OVERVIEW

Through the spring and fall semesters of 2013, the Department Assessment Committee revisited our Student Learning Outcomes and made some suggestions for minor changes. The committee also identified acceptable performance levels for each learning outcome, created a curriculum grid, and defined an assessment plan.

The information below reflects the previous or old learning outcomes and evidences and, although the new threshold levels are included and some are applicable to the former guidelines, the process will be more consistent in the 2013-14 year.
### STUDENT LEARNING OUTCOMES, EVIDENCE AND THRESHOLDS

The Department has established five learning outcomes. For each outcome we have listed the expected documentation each student must provide and a threshold of acceptable performance. For each student, the outcome has been evaluated as:

- Substandard (does not meet the threshold)
- Standard (meets the threshold)
- Better
- Superior

Our goal is that at least 80% of our students will meet the threshold level.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence</th>
<th>Evaluation &amp; Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate speaking and listening proficiency in the language they are studying.</td>
<td>Students will take an oral test administered on a computer.</td>
<td>Tests will be rated using the ACTFL Oral Proficiency Guidelines. The Department threshold is Advanced Low. Advanced Mid is “Better”. Advanced High or more is “Superior”</td>
</tr>
<tr>
<td>2. Demonstrate the ability to write in different styles.</td>
<td>Students will submit at least two documents written in at least two different styles. Students will label each document with their determination of its style.</td>
<td>The threshold will be met if the student submits two different documents written in different styles and shows a basic understanding of the styles submitted. Better and Superior ratings will be given for a third or fourth style, respectively.</td>
</tr>
<tr>
<td>3. Demonstrate a command of grammar, mechanics and the ability to use a variety of sentence structures to express their ideas.</td>
<td>Students will submit a single written document which they feel presents their best command of grammar.</td>
<td>Standard rating corresponds to the usage of an Advanced Low speaker/writer (although attention is focused on grammar and not on text type or function). Advanced Mid is “Better”. Advanced High or more is “Superior”</td>
</tr>
</tbody>
</table>
4. Students will read and understand popular and literary texts in the language, analyze literary works and discern moral, cultural and aesthetic values.

<table>
<thead>
<tr>
<th>Students will submit a written analysis of a text.</th>
<th>Raters will check for at least one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ A main idea or purpose of the text are identified and discussed.</td>
<td></td>
</tr>
<tr>
<td>□ There is a thesis and argument as well as an introduction and conclusion.</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrate a working knowledge of appropriate terminology.</td>
<td></td>
</tr>
<tr>
<td>□ If literary, stylistic features of the text are discussed.</td>
<td></td>
</tr>
</tbody>
</table>

5. Students will demonstrate an awareness of the similarities and the differences among the cultures of the language being studied as they compare to other cultures.

<table>
<thead>
<tr>
<th>Students will submit one sample of their work (written paper, film, pamphlet, etc.) in which they describe or explain an aspect of a target culture.</th>
<th>Raters will check for the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Explanation of cultural perspective: how the product or practice connects to a larger social context.</td>
<td></td>
</tr>
</tbody>
</table>
ASSESSMENT OF DATA GATHERED IN 2012-2013

This year a total of 41 students registered for the assessment process before graduating with a major in French, German or Spanish. These students were assessed on our five outcomes and the data for each follows.

Outcome 1: Students demonstrate speaking and listening proficiency in the language they are studying.

Thirty students, or 73% of the graduating majors who completed the oral assessment for Outcome 1, met or exceeded the threshold level of Advanced Low.

