

FLL



News and Views

from Purdue

Newsletter of the Department of Foreign Languages and Literatures Purdue University Vol. 5 (2000)

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Chinese & Japanese: Daniel Hsieh
Classics & Italian: Anthony J. Tamburri
French: Thomas Broden
German: Herbert Rowland
Spanish & Portuguese: David Flory



L to R: Colleagues Edeltraut Duensing and Kristal Schamoni with Julie Schaefer in front of the Rathaus (town hall) in Hanover, Germany. See Julie's piece on page 8.

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Dear Friends of FLL,

Watching the year 2000 welcomed in around the world reaffirms that the human family, though speaking many different languages, expresses happiness and excitement alike. Please share our joy and pride reading about some of the accomplishments of the students and faculty of this wonderful global department.

The financial support we receive from many of you is most gratefully acknowledged and appreciated. Your generous donations enable us to enrich our twelve language programs for students in many different and important ways.

We are participating in a major drive, spearheaded by Dean Rowe of the School of Liberal Arts, to fund scholarships. We would like to be able to fund undergraduate and graduate students studying in our department, or in one of our programs abroad. The study of foreign languages and cultures has become more important

than ever in our country, as we continue to strive for peace and quality of life for all. Being able to communicate with people from other backgrounds and nations leads to greater understanding, and therefore higher success in any profession, here or abroad.

A very special thank you to Steve Godeke, who leads the scholarship drive in our department with an endowment to annually fund one student we select to study a full year abroad in one of our programs. What a great legacy!

Please stop in for a visit and let us show you around Stanley Coulter Hall, where you'll find many things changed and many the same. You are always welcome! Have a great summer and stay in touch.

Christiane E. Keck
Christiane E. Keck
FLL Head and Professor of German

Promotions

Our congratulations go to the following faculty members who received promotions effective August 1999:

To professor:

John Kirby, Classics.

To associate professor with tenure:

Ana Gómez-Bravo, Spanish.

Mariselle Meléndez, Spanish.

New Faculty

Two new faculty join us as assistant professors:

Zsuzsanna Ittzes (German) received her PhD from the University of Arizona. Her research interests include second language acquisition, sociolinguistics, computerized instruction, foreign language education, and linguistics. She is also serving as director of the Basic Language Program in German.



Iñigo Sánchez-Llama (Spanish) received his PhD from the University of California, San Diego. His research interests include Spanish Romantic Literature, Women's Studies, the Enlightenment, and literary theory.

Awards, Scholarships & Special Appointment

Students:

Association of Friends of French Awards for 1999/2000:

Québec summer program:

Andrea Clouse

Barbara Harris

Jessica Kimbrough

Laura Mahan

Matthew Maylath

Sarah Smith

Grenoble Exchange Students:

Molly Cunningham went to Grenoble to teach.

Nassima Seghier came to Purdue to teach.

Montpellier Exchange Student:

Greg Biget came to Purdue to teach.

German Diploma Recipients:

Students John Frederick Deters, Elizabeth Rebecca Clark Elliott, Gaurav M. Ghatge, Clement Egbert-Jan Hamer, David G. Hartmann Jr., and Scott Edwin Robinson all received the prestigious 1999 "Prüfung Wirtschaftsdeutsch International" Diploma. It is awarded for successfully completing the international examination that certifies ability to function in German in business settings at the management level.

Outstanding Undergraduate Awards:

Outstanding Senior—Adrienne M. Harris, French and Russian majors. Academic Excellence—Joel A. Boggess, French major.

Academic Excellence—Julie Harrell, Spanish major.

Faculty:

Book of Great Teachers:

Zinaida Breschinsky (Russian), William Buffington (Russian), Christiane Keck (German), Benjamin Lawton (Italian), and Sidney Pellissier (French), have been named to Purdue's Great Book of Teachers by the School of Liberal Arts.

Alan Garfinkel (Spanish) was awarded the 1999 Outstanding Teacher Educator Award from the Indiana Association of Colleges for Teacher Education (IACTE), and nominated to the Book of Great Teachers by the School of Education. He has also taken over editorship of the Indiana Foreign Language Teachers Association newsletter. Please e-mail reports to: alangarf@purdue.edu

Wei Hong (Chinese) was nominated to the Executive Board of the US

Chinese Language Teachers Association.

Floyd Merrell (Spanish) has been chosen to participate in an international 'think tank' to develop a fresh approach towards medicine among the poor in Brazil; one that will include the entire family rather than a one-on-one patient/doctor relationship. Two medical doctors, two philosophers, a logician, and an epistemologist will join Merrell, an authority on semiotics, on the project. Participants will give a series of lectures, take part in a conference, and collaborate on a book-length ms. for publication.

T. Denean Sharpley-Whiting (French) won the George A. and Eliza Gardner Howard Foundation Fellowship of \$20,000 for 1999-2000. She was recently appointed Director of the African American Studies and Research Center.

Anthony J. Tamburri (chair of Classics and Italian, and coordinator of graduate studies) has been named Distinguished Alumnus for the year 2000 at Southern Connecticut State University. He will be honored during commencement on May 26, 2000.

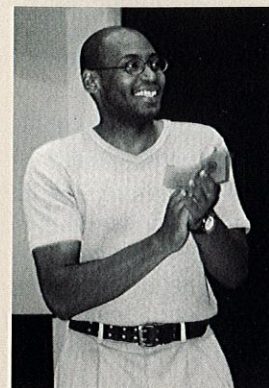
FLL Excellence in Teaching:

This new award given to recognize and reward outstanding teaching was created by a committee of FLL faculty in the fall of 1998 (all winners of school/university or national awards for excellence in teaching, themselves). The award is given in three categories: for teaching assistants; for lecturers, visiting instructors, visiting assistant professors, and administrative professional staff who teach; and for faculty. Criteria include: student evaluations, type/variety of courses taught, programmatic contributions and innovations.

Tony Macheak (PhD candidate in French) received the award in the TA category.

Elisabeth Cook, (Continuing lecturer in Portuguese and coordinator for Port. 101-102) received the award in the lecturer, VI, VAP, AP category.

Patrice Rankine, assistant professor of Classics, received the award for faculty.



"It seems to me that good teaching should be a product of a life of continuous learning—what Socrates called the 'examined life.' I read an article in the New York Review of Books recently that talked about the decline of literary studies and called for 'evangelical' teachers that are able to bring students back to literature in an increasingly technological world. In the end, it's people that matter, and the contact that we have with one another through our literatures and languages. When I came to Purdue, I was kind of swept up by what I saw in FLL, and particularly in the Classics and Italian section. Folks were engaged with ideas, and they were clearly interested in students. Coming from a teaching college (Brooklyn College), I felt I could be a part of the enthusiasm I saw here. I see the award as a sign I am moving in the right direction."

Patrice Rankine

Conferences

The Eleventh Annual Purdue Conference on Romance Languages, Literatures and Film was held on campus October 7-9, 1999. Highlights included the Dean's Lecture presented by Mitchell Greenberg, Cornell University, and the Keynote Address by Sylvia Molloy, Albert Schweitzer Professor of the Humanities at New York University. Over 100 papers were presented by American and international scholars.

The Midwest Association for Japanese Literary Studies conference was held November 12-14, 1999 in Boulder, Colorado, and focused on the issues of canonicity and canon formation in Japanese literary studies. The MAJLS has now become a national organization and is renamed the AJLS. This was the eighth annual meeting of the conference whose headquarters are housed at Purdue. Eiji Sekine (Japanese) is the organization's secretary/editor. For information on the conference proceedings and newsletter see the AJLS web site:

<http://www.sla.purdue.edu/fll/ajls>

Herbert Rowland (German) organized the "Goethe, Chaos and Complexity" symposium held at Purdue University April 9-10, 1999. The keynote presentation "Drums, Dance, Undecidable Discourse: How Chaos Self-Orders" was given by Floyd Merrell. Scholars from ten universities participated. A roundtable discussion was moderated by Peter Boerner from Indiana University.

Other Activities in the Languages

Chinese and Japanese

Dan Hsieh (Chinese) was appointed chair of Chinese and Japanese.

PhD student in comparative literature, Wang Shunzhu, is teaching Chinese this year at Bennington College in Vermont.

New visiting instructor Akiko Ohashi Brennan joins the Japanese program. She has her MA in linguistics from the University of Illinois at Champaign.

To examine the many Japanese-related projects at Purdue including Japanese e-mail and free-ware projects, Japanese computer-based instructional resources and royalty-free electronic picture resources for Japanese language instruction visit: <http://www.sla.purdue.edu/academic/fll/JapanProj/>

Classics and Italian

The School of Liberal Arts approved an interdisciplinary major in Classics and a new Latin major.

