.S. colleges and universities also grew by 19.2 percent between 2006 and 2009. In all, 217 LCTLs were offered for study in 2009, 35 more than in 2006.

"It's gratifying to see that so many U.S. students recognize the importance of language study for our future," said MLA executive director Rosemary G. Feal. "The demand for an ever-greater range of languages demonstrates the vitality of the field. Despite troubling cutbacks in language offerings at some institutions, this report shows that overall interest in language study remains strong at U.S. colleges and universities."



## Key Findings from the Report

- Course enrollments in languages other than English reached a new high in 2009. Enrollments grew by 6.6 percent between 2006 and 2009, following an expansion of 12.9 percent between 2002 and 2006. This increase continues a rise in enrollment in languages other than English that began in 1995.
- The most studied languages on college campuses in fall 2009 were:

### Language Enrollments Change since 2006

1. Spanish	864,986	+5.1%
2. French	216,419	+4.8%
3. German	96,349	+2.2%
4. ASL	91,763	+16.4%
5. Italian	80,752	+3.0%
6. Japanese	73,434	+10.3%
7. Chinese	60,976	+18.2%
8. Arabic	35,083	+46.3%
9. Latin	32,606	+1.3%
10. Russian	26,883	+8.2%
11. Ancient Greek	20,695	-9.4%
12. Biblical Hebrew	13,807	-2.4%
13. Portuguese	11,371	+10.8%
14. Korean	8,511	+19.1%
15. Modern Hebrew	8,245	-14.2%

The decline in enrollments in Ancient Greek (-9.4 percent) likely results from the reframing of categories in premodern Greek courses in a handful of institutions.

The list of "top ten" languages studied has shifted only slightly since 2006.

■ Spanish, French, and German are still the three most studied languages, followed by American Sign Language (ASL), which jumped to fourth in the 2006 survey and held that position in 2009.

■ Italian, Japanese, and Chinese come next,

in the same sequence they have occupied since 1998.

■ Arabic continues to draw increasing numbers of enrollments, jumping two positions since 2006 to eighth, now ahead of Latin and Russian.

■ The most studied languages (Spanish, French, and German) continue to gain in enrollments, but at a slower pace than some other languages.

■ In two-year colleges, enrollments in Arabic, ASL, Chinese, Hawaiian, Italian, Japanese, Latin, Portuguese, Spanish, and Vietnamese all showed increases both long-term between 1990 and 2009 and short-term between 2006 and 2009. The inclusion of Vietnamese and Hawaiian among the top fourteen languages taught in two-year colleges and their absence among the top languages in four-year institutions may reflect the unique mission of community colleges serving the needs of local populations.

"Language study remains a central element of a well-rounded education," said Russell A. Berman, first vice president of the MLA and professor of German studies and comparative literature at Stanford University. "Yet while student interest in languages grows, program cutbacks are threatening access to the study of languages students need to communicate effectively in an increasingly multicultural world. America's colleges and universities should use the findings of this report as a basis to strengthen and protect rather than reduce their commitment to language study."

The MLA report is the longest-running (since 1958) and most comprehensive analysis of the study of languages other than English at U.S. colleges and universities. To download the full report, visit [www.mla.org](http://www.mla.org).