

University Council on Teacher Education
Agenda for April 30, 2018
9:30 am
Zoom-Phone Meeting

Members Present: Jill Flynn, Christine Gorowara, Bridgette Johnson, Chrystalla Mouza, Laurie Palmer, John Pelesko, Carol Vukelich,

Guests: Cristina Guardiola-Griffiths, Tracy Quan

Meeting called to order via Zoom at 9:30 am

New Business:

Recommendation for Faculty Senate approval of new program: Teaching Chinese as a Second Language

Questions to representatives of the program, Tracy Quan and Cristina Guardiola-Griffiths from the Department of Languages, Literatures, and Cultures, included:

- Has the DLLC faculty consulted with Scott Stevens, who coordinates the Teaching English as a Second Language program? Cristina: no, but would be happy to do so.
- Has the DLLC faculty consulted with the Institute of Global Studies and/or university legal counsel with respect to the partnership with Xiamen University? Cristina: no, our understanding was that we should get Faculty Senate approval first, but not sure if that is correct.
- This program is not currently being submitted as a certification-leading program. If faculty were to convert this program to a certification-leading program at a later date, what specialized professional association (SPA) standards would it fall under, and would the program meet those standards? Christine: I have checked with ACTFL, which is the SPA for foreign language programs. The ACTFL representative said that she did not know of separate standards for “Teaching X as a Second Language” vs. “X Language Education,” so she assumed both would fall under the same standards. We have shared those standards with the DLLC faculty for their consideration at such time that they wish to pursue a certification option.
- There is a distinction between second-language pedagogy and foreign-language pedagogy, and it seems that this program is based more on foreign-language pedagogy and hence appears to be misnamed.

Tracy [via email following ending of Zoom call]: “There has been a push in the DLLC to move away from the use of ‘foreign.’ In fact, we are in the process of changing the name of our MA program in Foreign Language and Pedagogy to MA Languages, Literatures, Cultures, & Pedagogy. I am not challenging what other units at UD have chosen to do, but simply explaining the DLLC’s position on the use of terminology like ‘foreign.’ Within the field of second language acquisition, we make clear distinctions that language learning and teaching varies depending on context. Using the term ‘second language’ is more inclusive to all of those possible contexts

and in no way does it ignore varying pedagogies. If we choose the term ‘foreign,’ then we are assuming that our students are only teaching Chinese as a ‘foreign’ language to individuals with no prior connection to Chinese language and culture, and/or are not part of a community with and of Chinese users. I would feel uncomfortable changing the name of the MA to reflect this type of assumption and ideology.”

[Note: Scott Stevens in a follow-up email stated the following:

“In our field the distinctions between ESL and EFL tend to be the following:

1. English as a Second Language involves a heterogeneous student body in terms of diverse first language make up. As a result, English becomes the necessary means of communication among these students. This generally allows for a more communicative pedagogical framework and a full immersion experience for the learner.
2. ESL also means that English is the sole language of instruction. Nothing is translated—ever. Teaching materials only make use of the target language.
3. Because of (2) above, teachers must be native speakers or possess native-like proficiency
4. Usually ESL is taught intensively 15+ hours/week
5. ESL is taught in an English speaking country, designed for individuals coming to that country to study or work professionally.

Chinese taught in Shanghai, with native speaking Chinese teachers and in a classroom of students speaking a variety of first languages other than Chinese would be Chinese as a second language. Chinese taught in the US with a primarily homogeneous class of native English speaking students would be Chinese as a Foreign language.

For the above reasons, I would not consider Chinese as a second language and Chinese as a foreign language to be synonymous, although some methods are transferable across both.”]

Zoom meeting ended at 10:10 am; email discussions and a re-connected Zoom meeting followed. Two motions were made:

Recommend the program as is (Jill moves, John seconds)

Return the proposal to the LL &C department for a title change (Carol moves, Bridgette seconds)

Neither proposal was able to go forward, due to absence of quorum by the time voting took place.

Meeting adjourned at 10:25 am