Corrine Schilling, an Italian major who received her BA degree in December, was recently hired as the assistant to the director of public relations by the National Italian American Foundation, the largest political lobby group for Italian Americans in the US, located in Washington, DC.

Italian TA Melissa Coburn delivered a paper on the Italian feminist writer, Dacia Maraini, at Purdue's Conference on Romance Languages, Literature, and Film. "Calling a Spade a Spade: Uses and Abuses of Violent Language in *Donna in Guerra*" will be published in an expanded form in the *Romance Languages Annual*, vol. XI. (See Melissa's report as the resident TA on Purdue's Summer Program in Florence, page 5).

French

The French section has changed its undergraduate major, introducing greater flexibility into the program for students to choose courses in the area that interests them: language, culture, linguistics, and literature. The new French major comprises thirty credits (ten three-credit courses) with three courses in language skills and culture, one course in literature, one in linguistics, one in culture and four others of choice (with two at the 400-level).

A new course "Love, Sex, and Gender in Western European Literature" introduces students to significant works that have been influential upon contemporary patterns of thinking. Such works will include: Dhuoda's *Handbook for William*; Andreas Capellanus's *Art of Courtly Love*; Richard de Fournival's *Bestiary of Love and Response*; Shakespeare's *Sonnets*; Thomas Mann's *Death in Venice*; Sigmund Freud's *Three Essays in Sexuality*; Simone de Beauvoir's *The Second Sex*; and T. S. Eliot's *The Waste Land*. The course is taught by Professor Jeanette Beer.

The Association of Friends of French awards up to a \$1000 scholarship to an Indiana high school student majoring in French at Purdue. Applicants must have taken at least two years of HS French; demonstrate a proven interest in the French language and culture; and have a strong recommendation from their high school language teacher. AFF also awards travel scholarships to Purdue students accepted into the Montpellier, Rennes or Québec program. For more information, contact: Paul Benhamou.

German

In German, five new graduates students are pursuing their MA degree: Jennifer Blauw, who received her BA from Calvin College; Scott McAninch, who holds degrees from Ball State and IUPUI; Raquel Nocus, BA from Indiana University, who has been teaching at the high school level for several years; Joe Rockelmann, returning to Purdue from a year at UNC, Chapel Hill; and Wang Chengya, from Tongji University in Shanghai, China.

New assistant professor Zsuzsanna Itzes (see pages 2 and 6), along with her new professional duties, has assumed faculty leadership of the German Club. Students get together for fun activities—bowling, billiards, watching German videos, and practicing for the multicultural festival in February.

Özlem Ögut, who graduated in 1999 in comparative literature with an emphasis on German, started a position teaching German at Manchester College in the fall of 1999.

Professor Jay Rosellini was a Fulbright Fellow in the *German Studies Seminar* on “Environmental Protection and Alternative Forms of Energy” last summer.

PhD student Laura Wilson co-edited the inaugural publication of the FLL/Comp. Lit. symposium, *Negotiating Space: Crossing Borders*.

Russian

The Russian faculty’s recruitment and retention efforts have paid off this year with a significant increase in the number of double majors and additional minors, despite the lean times Russian programs have been experiencing throughout the United States. Our students come from many different disciplines; their majors range from political science and food processing to aeronautical engineering. This new core of dedicated Russian students has had a positive influence on their lower-level classmates, who in turn help to mentor incoming students, thereby further strengthening the Russian Program at Purdue.

Student commitment and enthusiasm has revitalized two traditions: the weekly Russian Tea Hour (*Chashka chaitu*) and the Russian Club (*Russkii kruzhek*). The Tea Hour, held every Wednesday, offers Russian conversation and refreshments, while the Russian Club’s activities have included viewing tapes of the Russian version of “Sesame Street” (*Ulitsa Sezam*), sampling Russian culinary delicacies, and hearing from students who studied last summer in Russia. These social functions offer our students the opportunity to speak Russian and learn more about Russian culture with their classmates and teachers outside the classroom.

Olga I. Demidova from the Pushkin Institute in Moscow, Russia, has been teaching for us again this year. Her dedication and enthusiasm have greatly enriched our first to fourth year language courses.

Zinaida A. Breschinsky (Russian) with Michael Stitworth (International Programs in Agriculture) were the recipients of two federal grants this year. One was from the US Agency for International Development (Association Liaison Office), for work on “Developing an Environmental Sciences and Policy Curriculum with Novgorod State University.” The other was granted by the US Department of Agriculture, for “Enhancing

the Capacity for Doing Business in Russia through Student Development.” This brings the total number of grants received for collaborative work between our department and the School of Agriculture to nine.

Spanish and Portuguese

David Flory is the new chair of Spanish and Portuguese. His new book, *Marian Representations in the Miracle Tales of Thirteenth-Century Spain and France* will be released in May, 2000 from the Catholic University of America Press.

A new major, “Inter-Cultural Awareness: Latin America,” is designed for all students in Liberal Arts, and especially as a dual degree for students in Business Administration, Hotel and Restaurant Management, Engineering and the Sciences, and Agriculture, who expect, during their professional careers, to have contact with counterparts from Latin America, or with colleagues of Latin American origin here in the US.

Our congratulations to Yasmine Allen, lecturer in Spanish, who just accepted a position as an instructor in Spanish at Phillips Academy in Andover, MA; and Gloria Velez Rendon who has accepted a position as assistant professor of Spanish at Purdue Calumet.

Portuguese had 282 students enrolled this fall—the largest ever! Preliminary versions of the new four-semester series of texts *FALAMOS, SIM!*, written by Betty Cook and Paul Dixon are showing good results. In addition, Paul Dixon edits the annual journal *Espelho*, which publishes studies on the Brazilian writer Machado de Assis.

Jorge Allen-Dixon, a PhD student in Latin American literature, gave a paper at the RLA Conference in October on an Afro-Brazilian writer, Mestre Didi.



FLL Abroad

Florence, Italy

Melissa Coburn (PhD candidate in comparative literature and teaching assistant in Italian) shares her experience as program assistant for the study abroad program in Florence:

Last summer, I was given an opportunity by the Department of Foreign Languages and Literatures and the Office for Study Abroad to accompany a group of thirty-five undergraduates on the summer program in Florence, Italy. I served as resident assistant in the hotel in which the students stayed. I had already fallen in love with Italy during my first stay there, seven years before, and I suppose this love underlies my decision to pursue Purdue’s PhD in comparative literature, with a focus on twentieth-century Italian women’s literature.

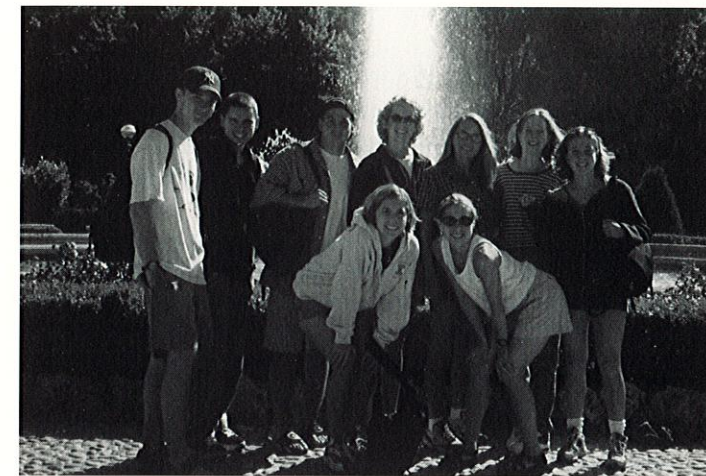
I arrived in mid-June, a day before most of the program students arrived. Every day I spent several hours helping students to acclimate, learn survival language skills, and navigate the commercial world of Florence in the middle of the tourist season. But there were always several hours for me to do my own study and I passed many of them reading or doing research in the *Libreria delle Donne di Firenze*, and in the *Biblioteca Nazionale*. I made new friendships in these study spots, and also in my favorite delis and caffès. I also attended Art History classes, offered through Purdue’s Study Abroad Program. For the first time I began to realize the weight and value of the art now housed in Florence. No other experience could compare.

From the start, the students were very warm with one another, inclusive in forming friendships and planning outings. We had a great group dynamic. This was especially important since so many of us came to Florence without really knowing the other students. I, also, was included as newly forming groups of friends made plans.

Three of the program participants had previously studied in my Italian language classes. What a pleasure it was to watch them use their language skills. Hours of preparation paid off! Their most pleasing quality, for me, was their continuing confidence. They knew they were able to understand and respond to any situation that might arise. This included a readiness to accept and learn from their own mistakes. One example stands out.