Breakdown by rating level

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>ACTFL Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Novice</td>
</tr>
<tr>
<td>-</td>
<td>Novice High</td>
</tr>
<tr>
<td>-</td>
<td>Intermediate Low</td>
</tr>
<tr>
<td>3</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>7</td>
<td>Intermediate High</td>
</tr>
<tr>
<td>13</td>
<td>Advanced Low</td>
</tr>
<tr>
<td>8</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td>5</td>
<td>Advanced High</td>
</tr>
<tr>
<td>4</td>
<td>Superior</td>
</tr>
</tbody>
</table>

Met or exceeded the threshold: 73%

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of Students</th>
<th>Average ACTFL Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>7</td>
<td>Advanced Low</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
<td>Advanced Low</td>
</tr>
<tr>
<td>Spanish</td>
<td>27</td>
<td>Advanced High</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>Advanced Low</td>
</tr>
</tbody>
</table>

Outcome 2: Students demonstrate the ability to write in different styles.

Students were asked to submit written work that represented at least two different writing styles or genres. Of forty students who submitted work for this outcome, 93% met or exceeded the threshold level. A summary of the documents submitted follows.

<table>
<thead>
<tr>
<th>Style</th>
<th>Percentage of students submitting a document of the type indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>French</td>
</tr>
<tr>
<td>Argument</td>
<td>57 %</td>
</tr>
<tr>
<td>Description</td>
<td>86 %</td>
</tr>
<tr>
<td>Exposition</td>
<td>71 %</td>
</tr>
<tr>
<td>Narration</td>
<td>71 %</td>
</tr>
<tr>
<td>Other*</td>
<td>86 %</td>
</tr>
<tr>
<td>At least two styles</td>
<td>86 %</td>
</tr>
</tbody>
</table>

* Documents submitted other than those listed included poetry, letters, instructions, journalism and advertisements.
Outcome 3: Students demonstrate a command of grammar, mechanics and the ability to use a variety of sentence structures to express their ideas.

70% of the graduating majors were judged by the faculty to have met the threshold with a rating of Advanced Low or better on their use of grammar in the foreign language.

The writing samples submitted by the students were analyzed for their language usage and grammatical accuracy using the ratings from the ACTFL Proficiency Scale.

Breakdown by rating level

<table>
<thead>
<tr>
<th>ACTFL Rating</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>-</td>
</tr>
<tr>
<td>Novice High</td>
<td>-</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>2</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>10</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>6</td>
</tr>
<tr>
<td>Advanced High</td>
<td>3</td>
</tr>
<tr>
<td>Superior</td>
<td></td>
</tr>
</tbody>
</table>

Met or exceeded the threshold: 70%

Language

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of Students</th>
<th>Average ACTFL Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>7</td>
<td>Advanced Low</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td>Spanish</td>
<td>27</td>
<td>Advanced Mid</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>Advanced Low</td>
</tr>
</tbody>
</table>

Outcome 4: Students read and understand popular and literary texts in the language, analyze literary works and discern moral, cultural and aesthetic values.

Graduating majors were asked to submit at least one document in which they had analyzed a text. Faculty then reviewed the documents to discern whether or not they included any of the following components.

88% of the 40 students who submitted samples met or exceeded the threshold level.

Percentage of students exhibiting the specified component in their literary analyses

<table>
<thead>
<tr>
<th>Style</th>
<th>French</th>
<th>German</th>
<th>Spanish</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea</td>
<td>86 %</td>
<td>100 %</td>
<td>64 %</td>
<td>73 %</td>
</tr>
<tr>
<td>Thesis and argument</td>
<td>71 %</td>
<td>67 %</td>
<td>32 %</td>
<td>44 %</td>
</tr>
<tr>
<td>Use of literary terminology</td>
<td>71 %</td>
<td>67 %</td>
<td>57 %</td>
<td>61 %</td>
</tr>
<tr>
<td>Disc. of stylistic features</td>
<td>-</td>
<td>33 %</td>
<td>29 %</td>
<td>24 %</td>
</tr>
</tbody>
</table>
Outcome 5: Students demonstrate an awareness of the similarities and the differences among the cultures of the language being studied as they compare to other cultures.

Students were asked to submit a piece of written work that demonstrated their awareness of the target-language culture. In reviewing the portfolios, faculty simply judged whether or not such awareness was manifested.

