

documents even in their own language and are thus poorly prepared to take on the task of reading in a foreign language. This reality is exacerbated by the fact that our textbooks typically

that assist students in their approach to reading these texts.

In addition, most community college foreign language instructors have little training and experience in the teaching of reading literary texts, as reading has taken on a rather small role, secondary to teaching grammatical concepts. Consequently, if instructors happen to include reading--as I have observed many times during class evaluations-- they tend to paraphrase the

language instructor I have been eager to share my enthusiasm for reading literary texts with our students.

I have been actively engaged in studies of language acquisition and proficiency since the beginning of my career as a Spanish instructor at the college level. My interest in a proficiency-oriented language teaching approach eventually led me to become certified as a language proficiency tester and trainer for the American Council of Foreign Languages Teacher Association (ACTFL). Testing for the different proficiency levels of language has given me

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

insight not only into language assessment, but also into teaching for proficiency. As a result I have promoted the implementation of course materials and methods along in our language

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

4. Investigate methodologies about teaching reading cultural texts in elementary and intermediate foreign language classes, particularly in Spanish. My project will

[REDACTED]

encompass

- literary research.
- consultations with faculty from the World Languages Department, from the English department, from the college district, from other community colleges, from our main transfer institutions (i.e. CSUCI, CSUN, CLU, USC), and from

[REDACTED]

An alternative would be the International program at the Universidad Autónoma de

Guadalajara⁶. Some course options at the Universidad Autónoma de Guadalajara are:

- *Understanding the Social Issues of Mexico through Literature*
- *Social, Economical and Political Structures of Mexico*
- *Mexican Contemporary Art*
- *Introduction to Latin American Literature*
- *Advanced Conversation*

➤ Timeline for point 7: Week 13-17

8. Completion of Presentations and Workshop

• Complete compilation of authentic foreign language texts for beginning and

intermediate Spanish students.

- Complete presentation on criteria for selecting authentic foreign language texts.

• Complete presentation and workshop on the teaching of reading foreign

and non-fiction. Having level-appropriate texts and exploring methodologies on reading instruction will certainly improve my teaching.

We can only be good teachers of the cultures and languages of other countries if we maintain

ourselves up-to-date on the events of the respective country. The best way of achieving this goal is immersion in that culture. I will greatly benefit from the opportunity to spend time in

creative aspects of [language specific] cultures and civilizations" ⁸ and "demonstrate
comprehension of reading elementary authentic texts" ⁹ after completing our courses, then

[REDACTED]

Appendix A

Timeline for Subtotal project:

Week 1-6 and week 13-17:

- Research, identification and compilation of authentic foreign language texts for beginning and intermediate Spanish students.
- Prepare presentation on the criteria for selecting authentic foreign language cultural and literary texts.

Week 7-12:

- Research methodology of reading foreign language texts.
- Prepare presentation and workshop on the methodology of the teaching of reading foreign language texts.

Week 13-17:

- Take a course at the Tec de Monterrey in Querétaro or Universidad Autónoma de Guadalajara in Mexico.
- Identify authentic cultural and literary reading texts for beginning and