A student confided in me that she had had an embarrassing experience. Being told there were public restrooms nearby, she stopped a passer-by to ask where they could be found. She misunderstood the response and entered a bank, asking the teller in beautiful Italian, “Lei dispiacerebbe molto se io usassi il bagno?” or, “Would you mind very much if I were to use the restroom?” The teller scolded her, “Yes, I would mind very much,” and told her (rather abruptly) to go elsewhere. Afterwards, Maria came to me to check her understanding.

In what at first seemed a *failed* communication, I see the most important elements of her success in learning about language acquisition. After three semesters of Italian



Melissa, back row, second from right, and students at a Florence park

courses, Maria was unafraid to initiate an exchange in Italian. She was confident enough in her language skills to act on the information she gathered from the passerby’s response. She was willing to imagine cultural difference, i.e. that in Italy the public might have access to restrooms in banks, unlike in the US. She was able to construct her request to the banker with complex grammar and appropriate use of formality. And she was sensitive to the banker’s response, noting not only that he was not admitting her to the bank’s restrooms, but that he was indicating that banks in general do not have public restrooms. Most importantly, she accepted her own error without accepting any discouragement.

For students on study abroad programs like the one in Florence, personal enjoyment joins professional and academic development. For some lucky graduate students of foreign languages like myself, this kind of occasional travel or job opportunity not only provides personal pleasure, but also academic fuel and professional satisfaction. I am grateful to Foreign Languages and Literatures and Study Abroad for this very enriching experience.

Madrid, Spain

Patricia Hart, professor of Spanish, and resident director of Purdue’s study abroad program in Madrid for the 1999-2000 academic year, sends this report:

The Wisconsin-Indiana-Purdue program (WIP) in Madrid offers study for the entire school year (from August through June) or for the Spring semester only. Students are enrolled in the Universidad Complutense de Madrid, along with approximately 150,000 Spanish students. They have an intensive September course with introduction to the city, to Spanish vernacular, and a quick course in Spanish history, art, and architecture. At the same time, they find their own housing (and in the process learn Madrid’s transportation system backwards and forwards). In October, special courses for American students begin within the Universidades Norteamericanas Reunidas, taught by regular Complutense faculty, and WIP students also take one or more courses per semester in the regular university.

Our program is housed in the Facultad de Geografía e Historia, and students have access to all of the libraries within the Complutense system, as well as limited access to e-mail. Our program provides workshops on succeeding within the Spanish system, culture shock, academics, travel, housing, the libraries, and specific information about the Spanish university.

Each semester the program organizes two excursions, and in addition, last fall, the program sponsored film screenings, and a trip to see the traditional outdoor production of *Don Juan Tenorio* for All Saints' Day performed on six spectacular stages set up around the medieval walls and plazas of the old university city of Alcalá de Henares.

For the students, the opportunity to spend an entire school year in Spain is an incredible chance for development, and most of them take advantage of it to the maximum. They typically live with other students or families, and we recommend there be only one American per home or apartment. Our students are involved in the university choir, sports teams, religious groups, drama, and many other activities. For those who make the effort, the knowledge they gain of Spanish, of culture, and of life is tremendous.

Oxford, England

John Kirby (Classics) has been appointed director of Purdue's summer abroad program at Oriel College, one of

the 37 colleges of Oxford University. Oriel College was founded in 1326 by King Edward II and is the fifth oldest of Oxford's colleges. He will teach Classical Mythology: Tales of Gods and Heroes (CLCS 335 O).

Patrice Rankine (Classics), will teach Classical Mythology (CLCS 335 C) at Cambridge University this summer.

Martinique (the French West Indies).

A new five week program in Martinique will be offered again in 2001. Caribbean Studies will be directed by T. Denean Sharpley-Whiting and open to undergraduates and graduate students in French and other areas who are interested in Caribbean literature and Creole culture. French majors and minors do all course reading and writing assignments in French. Martinique is a beautiful island of contrasts, from rugged mountains and volcanic peaks to fertile valleys, dense rain forests, and golden beaches. Students stay in the heart of the capital, Fort-de France, known as the "Little Paris" of the Caribbean.

Our year-long French and German study abroad programs in **Montpellier** and **Freiburg** continue to afford students conversant in these languages the unique opportunity of total immersion for a year.

Focus on Research and Scholarship

Research and scholarship are conducted in many areas and at different levels of experience in our department. Below, faculty and students share some of their work with us.

Zsuzsanna Ittzes is assistant professor of German, with a specialty in second language acquisition:

I wanted to be a teacher since I was five years old, and my love for languages, word games and linguistic puzzles became a passion by the time I reached high school in Hungary. My excellent high school English teacher helped foster my love for this language as well and I planned to attend the Eotvos Lorand University in Budapest and study English and Italian. But in my last year of high school I met three American teachers from Wisconsin during a summer language camp and began corresponding with one of them. Later in the year she invited me to take part in her high school's foreign exchange program. So began my career in the US. Instead of staying for just one semester of high school, I ended up attending the University of Wisconsin for four years, studying German, Spanish and English Language Studies, and then went on to the University of Arizona for my master's degree intent on becoming an expert on Lessing's Dramas and the Age of 18th Century German Enlightenment.

Shortly after starting that program, though, I took a course in foreign language pedagogy, whose content

appealed to my passion for teaching. And my professor's enthusiasm helped convert me to the field of foreign language pedagogy before the first semester was over. Two years later I passed my master's exams in German Literature and Foreign Language Pedagogy, and was accepted into the PhD program in Second Language Acquisition also at the University of Arizona.

My research focus on the use of computer-mediated interaction to develop communicative proficiency in a foreign language grew out of the courses I took in the various aspects of second language acquisition (e.g. SLA theory, sociolinguistics, computer-assisted language learning, theoretical linguistics, anthropology, psycholinguistics, etc.). In any further research and teaching, I will continue to combine these components of SLA, and will continue to find connections for theory and practice, helping teaching assistants realize the same connections in their own teaching.

I would like to continue to train teaching assistants, and instill in them the same love for teaching I have. It is very rewarding when TAs come to me during their first semester at Purdue, to tell me they tried something in class they learned in our pedagogy course together, and can tell me what they liked about it, what worked, what was not so useful and how they altered it to fit their needs. It is exciting to see them suddenly able to review their own teaching critically; to assess what they have learned in relation to how well it applies in their own teaching situation.

One of our department's great strengths is that it offers courses in various languages for business purposes,

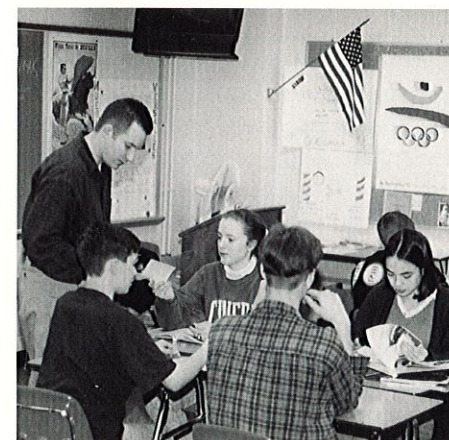
scientific purposes, etc. I worked with a medical university in Hungary to develop a software program (using Authorware – PC) to teach medical English to Hungarian medical students interactively. I would be very interested in designing similar software for scientific and business purposes in collaboration with Purdue University.

My role in FLL is three-fold: to train and supervise the teaching assistants in the basic German language classes; to teach courses in foreign language pedagogy, research design, sociolinguistics, and second language acquisition theory; and to do research with a specific research interest in the use of computer-mediated interaction for promoting learner autonomy and the development of language skills.



Dan Alsop is a second-semester PhD student in curriculum and instruction in Purdue's School of Education with an emphasis in foreign language education.

I completed both the MA and MAT degrees in Spanish at Indiana University, and am currently teaching introductory level Spanish courses here at Purdue and at Butler University in Indianapolis. I taught previously at IU



Dan and students at Beech Grove High School in Indianapolis

Bloomington, the University of Indianapolis, and three years at the secondary level at Beech Grove High School in Indianapolis. Both my parents, Tom and Jill Alsop, teach Spanish, as does my wife, Sara Colburn-Alsop, whose interest is Spanish Golden Age literature.

Not surprisingly, my family has been very influential in my career interest. Both my parents instructed me in Spanish while I was in junior high and high school, and though the student-teacher dynamic between parent and child might seem problematic in some aspects, the experience was very positive. They were both excellent teachers and I learned a lot from them about enthusiasm and professionalism about one's work—and they obviously succeeded at making me enjoy Spanish!