Of the forty students who submitted a sample for this outcome, 95% met the standard.

<table>
<thead>
<tr>
<th>Language</th>
<th>No. of Students</th>
<th>Awareness of Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>6</td>
<td>100 %</td>
</tr>
<tr>
<td>German</td>
<td>6</td>
<td>100 %</td>
</tr>
<tr>
<td>Spanish</td>
<td>27</td>
<td>93 %</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>95 %</td>
</tr>
</tbody>
</table>
CURRICULUM GRID

During the rest of this year (2013-14) the Assessment Committee plans to coordinate with the Curriculum Committee in order to complete a “Learning Outcome Curriculum Plan” for each upper-division course offered in the department. The draft for this plan is in Appendix 1. What follows is an initial Curriculum Grid for Assessment; it has been compiled as an example, without input from the Curriculum Committee or individual instructors, and should serve more as an illustration of our intent than as an actual indicator of our curricular goals.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nos.</td>
<td>Title</td>
</tr>
<tr>
<td>3000</td>
<td>Proficiency Development</td>
</tr>
<tr>
<td>3060</td>
<td>Grammar &amp; Composition</td>
</tr>
<tr>
<td>3160</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>3220</td>
<td>Phonetics &amp; Phonology</td>
</tr>
<tr>
<td>3320</td>
<td>Advanced Conversation</td>
</tr>
<tr>
<td>3360</td>
<td>Advanced Grammar</td>
</tr>
<tr>
<td>3550-70</td>
<td>Cultural Heritage</td>
</tr>
<tr>
<td>3610-90</td>
<td>Literature</td>
</tr>
<tr>
<td>3710, 4710</td>
<td>Business Language</td>
</tr>
<tr>
<td>3720-30</td>
<td>Language for Special Purposes</td>
</tr>
<tr>
<td>3740, 4740</td>
<td>Translation/Interpreting</td>
</tr>
<tr>
<td>3850, 4850</td>
<td>Study Abroad</td>
</tr>
<tr>
<td>4220</td>
<td>Special Topics in Linguistics</td>
</tr>
<tr>
<td>4320-90</td>
<td>Literature</td>
</tr>
</tbody>
</table>
ASSESSMENT PLAN

The Department of Foreign Languages began assessment of our Student Learning Outcomes in 1999 and established FL 4990 “Senior Assessment” in Fall 2000. Since then we have made a number of changes to the Student Learning Outcomes and to the assessment process. Plans for the future include the following:

**Short term goals** (this year)
1. The Assessment Committee has reviewed the Student Learning Outcomes and with departmental approval will begin using the revised outcomes in Spring 2014.
2. Based on these revised outcomes, we have defined for each outcome a threshold level for acceptable student performance.
3. Beginning in Spring 2014, FL 4990 will be offered to the students completely online. In the past, some students have missed the orientation session and this has led to inconsistencies in the quality and appropriateness of the work they submitted. With an online orientation and other descriptions of what we require of the students, we hope that their work samples will provide a better picture of their learning and accomplishments.
4. During Spring 2014, department faculty will complete a Learning Outcome Curriculum Plan (Appendix 1) for each upper-division language course in the University Catalog. Our requirement is that every course include substantial activities that will improve student proficiency and ability in at least three of the five Student Learning Outcomes.

**Long term goals** (next three years and beyond)
1. Following the lead of the American Council on the Teaching of Foreign Language (ACTFL--our national professional association) and NCATE we have determined that in order to reach our aspired threshold for success as a department at least 80% of our graduates should achieve the standard set for each of the Student Learning Outcomes. As can be seen in the next section, this is not currently the case, but by focusing on the curriculum in individual courses we hope to make gains.
2. We hope to show evidence of learning by comparing students at the beginning of our major sequence with others as they graduate. We have already gathered oral and written data in French and Spanish courses (FRCH 3060 and SPAN 3060) with which to establish a baseline for students beginning work on a foreign language major. The oral data is based on the same test given in FL 4990, and the written data will be evaluated using the rubric for our third learning objective.
3. Since our threshold levels for student performance are now in place and our department goal of 80% student success has been defined, we will be able to track our progress as a department in moving our students toward that goal.
ANALYSIS

