

Application Information Continued

3.D. Nature of Position

Please provide a brief description of the nature of your teaching or curriculum-related (non-teaching) position and how it relates to the overall purpose of the Seminars Abroad program and potential institutional impact.

I teach novice to advanced courses in French and Spanish to high school students (French I-IV, AP IV, AP Literature, Spanish I and II). Nearly 75% of our 1360 students study at least three years of French or Spanish and the vast majority have had no exposure to languages other than English prior to enrolling in our school in 9th grade. In addition, most have had no international experience. The goal of these courses is to help the students develop their proficiency in reading, writing, speaking, and listening in French/Spanish within culturally authentic contexts. Because both French and Spanish are international languages, our cultural focus is global and attempts to introduce the students to all the countries where the languages are spoken, not merely to France or Spain (or Mexico). In my teaching capacities, I have also written, created and/or redesigned the curricula for French III, Honors French III, French IV, AP French IV (Language), AP French Literature, Introduction to Linguistics, Spanish I, Spanish II, and proposed courses in Arabic I, II, and III.

Over the past 15 years, I have also served as Faculty Association President and Vice President, Technology Committee Co-Chair (where I authored the 1996 Technology Committee Report), WWW Curriculum Integration Advisor, Webmaster (where I developed the school's original web site), and as a member of many committees including Diversity, Academic Planning, and Faculty Compensation. In these capacities, I have given workshops and in-service training on Multicultural Education, World Literature, Arabic Language and Islamic culture, as well as Technology, Web Design, Word Processing, Operating Systems/Networking, and WWW navigation for our faculty of nearly 100 teachers. I have collaborated with and made classroom presentations for individual teachers of Modern Languages, Fine Arts, English, History, and Theology.

4. PREVIOUS EMPLOYMENT (Begin with most recent up to last 10 years)

Name of Employer	Dates	Position Title	Full/Part Time	Major Impact/Contribution Made
Educational Testing Service- The College Board	1998-present	AP Faculty Consultant	Part-time (summer)	Evaluated essays of French AP Language students
Cleveland State University	1/00 – 12/00	Lecturer	Part-time	Taught technology strand lab for graduate students in Education; tested students' proficiency in operating systems (DOS and Macintosh), word processing (Word), e-mail, WWW research, and spreadsheets (Excel)

5. **ACADEMIC DEGREES AND IN-SERVICE TRAINING**

Begin with most recent. *Please do not substitute with resume.*

Name of Institution	Dates Attended	Degree/Training Field of Specialization
Cleveland State University	6/97– 8/97	Telecomputing in Education (Curriculum and Foundations)
The Ohio State University	6/94– 8/95	Arabic Language, Arabic culture, FL pedagogy
Manhattan College	8/91	Teaching AP Language and Literature
John Carroll University	8/88– 12/88	Post-Baccalaureate Certificate Program in Secondary Education
Georgia State University	9/86– 3/87	Certificate Program in Translation (French to English)
Georgetown University	8/81– 5/85	B.S.L.A. in French and Linguistics
l'Université de Nice	9/83– 6/84	Literature and Linguistics

6. **AWARDS, HONORS, PUBLICATION(S), ETC. AND MEMBERSHIP IN PROFESSIONAL, EDUCATION, AND CIVIC ORGANIZATIONS** (Offices held, outreach efforts made, distinctions, etc.)

Name of Organization	Activity	Dates
American Association of Teachers of French (AATF)	Member	1999- present
American Association of Teachers of Spanish and Portuguese (AATSP)	Member	1999- present
The Translators Guild (TTIG/TNG-CWA)	Member	2000- present
Saint Ignatius High School Faculty Association	Member (President 1992-1993, VP 1991-1992)	1988- present
Ohio Foreign Languages Association (OFLA)	Member	1987- present
Saint Ignatius High School	Faculty Member of the Month	April 2001
MBNA Foundation	Excellence in Education grant recipient (Modern Languages DVD Listening Project)	October 2000
Communications Workers of America (CWA)- District 4	Web Developer	January- April 2000
Saint Ignatius High School	Webmaster	1998-2000
Saint Ignatius High School	Technology grant recipient (WWW video streaming)	July 1998
Saint Ignatius High School	WWW Curriculum Integration Advisor, Developer of original & second versions of www.ignatius.edu site	1997-1998
Communications Workers of America (CWA)- Local 4309	Web Developer	1997-present
Saint Ignatius High School Technology Committee	Co-chair, author of 1996 Technology Plan	1996
American Association of Teachers of Arabic (AATA)	Member	1994-1997
National Endowment for the Humanities/OSU	National Arabic Language & Culture Summer Institute	1994-1995
Saint Ignatius High School Academic Planning Committee	Member	1994-1996
Saint Ignatius High School Diversity Committee	Member	1993
Department of Education	Fulbright-Hays Summer Seminar Abroad (Continuity and Change in Morocco and Tunisia)	1993
National Endowment for the Humanities/Indiana University	Summer Seminar in Anglophone Literature from Africa, the Caribbean, and the Pacific	1992

7. **INTERNATIONAL UNDERSTANDING - DESCRIBE WHAT YOUR PERSONAL AND PROFESSIONAL EXPERIENCE HAS BEEN WITH REGARD TO OTHER SOCIETIES AND CULTURES.**

Professionally, I have spent my adult life teaching adolescents and young adults modern languages and cultures. Our department has structured its offerings to make students proficient in five modes of communication giving equal weight to all—speaking, listening, reading, writing, and culture. As a result, the reproduction of authentic situations is imperative. However, “authentic” (in French classes, for example) does not merely mean Metropolitan French, but also Canadian, Belgian, Haitian, Senegalese, and Vietnamese varieties of French to name just a few.