I have been fortunate in working with many outstanding teachers during my education. As I progress as a teacher I try to incorporate into my own style at least some small characteristic of all those who so positively affected me. And it's really helpful to be able to consult a colleague who is a family member when I need an idea or another perspective. Sara and I frequently reenergize each other with ideas and support, though we've become adept at not allowing work to become the focus of our free time, (a potential drawback to both being in the same field).

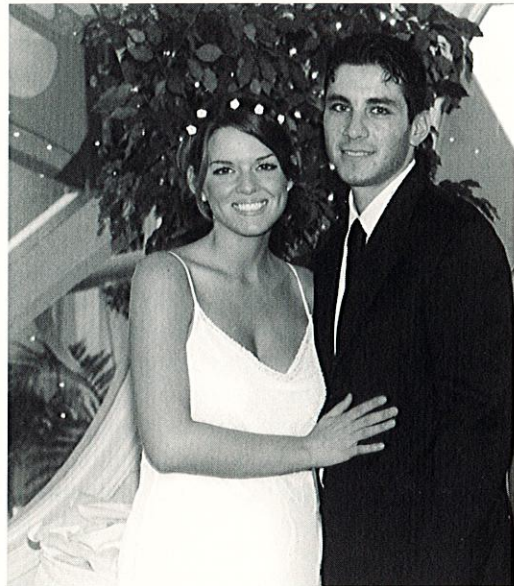
I'm in the beginning stages of dissertation research with a keen interest in two topics that may not be totally unrelated. The first of these is risk taking with regard to both the second language student and the second language teacher. Certainly, society views taking risks as an essential factor in the life-long learning process; however, it is unclear exactly how it affects students' learning both inside and outside the language classroom. I would like to explore instructional methods, student attitudes and learning styles, and classroom environments that encourage optimal risk taking by the student, especially with respect to speaking the target language.

The second topic of my research interest is the design of course web sites which facilitate student technology use, lessen organizational time taken in class, and increase student autonomy in learning course material. I am essentially interested in these research issues because of my own experiences and beliefs about being a student and teacher. In terms of the first two years of Spanish instruction, I think students must be expected to engage in using the language for communication. However, at the same time, it is better for them to do so in a supportive atmosphere where they feel comfortable to make mistakes, or they will not improve and build confidence. Plus, while hard work is the norm, it does not exclude fun. Enjoyment, whether it comes from activities, content, atmosphere, learning, etc., motivates students to take risks and achieve. Using the internet and course web pages to organize assignments and policies for which the student is individually responsible frees class time to spend on more enjoyable class activities that promote effective language learning.



Anna Sédner-Ghazaoui is a graduate student and teaching assistant in Spanish.

Being Mexican-American and growing up in a bicultural and bilingual household has made languages an important part of my life. I lived the first eleven years of my life in northwestern México, and was fortunate that my parents ensured my use of both English and Spanish at a very young age. In the late eighties, we moved to my mother's home state of Indiana where I attended junior high and high school. My decision to attend Purdue University stemmed from the fact that several members of my family, including my mother, are Purdue alumni.



Anna and Noureddine on their wedding day

My interest in language study has been developing for many years, yet when I began my academic career several years ago, I was unsure as to what path to take. Despite my indecision, I kept coming back to languages. This was one of the reasons that prompted me to concentrate on a third language, French, which I studied for four years in high school and continued my study of here at Purdue.

In the fall of 1996, I became very interested in Purdue's study abroad program, knowing that an excellent way to enhance foreign language acquisition is through the complete immersion in the culture of the target language. I was fortunate enough to be accepted into the Montpellier program in France for the 1997-1998 academic year. My time spent there was beyond wonderful—it was the best year of my life. This experience further deepened my interest in language acquisition.

What makes languages so special to me is that they are not only part of my academic life, they are an integral part of my personal life as well. I speak to my parents both in English and Spanish, and to my husband, a French-Moroccan I met while studying in Montpellier, in French.

This past semester I've had the experience of being a teaching assistant, and have come to realize how much I enjoy teaching. I know I'm a beginner, yet teaching is something that makes me happy.

I have therefore decided to pursue a career in Spanish education and am working on an MA degree in Spanish literature, with emphasis on Latin-American literature and culture. I have made this decision for several reasons: my profound interest in languages, my personal quest to learn as much as I can about my own Hispanic culture, and the knowledge that continuing this academic path will better prepare me to be the best teacher I can be.



Caroline Grace is assistant professor in French, with a specialty in second language acquisition and teaching.

My love for languages stems from having grown up in Spain, Morocco and France—my mother worked for the United Nations. One of my goals has been to find ways to help the beginning second-language learner succeed, and this has been manifested in three areas: research, software development, and teacher training.

Research

I have investigated and written articles on the effect the native language has on the retention of vocabulary for beginning language learners. I am completing the final phase of preparation of a computerized lesson and tests that will serve as test beds for this area next Fall. In addition, I am conducting a meta-analysis of all experiments conducted in this area in cooperation with Professor William Asher in the School of Education.

Software Development

With Professor Atsushi Fukada from the TELL Center, I am leading a project to develop interactive, video-based multi-media lessons for the lower-division French program. The grant, received from Harcourt Brace Publishing Company, has enabled the hire of a French TA – Danielle Karaky – to write exercises for the activities template created by Professors Fukada (Japanese) and Maria Cooks (Spanish).

TA Training

As Director of the French Language Program, I am responsible for the directorship and development of the lower division French program, and training of approximately twenty-five teaching assistants. This also includes a one-week pedagogical orientation for the new TAs at the beginning of each fall semester, in which returning TAs are taught to train the incoming TAs. I also teach graduate courses in applied linguistics. My goal to provide new instructors with the tools to successfully teach a beginning-level language course, in any language, has led to a book, written with co-author, Glenn Levine, from the University of California, Irvine. The book is scheduled for publication in the fall of 2001.

I have also participated in a series of focus groups for the development of French and Spanish materials for Holt, Rinehart and Winston College Publishers; Heinle & Heinle; and Houghton Mifflin.



Julie Schaefer is a graduate student and teaching assistant in German.

After receiving my Bachelor's degree in 1997 from the School of Management at Purdue, I worked as a recruiter for a computer consulting firm in Skokie, Illinois. I minored in German as an undergraduate and during this first career experience realized I missed having German language and culture as a part of my work. Deciding the best

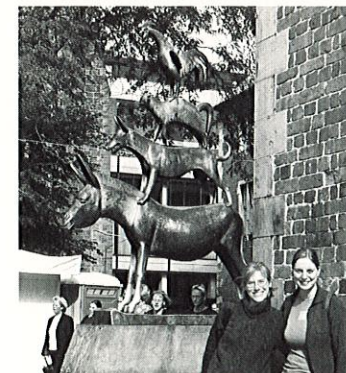
way to satisfy my continuing interest for this area was to study it more deeply, I enrolled as a graduate student in the German program in the Department of Foreign Languages and Literatures.

Unlike most graduate students in the department who focus upon literature, I am putting together different components to supplement the skills I already have for the management field by studying business German and second language acquisition. My primary focus has been to learn as much about the German language and business culture as possible to enable me to have a career which involves German-American relations. I've also discovered how much I enjoy teaching the language, so I'm developing this skill for future career opportunities teaching business German in a firm or at the university level.

Because I don't have a Bachelor's degree in German, I found I had a lot to learn before entering into a Master's program. To corner the self doubt I was having, I decided to put myself in the culture and get right down to business (so to speak) by taking a semester off from Purdue to work for six months in Germany.

From June until December 1999, I worked for the "EXPO 2000 Programm Bremen und Bremerhaven." This office is handling the activities in the Free Hanseatic City of Bremen for the EXPO 2000 World Exposition in Hanover, Germany from June 1, 2000-October 31, 2000. My four colleagues and I in Bremen had many duties, including acting as liaison between project leaders and Hanover, designing an Internet presence for our office, and representing the interests of the EXPO 2000 Hanover in Bremen. Through this experience, I learned first hand what corporate culture in Germany is like and also the basics of living and working in a foreign country. The exact details of what I gained from this experience are of course difficult to summarize.

The EXPO 2000 on the larger scale (i.e. not simply speaking of the work in the Bremen office) has become a personal focus in my studies for my Master's degree. I would like to keep looking into this unique example of international business, and study the difficulties and success the entity has had and will have in the coming months. The organization is fascinating to study, and it could take until the end of the EXPO 2000 in October to decipher. I have learned, and will continue to learn, a great deal through this project in Germany.



With friend Anke Habermann (R), and the Bremen City Musicians

Scott Maroney graduated from Purdue with a degree in chemistry two years ago. He is in his final year of a Russian degree.