Summary of student performance on learning outcomes:

Our goal is that at least 80% of our students will meet the threshold level.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percent of majors who met or exceeded the threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1: Speaking and listening skills</td>
<td>73 %</td>
</tr>
<tr>
<td>Outcome 2: Writing in different styles</td>
<td>93 %</td>
</tr>
<tr>
<td>Outcome 3: Grammatical Usage</td>
<td>70 %</td>
</tr>
<tr>
<td>Outcome 4: Analysis or written text</td>
<td>88 %</td>
</tr>
<tr>
<td>Outcome 5: Awareness of culture</td>
<td>95 %</td>
</tr>
<tr>
<td>Average for all outcomes</td>
<td>84%</td>
</tr>
</tbody>
</table>

Our thresholds have recently been set for newly revised Student Learning Outcomes. In the data shown in this report, these thresholds have been applied where possible, but not in a seamless fashion. Nevertheless, it is apparent that we have met the goal of 80% student success on only three of the five Student Learning Outcomes. We did, however exceed the 80% goal overall.

Outcomes 1 and 3 resulted this year in less than an 80% success rate. The figure below shows the percentage of graduating students at or above the Advanced Low level over the past eight years.
This table indicates that over time we have not made significant or consistent improvement on Outcomes 1 and 3. Two parts of our assessment plan will shed light on this situation and may guide us to improvements we can make in curriculum to help our students more regularly achieve the 80% success rate.

- We will be completing a Learning Outcome Curriculum Plan for every upper division course.
- We will be establishing some baseline data for students in our first core class (FL 3060) that we can compare with our graduates.

It should be noted, that Outcomes 1 and 3 measure much more than students’ acquisition of facts or even their ability to think abstractly or critically about issues in our field, but rather they reflect a combination of physical and intellectual abilities to perform a very complex skill: namely, speaking and writing in a foreign language. Native speakers of English do not generally achieve Advanced level proficiency until middle school or later. No amount of traditional “study” or “book learning” will move a student to the Advanced Level on oral or written language proficiency. We are therefore particularly encouraged by the advancements our students make in language proficiency and we are particularly mindful as we create classroom activities and assignments that will facilitate students’ progress on the proficiency scale.

While not a part of our FL 4990 "Senior Assessment," all teacher education majors and minors in foreign languages are required to take a national Oral Proficiency Interview (administered by ACTFL). Of twelve students this, eight were majors in a foreign language, and 88% (7 out of 8 students) met or exceeded the standard of Advanced Low. Of the entire group students who took this test in 2012-13, including foreign language minors, 67% (8 of 12 students) met or exceeded the standard of Advanced Low. Those who did not meet the standard were counseled to choose a major or minor other than foreign language teaching.

This gives us some evidence of learning among our majors; that is, 88% of majors in language education reached the threshold of Advanced Low, while only 25% of minors reached that level. Although the sample is very small, (8 majors vs 4 minors), it does seem clear that the exposure and experience we provide for our majors does help them improve their oral proficiency skills.
APPENDIX 1: Form for Learning Outcome Plans

Department of Foreign Languages

Learning Outcome Curriculum Plan

Course No.: No.  Course Title: Title
Has this course been taught before?  ☐ Yes  ☐ No
Is this course taught in multiple sections or by different instructors?  ☐ Yes  ☐ No
If so, about how many instructors may teach it over a two year period? No. of Instructors

For each Student Learning Outcome below, indicate either how many assignments or what percentage of class activities will help student progress and improvement.