After graduating from Purdue with a degree in Chemistry, I spent two years as a lab technician. During this period I thought almost daily about possible future career opportunities involving a degree in Russian. Ultimately deciding to satisfy my thirst for knowledge about the Russian language and to pacify my restless spirit and active mind, I took the plunge and returned to Purdue this fall to pursue a degree in Russian.

A degree in both Russian and chemistry will be more than a conversation piece at an interview. It will bring a tremendous sense of accomplishment and an understanding of a language and a culture that has been perplexing to Westerners for decades. A degree in Russian may well help me benefit a company wishing to pursue new economic opportunities in Russia today.

As I now delve deeper into Russian culture and literature, I have researched the origins of the Cyrillic alphabet and the origins of Christianity in Russia. The course "Russian Literature: From the Beginnings to 1900" has presented an opportunity for me to read about how monk scribes compiled a chronicle of Russian history, in what would be considered as a newspaper of their time, about a thousand years ago. Monks, who lived in monasteries like the ones I visited in the summer of 1996 (during my summer studies in Russian on a USIA student exchange), represent the very beginning of Russia's fascinating and rich literary tradition.

My summer studies in Russia took me to Novgorod and Riazan, two very ancient Russian cities. There the group went on field trips to various sites of cultural interest. We visited a number of monasteries, but at that time I didn't know their significance to the study of Russian language and culture. Before visiting the monasteries in Russia, I really didn't think about how monks may have contributed to literature. Yet that is what happened in Russia about a millennium ago. I have particularly enjoyed reading and discussing the military tales, since the heroes described therein are very similar to the stories of knights and kings in English literature.

What started as a degree requirement for the School of Science has turned into something I enjoy tremendously. My study of Russian has been a pleasure from the first semester. It led me toward a fabulous summer study-abroad experience, which, in turn, has brought to life the materials and readings I have been studying this semester. Professor Dimitri N. Breschinsky shares his enthusiasm and years of experience in teaching Russian. As for me, there still remains much to learn about the Russian language and Russians in general.



In December 1998, associate professor of French, Sidney Pellissier stepped down as assistant head of FLL after five and half years “to return to fulltime teaching and other creative endeavors” (his words). We can say he has done just that!

“ if you become a teacher,
by your pupils you’ll be taught...”
Oscar Hammerstein II “The King and I”

It was a final exam—or more precisely, *not* a final exam—unlike most others at the University. No multiple choice questions nor essay answers to be written here, for freshmen enrolled in HONR 199B The Age of Louis XIV were presenting creative projects to their classmates: a Lully aria performed to pre-recorded accompaniment; an original video guided tour of a nineteenth-century German castle modelled after the Château de Versailles; a talk about the seventeenth-century origins of *haute cuisine française* illustrated by samples of freshly (student) made pastries from an authentic period cookbook. And there was much more to be shared: an original novelette about freshmen love based closely on France’s first great psychological novel of 1678, *La Princesse de Clèves*; an appreciation lesson on French baroque music, highlighted by a videotaped keyboard recital of the student performing Couperin; an original new playlet, “The Two Undead”—with bows to both Tom Stoppard’s “Rosencrantz and Guildenstern are Dead” and Pierre Corneille’s “Le Cid”—poking fun at all the tragic goings on of the seventeenth-century French theater. . .

Imagine my delight as I watched these students exciting one another with their creations and discoveries. It had been a long time since I’d taught an honors course designed specifically for gifted first year college students, and I had forgotten just how much creativity there is to be tapped in a group of bright, getting-younger-every-year freshmen. Alright, alright, fresh *persons*. Give an old prof a break. Or, stated more contemporarily, “Duh. Like give an old prof like a break like.”

I thought it might interest our readers of *FLL News and Views* to learn how I came to have the pleasures and challenges of teaching HONR 199B. **Drug money.** Quite seriously, a generous five-year grant from the Eli Lilly Corporation to aid the University’s retention efforts opened this exciting door for the students and me. During the first two years of the grant, the University had focused its retention initiatives largely on at risk students, then building on those successful initial efforts, turned its sights toward retaining the academically gifted.

Members of the Purdue Teaching Academy were invited last year to design new freshman honors courses as part of the Lilly Retention Grant initiative to enrich the academic experience of gifted first-year students at Purdue. My proposal for a freshman proseminar exploring the rich cultural, political and artistic achievements of seventeenth-



Sidney Pellissier (fifth from left, front row) with cast and crew from the three plays performed

century France was one of three to be accepted as a pilot project and funded for the 1999 calendar year.

I wanted the course to be stimulating and intellectually enriching for students regardless of their majors. So, instead of focusing narrowly on any specific discipline, I chose to expose the students to the varied accomplishments of an age: its politics, history, science, economics, architecture, theater, literature, ballet, fashion, religion, philosophy, painting, sculpture, landscape design, education, scandals, values and prejudices. Some of this ambitious program was accomplished by having the students do individualized research projects, then make oral reports or discuss their findings with the class and subsequently make their discoveries electronically available to classmates via a course computer account.

And did I mention that at the time of the “non-final examination” there were presentations of creative projects? Among them, a complete costume plot for an updated staging of Corneille’s “le Cid” illustrated by a series of original color plates; a portfolio of charcoal sketches providing a visual adaptation of LaBruyère’s verbal portraits and caricatures of seventeenth-century notables...

I could go on and on, but suffice to say that Oscar Hammerstein was right.

Some students’ thoughts on the course:

In Professor Pellissier’s class we read several pieces of French literature written during the reign of the Sun King. Among my favorite pieces was the book of letters penned by Madame de Sevigne, a prominent figure in the French Court. They were extremely perceptive, descriptive, and well-written documents not only accounting personal events in her life, but also well-known historical events. *Phaedra*, a tragedy written by Jean Racine, was also extremely enjoyable. Class discussions of the readings were thought-provoking and brought out several views and

intriguing ideas. I centered my creative project for the course on the subject of the period’s cuisine, and reported the information in cookbook form. Before the 17th century, French food had not developed much since the Middle Ages. However, the 1600’s were a truly revolutionary era in terms of the methods and types of food utilized by chefs. This revolution originated in Italy and was continued in France by Pierre Francois LaVarenne, author of *Le Cuisinier Francais*, the first significant cookbook in French history since the time of the 1300’s. LaVarenne was noted for using a variety of fresh fruits and vegetable in his recipes as well as defining the modern method of pastry making. This was a time when France was transformed not only in terms of cuisine, but in the arts as well. These other transformations were shown by my classmates in creative projects that included a short story, vocal performance, a play, and drawings.

Emily Stump

(Second from left, 2nd row)

Working on a play in another language was the hardest thing I did during my semester in French 201. I had a role in a satire of the early 1900’s French melodrama, *Oswald et Zenaide*. The script was very difficult to comprehend, my having not studied French for more than two years. When rehearsals started, we read through the script and translated everything so all involved knew what was happening, and then we spent a lot of time working on pronunciation of specific words or sentences. This attention to detail made the entire experience worthwhile, as I think my spoken French has improved enormously. Coupled with an excellent French class, the theatre project greatly boosted my speaking confidence and listening comprehension of the French language.

Walter Judy

(Fourth from left, top row)

I became involved in the French play through my French 202 class last semester. Working with Professor Pellissier and the other students in the play was a terrific experience, both from an educational standpoint and as an extracurricular activity. Memorizing the highbrow, somewhat archaic French in my piece was quite a challenge, but my pronunciation has greatly improved because of it. I think my favorite part of the whole experience was when all three of the plays rehearsed together. After working on the cadences and inflections of the French language in my play, I found I was able to follow and understand the other story lines. I also enjoyed working with other students who shared my love of theatre and my enjoyment of the French language.

Abby Bender

(Fifth from left, 2nd row)



Martina Donnermair is a graduate student and teaching assistant in German.



During my studies at the University of Vienna, Austria, I always wanted to go abroad and do an exchange study somewhere else in Europe. I applied for one but unfortunately did not get accepted. I decided to try to go abroad again after I finished my studies at home after a friend told me about the possibility of doing a master’s degree in the United States. So, at the end of my (Austrian) studies I gathered a lot of information and took the requirements (like TOEFL and GRE) that I needed and applied for a master’s degree in second language acquisition at Purdue University. I got accepted with a teaching assistantship in German in FLL.

Soon after I arrived at Purdue in August 1998, I realized that living and studying in America was completely different from what I had experienced at home. It was really hard for me to get adjusted—and to be honest, it still is sometimes. For example, I never had a car in Austria but everything could be reached either by foot, bike, bus, tramway or underground, but here in the States life without a car is more than inconvenient. Everybody has and needs a car to get around. The lifestyle is centered around having a car: wide streets, shops, malls and movie theaters that are usually far away from residential areas or the center of town. Four-lane highways are built to reach them and the shopping areas have huge parking lots for the customers. Cars are relatively cheap, gasoline is cheap (really cheap; the price here is about a quarter of the price paid in Western Europe!).