At least three of the outcomes must be included in all upper-division courses.
For outcomes 1, 3 and 5, assignments or activities aiming at superior-level skills are only necessary in 4000-level courses, though they may be included in 3000-level courses.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>No. of Assignments</th>
<th>Percent of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate speaking and listening proficiency in the language they are studying.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Describe assignments or activities and identify the intended proficiency level(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate the ability to write in different styles.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>List the styles here (at least two are required):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style 1: Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style 2: Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other styles: Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate a command of grammar and appropriate usage to express their ideas.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Describe assignments or activities and identify the intended proficiency level(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Analyze literary works in the language.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>List the genres studied, describe written assignments and identify the intended proficiency level(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genres . . .</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Describe and explain aspects of the culture(s) of the language being studied.</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Describe assignments or activities and identify the intended proficiency level(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: Student Comments

We have encouraged students to voluntarily leave comments on their major program. Students were told that their comments would not be anonymous, but that they would not be read until after spring graduation. A total of sixteen students made comments. Overall, these were very positive about the program and about student interactions with specific professors. These comments are included here, only comments personally identifying specific faculty members have been removed:

- I honestly really enjoyed studying Spanish at Weber. I feel like it was a great way to sharpen the language skills that I learned on my mission and that I learned a lot about Hispanic culture, especially in the Spanish literature, theater, and history classes I took. I am also deeply grateful for the Spanish department for opening doors for me to participate in foreign exchange programs such as “auxiliares de conversación” in Spain and the study abroad I did in Costa Rica. They were a ton of fun, and they have truly been life-changing experiences.

- I have always loved the many different styles of learning that each professor has. I find that in the Spanish department you find a lot of professors that aren’t your average lecture professors, and for me that has made the department very fun. I believe it helps us as students with different learning styles learn better and in different ways. I also like the energy that the professors have, I would say that every professor I ever had had an amazing personality. One thing I would like to see change would probably be the different choices of classes in the scheduling area. I felt that some were only offered once and then gone, or offered at the same time as another class that wouldn’t be offered any time soon. That made it very hard because I found myself having to choose one class over another even if I wanted to take both.

- I like that the French major does a lot of literature and history. . . .

- I have really enjoyed the Foreign Language Program at Weber State. The professors are captivating, intelligent, and I could always tell they really cared about the success of the students and for the program itself. . . .

- I was in the Spanish department. I enjoyed the variety of teachers that taught in different ways and emphasized different things (i.e. grammar, culture, speaking, etc.). I especially liked phonetics and thought it was the most useful for improving my linguistic abilities.

- As a student who did a double major I would like to say that I have felt very impressed with the Spanish major here at Weber State University. In comparison to other programs I feel that the professors are very approachable, very helpful, and incredibly knowledgeable. The professors have found creative ways to teach material: from grammar, to literature, and even business and culture. I have thoroughly enjoyed my time at WSU in the Spanish Program and feel that I have learned an adequate amount in helping me to more fluently speak the language and better understand the Hispanic culture. Thank you to all of the professors in the Spanish Department!

- I really like the diversity of the professors and the diversity of the classes offered. What I mean by the diversity of the classes is that there are many subjects to choose from that give the student many options to choose from. I do like how some classes are offered online, but I also see value of having face to face instruction--as this is a language program. I think the combination of online courses and face to face courses gives the student plenty of opportunities to sign up for classes that will allow for work, family schedules, etc. Although I never participated in a study abroad program (and I wish I had, but with work and family now it’s not feasible for me) but I think the study abroad programs are great experiences for those who are able to participate. I believe many of the foreign language students at Weber State acquired their language from living in a foreign country (i.e. missionaries). From my experience and from some of my friends, I feel that these students learn the language by manly speaking the language, I think there is very little language learning through writing. I guess the point I’m trying to make is that in the writing aspect
there may not be an efficiency with the language, mostly in regards to grammar, accents etc. I think
student rely too heavily on Microsoft Word for spelling and accents, and not a whole lot on their own
learning.

- I think that what your program lacks is the conversation aspect of learning another language. Although
I learnt the reading and writing I have a very difficult way of speaking the language.

- Este mensaje es para todos los profesores que he tenido en el programa de lenguaje en Weber. Aunque todavía me faltan 9 créditos para terminar mi programa quiero agradecerle de corazón por todo su trabajo, no solamente llevo el recuerdo de que fueron muy profesionales en la manera cómo me enseñaron pero más importante supieron acercarse a mí como persona y entender mi situación como estudiante "no tradicional". Cada uno de ustedes entendió, durante mis clases, que aunque la educación es muy importante para mí tengo una familia a la que atender. Varias veces tuve que salir de clases después de una llamada por teléfono o ausentarme debido a alguna enfermedad en la familia y no recibí más que comprensión por parte de ustedes. Han sido en general un ejemplo muy bueno a seguir y espero que continúen siendo un ejemplo de respeto y comprensión a todos los estudiantes que pasen por el departamento.
PD. Hay solamente un problemita que encontré en las clases durante las presentaciones orales. Los jóvenes no sabían pronunciar o diferenciar entre comas y puntos en el sistema numérico que los hispanos usan. Solamente los jóvenes que habían tomado clases de español para negocios lo sabían. Mi consejo es que incluyan una unidad o clase para aclarar esta diferencia.

- I greatly enjoyed the Spanish program and feel that it is being taught at a high level. I enjoyed each
class and felt that I was challenged but also justly treated.

- The Spanish program at Weber State is "mad-kool" and the only changes that I would suggest are
expanding it to include a few more subjects in which a major can be obtained, e.g., translation.

- I think for the most part the department does well. I feel like most of the professors get along well on
a professional level and are supportive of their colleagues. As I was doing this portfolio, I realized how
bad I am at defending an opinion. Just as a side note, it may be kind of cool to have a debate class
one semester in Spanish. I know there is an Advanced Conversation, but it's more of presentations,
you don't have to defend yourself or your facts to anyone just talk about them. Other than that, I
haven't really had any terrible experiences with the department itself, so at this moment I have no
criticism, constructive or otherwise.

- I love the Foreign Language Department! The enthusiasm of the professors regarding such a wide
variety of topics is contagious, and the quality of teaching and personal attention and relationship
within this department is probably hard to find in most universities. In addition to being excellent
teachers, the faculty are extremely friendly, personable, and easy to approach when a student runs
into difficulties throughout the semester.
Practically speaking, I think the most useful class for me was the Phonetics and Phonology class. I
didn't take this class until my last year in the program, as I had previously told myself that
pronunciation of the Spanish language was pretty basic, and such a class would be the waste of time.
However, I gained a much greater understanding of the language and regional and international
differences in speaking it. This will likely help me be better understood in the future by the people I
encounter on my next trip abroad!
The one thing I would probably recommend changing about the program is the study abroad
program. Both times I went down, there was confusion among myself and a lot of my classmates as
to what was required on the syllabus, as well as a decent amount of miscommunication in regards to
accommodations, transportation, and the like. I realize that any trip will inevitably have these types of
issues, but I encountered--what I think to be--and excessive amount of them. . . . Hopefully in the
future some of these issues can be ironed out a little.
Again, I have had a great experience in the program here at Weber State, and am currently trying to
talk my sister into studying Spanish here, just so she can take classes from the fantastic professors
here. . .
Thanks to all of you for the quality of your teaching and your different and vibrant personalities. You
will be missed greatly by this student as she sets off to make a difference in the world!
- I absolutely loved the French program at Weber State. I was planning to only do a minor in French but after my first semester I loved it so much that I decided to add Commercial French as my second major. I learned so much not only about speaking French but the culture, attitudes, politics, and how business is done. I am really sad to be leaving because these classes were some of my most favorite. . . .

- I have thoroughly enjoyed completing my German major. The faculty is very considerate and personable. It seems like they are truly interested in the success of the students in the program. . . .