Also the food is different. Food in restaurants or food from the supermarket tastes different (not even pizza is the same!). I really miss a lot of things here like Austrian/German bread, chocolate, coffee, certain milk products and so on.

One thing that surprised me that I like very much is the smoking or actually non smoking policy in this country. Smoking is prohibited in public places and this law works! Everyone who has been in Europe notices that people smoke everywhere there, even when they are not allowed. I really wish that people in Austria/Europe would get as disciplined as they are here in this country in this respect.

Studying at an American University is also very different. I will just mention a few things: in Austria, students pay no tuition; in general students have much more freedom in how they proceed with their studies. You hardly have to register for a course, attendance is hardly mandatory. In fact you can pass a course without ever showing up in class because in most courses students are graded by one big exam at the end of the semester. So students have to be much more organized to finish their

studies within a reasonable time, otherwise their studies take them forever.

I actually prefer the American system, where students have more constraints and are forced to work hard during the whole semester (not just at the end of a semester like in Austria), by doing homework, doing quizzes and exams. I think the American system is more efficient because students have to keep up with the class materials throughout the whole semester. They simply know more at the end of the semester than Austrian students who study the class material at the end of the semester for several days or weeks for one exam but forget it soon afterwards.

I have not really decided what I'll do after my graduation in May. I might continue my studies here at Purdue if I get accepted into the program, or go back to Austria (or at least Europe) and become a German teacher (German as a foreign language). I hope to get a job related to my current studies. If not, I am sure I can use at least some things that I have learned during my stay here in the United States, like English as a foreign language.

To sum up, I'm very glad to have the opportunity to study in the United States. It really expands my mind about this country, its culture and people and also about my own country, culture and people. Studying abroad is something I would highly recommend to anyone. It's an experience you'll never forget for your entire life.



Maria Cooks is assistant professor of Spanish and Director of Basic Language Instruction in Spanish with specialties in computerized instruction and business language.



The first and second year language courses in Spanish have a computer lab component. Students go to one of the Purdue multimedia labs once every other week with their class instructor who supervises, monitors, and helps students with the interaction. During these laboratory sessions students interact with CALET (Computer-Aided Language Educational Tools), an authoring system, that enables the instructor to create multimedia lessons to complement the materials included in their textbooks. They use a second instructional system which consists of a video interaction and a video browser, "VICTORY" (Video Interaction in a Computer Laboratory).

In addition a new grading software that manages, assesses, and evaluates student performance is being developed this year. This software acts like a databank for further analysis and evaluation of the learning process. The software is linked to the WebCT for these courses at Purdue, to give students quick access to their performance in the course, and to facilitate instructors' self-evaluation of their performance.

The goal of these systems is to enhance the quality of instruction and accelerate the process of acquiring a second language. This objective is achieved by designing products which take into consideration not only the technology and the particular medium of delivery used for the interaction, but also knowledge of the process of language acquisition, and the classroom dynamics which help students learn.



Alan Taylor is a doctoral candidate in French linguistics and second language acquisition.

After applying to graduate schools in September and October of 1996, I had the chance to go to Japan to teach English as an EFL (English as a Foreign Language) teacher for Westgate Corporation. This experience was probably the biggest reason I decided to study applied linguistics later on at Purdue. I really enjoyed structuring communicative activities for my Japanese (learning English) students, although it was also a trying time for me pedagogically. I'd developed a teaching style while teaching French for the language training center for my church, and my colleague in Japan was a non-traditionalist teacher (i.e., "just let the students talk") whereas I was the opposite (i.e., "let's control their speech as much as possible before we let them say anything!") But in the end, as team teachers, we worked things out; he got more controlled and I let the



students have more free, open conversations. The experience was fabulous in all, and I was given the vision of what communicative teaching can do for motivated learners.

I came to Purdue in the Fall of 1997; about three weeks after returning from Japan. My first semester, I took pedagogy, a linguistics course and a literature course. While all of the teachers were wonderful and very competent, because of my EFL experience in Japan I chose Professor Grace's course in French college teaching. A relatively new field, it fit my newfound interest in pedagogy, and Professor Grace is an expert in the field. I discovered, although I'm surely biased, that the SLA field is very progressive in terms of mentality and scope, although these could be considered criticisms of the field at the same time. My second semester, I took a class in SLA from Professor Susanna Rott, where I did a study on reading aloud and the acquisition of vocabulary. Pof. Roth helped me a lot with feedback on my pilot study. I was awarded a research semester abroad in Quebec and Professor Becky Brown was in large part instrumental in helping me decide to do this.

The next year, I took Professor Mariko Moroishi's class on Input and Output. She helped a lot to focus my thesis topic of formulaic speech.

In Quebec, I rented a basement and went to the University of Laval for three months. At Laval, I was able to do qualitative research for Susan Parks. Professor Diane Huot enabled me to sit in on three classes at Laval: one on UG (Universal Grammar) the other on learner differences and the third on research methodology. I had a few problems with the UG philosophy but it was great experience and I learned a lot. At Laval I also did research on SLA vocabulary, looking for SLA dictionaries for the many problematic words to translate (e.g., background knowledge, top-down processing-many of these are simply English inventions/coined phrases). I came back to Indiana around the beginning of May and finished my thesis and passed my orals. I graduated in August with my MA. My thesis, entitled: A Focus on Formulaic Speech in the French L2 Classroom, targets the use of formulaic speech in the contextualized classroom environment as a viable technique that should not be ignored based on literature in the SLA field. I was able to provide a teaching model of how formulaic speech should be integrated in the L2 (second language) classroom. Basically, I was calling for a more conscious awareness by the instructor of the benefits of formulaic speech, since some researchers argue (N. Ellis, 1996) that most of speech is made up of "chunks" (Who's that?, What's up? Wachadoin?, Gimmethat!)

In the 1999 spring semester, I took Statistics and Computers in the L2 Classroom, courses that were very practical and helpful to my studies, and an independent study with Professor Grace with whom I discussed different aspects of experimental design which will be useful for my dissertation and also to analyze studies that I'm reading at the moment especially with regard to computer-assisted language learning.



Wei Hong, associate professor of Chinese was awarded a 1999 Purdue University Multimedia Instructional Development Center Grant for her project "Practical Business Chinese: An Interactive Learning Assistant (CD-ROM)."



CHNS 224 (Business Chinese) is offered again this spring. Aimed at second year Chinese language students interested in business communications with China, the course will improve students' speaking, listening, reading and writing skills in Chinese, with emphasis on Chinese business interactions, business culture and etiquette. With increasing enrollment and being an elective course for students majoring/minoring in international management and business, there was a real need for new supplementary materials. My project will develop an initial CD-ROM learning tool to assist CHNS 224, and the overall Business Chinese instruction in the US. My goal is to improve instructional quality by enabling students to break through the barriers of traditional classroom teaching and to make full use of the most up-to-date multimedia technology to enhance their learning.

My proposed Learning Assistant will not only enhance the learning process for Purdue students, but also enable our university to play a leading role in Chinese pedagogy nationwide. Due to the emergence of the Chinese market in the global economy, this project will generate great interest and enthusiasm from our students, as well as Chinese language instructors, administrators and publishers. The project is based on my textbook *Practical Business Chinese* (PBC) by China Books and Periodicals (1997), which is used at Purdue and other institutions worldwide (US, China, Japan, Australia and Canada). It will provide our students with a computer-assisted learning tool that will teach the general practices of doing business in/with China, developing cultural awareness, pre-/reviewing the course work and working on homework assignments which may be otherwise challenging without the help of a computer. It will help business people, not able to enroll in a Business Chinese course, in self-learning the materials in PBC. With the unique features of a computer software: sound, motion pictures/video, on-line exercises with instant feedback, on-line glossaries and a variety of non-traditional learning activities, this learning assistant will increase the learner's motivation, interest and effectiveness of mastering PBC's materials.

Some Highlights from the Past Year

Undergraduate Majors:

From May-December 1999, 36 students graduated with an FL major. 24 were FL single majors; 7 were double FL majors (i.e. a FL major plus one or two other Liberal Arts majors = 1 BA); and 5 earned dual degrees (i.e. a BA with FL major plus a BS with another major). This reflects the caliber of student studying foreign languages in our department.

Graduate Degrees Awarded:

May, 1999:

Heather Allen	MA Spanish
Mary Ilu Altman	PhD Spanish
Conchita Espino Bravo	MA Spanish
Sarah Perera	MA Spanish
Sophie Perrin	MA French
Theresa Rosenhagen	PhD Spanish
Borislava Vassileva	MA Comparative Literature
John Zyck	MA Spanish

August, 1999:

Brandee Ball	MA Spanish
Pamela Foss	MA German
Benjamin Hebblethwaite	MA French
Ozlem Ogut	PhD Comparative Literature
Alan Taylor	MA French
Carina Verzi	MA Spanish
JianQing Wu	MA Comparative Literature

December, 1999:

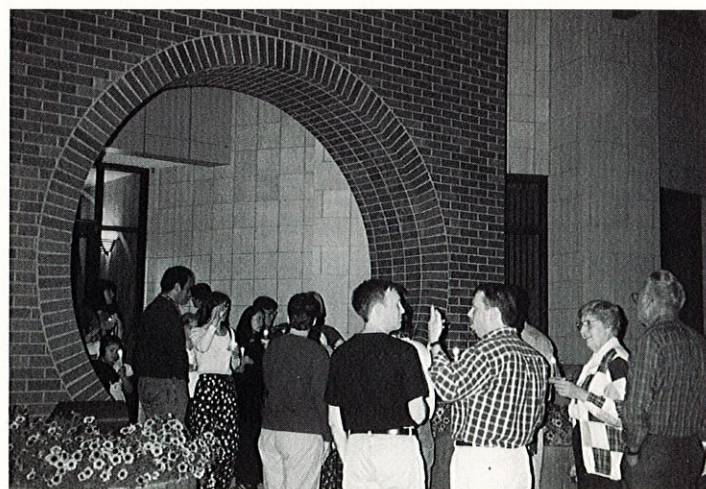
Jean Sanke	PhD German
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Second Graduate Student Symposium

The Second Annual Graduate Student Symposium, sponsored by FLL and the Program in Comparative Literature was held in Stanley Coulter Hall February 11-12, 2000. The conference theme, "Multiplicities: Mediating Cultural Productions" focused on diversity and ethnicity in foreign language literature and linguistics. Twenty-two graduate students presented excellent papers to an audience of their peers, graduate faculty, and other interested attendees. A reception was held after Friday night's presentations in the Professor Walter Staak's Lounge, with a much appreciated door prize provided by FLL's Head, Christiane Keck. Organizing and Editorial Committee members, Melissa Coburn (CMLT), Numsiri Kunakemakorn (CMLT), and Anne Violin (French) are to be congratulated and thanked for their magnificent work on the conference and for the forthcoming publication of the conference papers.

A Time for Beginnings

A "Time for Beginnings" was the theme of FLL's annual get together of faculty, staff, students, and their families on September 18, 1999. Organized by classics professor, Patrice Rankine, assisted by members of the departmental social committee, the evening started with a potluck dinner of international dishes in Stanley Coulter's new outdoor atrium. A candlelight procession to the impressive new Black Cultural Center followed where various FLL members shared their national dress, songs, and musicianship, including some Japanese karaoke, and a piano and flute duet.



Candlelight procession reaches the new Black Cultural Center

FLL Majors and Minors Party

Around sixty FLL majors and minors attended a party from 5-7 pm, sponsored by the Undergraduate Committee in the Professor Walt Staaks Lounge in Stanley Coulter on Sunday September 12, 1999. Twelve feet of Subway sandwich were served with not a crumb left! Dr. Marianne Gupta, FLL's academic advisor, reported a good time was had by all.

Faculty publications 1998/1999

In the past year our faculty published 22 books, had another 17 books accepted for publication, produced 37 book chapters, authored 73 refereed articles, wrote 28 reviews and gave 111 conference presentations. This is an extraordinarily high number of publications for any departmental faculty and we are extremely proud of our very productive scholars!

Student publications

Maria Kotsaftis, a TA in Italian, published her essay, "Barolini's *Umbertina*. A Female Odyssey in Quest of the Self," in the book *Adjusting Sites: New Essays on Italian American Studies*, Stony Brook, New York: *Forum Italicum, Inc.*, 1999.

Paul Streufert, a TA in Greek and Latin, published an essay, "A Note On Sophoclean Tendencies: Sam Shepard's *Silent Tongue*" in the publication of the inaugural FLL/Comp. Lit. symposium, *Negotiating Space: Crossing Borders* edited by James Palmer and Laura Wilson.

Stephen Pierson, another TA in Classics, also participated in the symposium and published his essay, "The Dialogic of Lyric: Whitman's Early *Leaves* (1855, 1856)." He also published an essay, "Defamiliarizing (Re)presentation: The Poetics of Spike Lee's *Do the Right Thing*" in *Shades of Black and White. Conflict and Collaboration Between Two Cultures—Africa, Italy, USA*.

Alumni News

Purdue grad tenured at Texas

Zena T. Moore (PhD Purdue, 1991) recently earned promotion to the rank of associate professor with tenure at the University of Texas- Austin. Dr. Moore works in Foreign Language Education in the UT College of Education. Her research currently deals with qualitative analyses of the teaching of culture. She came to Purdue from the Republic of Trinidad and Tobago in 1987 after directing a workshop for Spanish teachers in which FLL Professor Alan Garfinkel participated. FLL (and needless to say, her advisor, Professor Garfinkel) regard her recent achievement with intense pride and unrestrained joy. Practicing secondary teachers wishing to start a Ph.D. in Foreign Language Education may contact Professor Moore on email at: zmoore@uts.cc.utexas.edu.

A Wedding

Recent FLL graduates, **Adrienne Harris and Joel Boggess** were married at St. Mary's Catholic Church in Praha, Texas on July 10, 1999. Adrienne, who was featured in the last

newsletter, majored in French, Russian, comparative literature and English, with a minor in music history, and won the Outstanding Undergraduate Award for 1999. Joel, a French and history major, with a minor in Spanish, won an Academic Excellence Award. They were both elected to Phi Beta Kappa and are now enrolled in graduate studies at the University of Kansas.



Fulbright Teacher Exchange

Genene Kambs (MA Ed. 1979, with endorsements in German and English) is currently on a Fulbright Teacher Exchange to Germany. Below, she shares this experience and some of her observations with us. Genene has taught German at Carmel High School in Indiana for twenty years, and participates in the Midwest Professional Standards Group that is cochaired by FLL professor of German, Joseph Wipf.

I am teaching in a small town, Hohen Neuendorf, which is directly northwest of Berlin, and until 1989, separated from it by the Wall. It is quickly becoming, as is much of this area, the recreation area and bedroom community to Berlin. Hohen Neuendorf itself has attracted many of the Bonners (those politicians who moved from Bonn with the government) as well as public personalities, TV commentators, etc. in the recent years.

The Marie Curie Gymnasium has about 600 students and 42 teachers/administrators. The administrators must teach as well and the teachers take over much of the administrative work (serve as class teachers, Tutoren, etc.). The school is an uncanny match for Carmel High School, with obvious differences being size (Carmel: 3,300 students, 200+ certified staff) and the way the school is equipped (German schools have bare bones, only this week did I discover the one computer set up for teachers to use.)

This has been one of the most challenging experiences of my life. To teach one's mother tongue as a foreign language requires some re-tooling, re-thinking. My appreciation for those natives who taught me German so well has grown immensely (Dr. Hinderschiedt comes to mind immediately.) Besides the subject matter, and what is

perhaps more important at the secondary level, is the challenge of meeting the expectations of the job, i.e. what the students expect, what the principal expects, and perhaps most importantly, what your colleagues expect. (My colleagues are terrific!)

In some instances it has been very hard to overcome my American mentality and training and switch to the German way of doing things. An example of something as simple as grading or giving quizzes will suffice. It is not expected nor is it advisable to tell the students when you're going to quiz them, they simply should always be ready. (Try that one very often in the States...!) Then, when you hand out the quizzes, you have to be sure you have two different quizzes made up, because the amount of cheating that goes on is unbelievable. I knew cheating was sanctioned more here than at home, but I was not prepared for what really happened. Finally, the teacher does not pick up all the quizzes for grading, only 5 or 6 or those who volunteer to hand it in, usually those who are sure they've done well on the task. (At home they'd cry "discrimination") In oral work which is graded, the students expect an on the spot grade, with justifications, which is very against the American grain. To tell a student in front of his peers how you evaluate him is difficult, to say the least. We are so used to writing it down—it gives a bit of distance to the issue. But probably more importantly, Americans like to give criticism in a nice way, unlike the Germans who say—and expect to hear—blunt criticism. This has been probably the most difficult adjustment for me personally. I've had to overcome the visceral response to criticism that comes from being American. This is still hard for me, and I'm sure the students get much higher grades from me than they are used to.

Conversely, the students do not expect to receive test scores for a long time after the tests have been written. To hand them back prematurely is seen as a lack of thought on the teacher's part as well as not appropriate attention to their work.

I have been surprised on many occasions by what is effective in the US but totally flops here, and vice versa. But in order to get a full picture of how the system works, nothing is as meaningful as spending a whole year in the daily life of a school. Although I have participated in many summer exchanges and study trips, nothing I have done up until now has taught me so much about the schools as this year has. Seeing how the change of semester occurs, how grades are distributed, the work the Klassenlehrer devotes to shepherding her lambs, the way teacher absences are seen and dealt with. Project week, open house, etc. is simply invaluable to knowing the school. The big change for me has been a readjustment of my attitude about German schools; before coming here I had really thought that they were far superior to ours, which jaded me about our system to a certain degree. But being here has made the picture a bit more realistic, and I see more of the downside to the schools here and see that there are some universal truths about being a teacher and being a student, things that I had thought were solely true about America. For example, all

teachers are stressed, all kids would rather be anywhere than in school, and in order to be an effective teacher, you need to know not only your subject matter but also do whatever it takes to build relationships. Some things the Germans do better, some we do.



New Department Chair at Jefferson High School in Lafayette

Gracie Jackson (MA 1979) German teacher at Jefferson High School has been appointed the new Chairperson of the Foreign Language department.

We heard from:

Christopher Kauffman (BA Spanish, 1993).

Chris wrote to tell us he enjoys receiving *FLL News & Views* and caught us up with his news. He earned an MD from the Hahnemann University School of Medicine in Philadelphia and is a resident in the Department of Psychiatry at the Payne Whitney Clinic at the New York Hospital-Cornell Medical Center. Chris returned to study at Universidad de Sevilla for his last semester at Purdue and in June 1993 married Maria Angeles Lacruz Caballero in Sevilla. They had met during Chris's first semester in Sevilla in 1991 (Maria was an English major there). They came to the US after their marriage but hope to return to Spain when Chris finishes his residency in New York. You can reach Chris by email at: chk9001@nyp.org.

Jennifer Young (BA Spanish 1968) recently took a new position as Vice-President of Administration for Western Wire Products in Fenton Missouri, but remains a consultant for the Benton Oil and Gas Company. Her e-mail address: jyoung@westernwireprod.com



Because my Spanish major from Purdue was instrumental in obtaining my position with Benton Oil and Gas Company (28 years after the fact), I thought I would pass my story on to you. I believe Americans should learn at least one additional language as the globe becomes smaller.

I was in the HSSE Class of 1968, and chose to spend my senior year on the Purdue/I.U. Year Abroad Program in Madrid, Spain. During the middle of that year, I accelerated my fluency in the language by moving from the apartment of a Spanish woman who took in four American students to a pension where I had three Spanish girls as roommates. I still remember the stories we shared. At the time American students were protesting Vietnam and a Madrid magazine story said that the campus protests were not the typical "panty raid." I had to explain to my roommates what panty raids were!

My Spanish came in handy in visiting Yugoslavia that summer. I traveled with my good friend Jill, another Purdue student, who had completed her year in Strasbourg, France. We visited her relatives in what is now Croatia. Her aunt spoke only Serbo-Croatian and Italian ... so we held our conversations in the three languages of Italian, French, and Spanish and got along very well. I still correspond with Jill's aunt today, 31 years later. She sends me a Christmas card handwritten in Italian, and I send a photocopy of it to a woman in my company's Caracas office whose ex-husband was of Italian descent (a lot of Italians in Venezuela). She gives it to her thirteen year-old son who translates it from Italian into Spanish for me.

I realized how much Spanish had become a part of me when I then joined the Red Cross and went to Vietnam for a year in 1969. In talking pidgin Vietnamese with our domestic help, I would unconsciously revert into Spanish when the pidgin failed me. Later, when I went back to Vietnam in 1995, I traveled with someone I had been stationed with over there 26 years prior. She had been a Spanish teacher, so as we bargained in the marketplaces we strategized in Spanish so that the vendors wouldn't know what prices we were willing to pay.

After my year in Vietnam during the war, I entered the corporate world. I went to Dallas, Texas and into Human Resources, spending a couple of years with Mobil Oil and then several years in the banking industry. Unfortunately I didn't use my Spanish very much. However, it did come in handy once when we had to present new benefit plans to our employees. Many of our cafeteria staff spoke only Spanish. The strategy of the benefits presentations was to have small group meetings and to have NON-Human Resources managers present the material. I sat in on the presentation made to the cafeteria employees by one of our loan officers of Cuban descent. With my recollection of Spanish I was able to decipher what questions they were asking the presenter. Because the questions dealt with things beyond the scope of the presentation materials, I was able to help him answer the questions.

In 1996 I went to work for a small independent oil company headquartered just outside of Santa Barbara, California, as Vice President of Human Resources. Their principal fields are in Venezuela, with a smaller operation in Western Siberia. The management liked the fact I knew Spanish. I've been to Venezuela over a dozen times. I was pleasantly surprised to have my Spanish "come back to me" and I became more fluent with each visit. I was able to read correspondence, read the Venezuelan labor laws, and converse with the local staff down there. Most of our expatriates (engineers) relied on their Venezuelan employees to speak English, so my willingness to speak their language in their country was a real positive from a public relations standpoint. Our Venezuelan Human Resources Manager liked to take me around to meet the local staffs of other oil companies and the national oil company, because she knew I'd converse in Spanish with them. Last summer I sat in on presentations made to employee meetings by a Caracas consultant and added my

own comments in Spanish. In addition, I stood in front of the meeting groups and told them about our company's headquarters — where it is located, what types of employees we have in California, and where our other international projects are (China, Jordan, Senegal, Siberia).

I traveled to Western Siberia last October. Being totally unable to communicate and seeing how many Russians were fluent in English made me realize how important it is for Americans to not rely on others to learn English, but to learn to speak other languages as well. I think it is important for business reasons, personal reasons, and national security reasons.

(Jennifer's Vietnam memoirs were recently published in *A Time Remembered: American Women in the Vietnam War* by Olga Gruhzt-Hoyt. Published by Presidio Press, 1999. ISBN 0891416692. In the introduction to her chapter in the book, Jennifer mentions Purdue, and her study abroad year in Spain before joining the Red Cross.)



Jennifer with friend in Vietnam 1969

Job Opportunities in the Peace Corps

Sylvia Jumawan, regional recruiter at the Chicago Peace Corps office, tells us that over 500 Purdue alumni, including herself, have served as Peace Corps volunteers in over 29 different countries. In 1998, Purdue was ranked in the top twenty-five universities with alumni currently serving overseas. There are many overseas opportunities for liberal arts graduates. For example, a BA/BS in English or a BA/BS in foreign languages or any other major with three months of tutoring experience fulfills the requirements for an English teacher position. There is a demand for those who have studied French to work in Francophone Africa in the areas of health, business, education, and agriculture. Information about the Peace Corps can be found on its website: <http://www.peacecorps.gov> and Ms. Jumawan can be contacted at sjumawan@peacecorps.gov

Gifts Received in 1999/2000

Our grateful thanks to all the following friends and alumni, whose generous contributions have supported special events, educational activities, and development opportunities in our department.

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Steve Godeke endows a scholarship for study abroad



Steve Godeke (BA German and BS Management 1984) has endowed an annual scholarship for a student to study abroad in one of Purdue's foreign language programs. The student, to be selected by the Department of Foreign Languages and Literatures, does not have to be a foreign language major.

Vice president of Deutsche Bank in New York City, Steve grew up on a dairy farm near Elberfeld, Indiana. A Dean's Scholar as a freshman, he worked closely with Christiane Keck (professor of German and FLL's present Head) to develop the first business German course at Purdue. He studied abroad twice in Germany: once on the Purdue junior year abroad program in Hamburg and later as a Fulbright scholar. At Harvard he earned his masters degree in Public Administration.

At Deutsche Bank, Steve has been involved in natural gas pipeline financing, strategic planning, and equity capital markets. He is currently working on underwater fiber-optic transmission projects. "Purdue provided me with very concrete skills and prepared me for a world outside, but that does not mean that I got my job because I fit a specific job description. Liberal arts majors need to know that it is okay that their skill sets are not as geared to career placement as those of an engineer or accountant."

Steve has found that global issues are central to his position as vice president. His years working and studying abroad have strengthened his conviction that a global attitude is a necessity in today's job market. His generous endowment will provide such experience and opportunity for future students at Purdue.

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See our department on the Web:
www.sla.purdue.edu/fll



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