Therefore, I incorporate West Indian and African music and cinema with Brel and Truffaut, and I teach Césaire, Senghor, and Bâ with Baudelaire, Voltaire, and Ronsard. I have studied languages in the US and abroad achieving American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency ratings of Superior in French and Advanced in Spanish. I currently organize and chaperone student trips to France, Switzerland, and Spain. I developed a course in Linguistics as a senior elective for students interested in studying non-European languages despite our school’s inability to offer languages other than French, Spanish, and Latin. I participated in a National Endowment for the Humanities (NEH) Summer Seminar for School Teachers on Contemporary Literary Classics from Africa, the West Indies, and the Pacific in the hopes of offering our students a less Eurocentric and more globally oriented curriculum. After participating in the Fulbright-Hays Summer Seminar Abroad Continuity and Change in Morocco and Tunisia, I spent two years learning Arabic at the NEH National Arabic Language and Culture Institute at the Ohio State University where I achieved an ACTFL oral proficiency rating of Intermediate High. I subsequently created a three year curriculum for teaching Arabic to high school students and I have offered faculty in-service seminars on World Literature, Arabic Language and Culture, and Islam. But my greatest understanding of other societies did not come from the classroom. Its source was much earlier and more personal.

As a child, I was forced at an early age to recognize how powerful and yet subconscious cultural assumptions are. I am a Black American and I attended a predominantly Black (Catholic) grade school. After enrolling in a predominantly white high school (Saint Ignatius) and university (Georgetown), I was forced to live many of the ideas other students studied. My peers immediately remarked on how different my speech was. Within a few months, they were impressed that I didn’t “sound Black” anymore (a judgment which, despite its utility, I found offensive). Only much later would I learn about the existence of academic study in Black English (or Urban English) Vernacular, diglossia, regional and dialectic variation, and code-switching.

Often feeling isolated, I took refuge in books. My tastes often ran to the exotic—foreign lands, languages and even literally alien worlds. I fell in love with the power and malleability of the English language. It should not be surprising that the study of French and Spanish in high school were direct results of this love. Idiomatic expressions fascinated me the most because I viewed them as metaphors for my own existence—a creation whose meaning is unfathomable solely from the sum of its parts. I continued my study of languages in college majoring in French (with a concentration on culture rather than literature) and in Linguistics while adding Catalán, Italian, Nissart, Provençal

and Portuguese. Many years later, after spending five weeks in Morocco and Tunisia, I felt a little ashamed that I had “played it safe” and only studied related (Romance) languages. I decided to take advantage of the National Arabic Language and Culture Institute and expand my studies to include non Indo-European languages and cultures.

While at Georgetown, I was exposed to many international students and I became a resident of both the Spanish and International Student Houses. I felt oddly at ease with foreign students because I viewed us all as being slightly out of place. It was quite a surprise to learn that my feelings were incomprehensible to many international classmates. I wasn’t foreign. I was American. Being Black was for them a secondary consideration at best.

Only upon arriving in Nice, France as a student of literature and linguistics did I appreciate their point of view. I truly learned what being a foreigner really meant. No matter how different I was from my high school and college classmates, there was always a shared group of assumptions—things that went unspoken yet were taken for granted. The great irony I discovered was despite feeling more comfortable in France the longer I stayed, the more I realized how subtle and subconscious the cultural differences were. There were five year olds who spoke more fluently than I could ever dream and who would never worry about unwittingly committing a serious “faux pas.” Despite how much I could be LIKE them, I could never be ONE OF them.

This realization was far from discouraging to me. It in fact fueled the vigor with which I have studied languages, linguistics, translation, history, and culture. It drew me to a greater understanding of my own being—my own cultural assumptions and prejudices. I cannot begin to study another when I do not understand myself, for all I will find are reflections of my own image. We may never be able to rid ourselves of these assumptions, but being aware of them is the necessary prerequisite for any form of international understanding. The events of September 11, 2001 and their tragic aftermath have only underlined the need for everyone, students and as well as teachers and members of all races, creeds, and cultures, to strive to connect with each other and promote not just “tolerance,” but understanding, acceptance, and eventually mutual respect.

8. OVERSEAS TRAVEL

<u>Country</u>	<u>Dates</u>	<u>Purpose (study/work/vacation, etc.)</u>
France	9/83-6/84	Study at l'Université de Nice
Monaco	9/83	Vacation (2 days)
Italy	9/83	Vacation in Milan (2 days)
Italy	11/83	Vacation in San Remo (1 day)
Italy	2/84	Vacation/school trip to Venice (5 days)
Italy	3/84	Vacation in Florence (7 days)
France	3/89	Chaperoned student trip to Paris (9 days)
France	4/90	Chaperoned student trip to Paris, Avignon, Nice (6 days)
Switzerland	4/90	Chaperoned student trip to Geneva (2 days)
Monaco	4/90	Chaperoned student trip to Monte Carlo (1 day)
France	4/93	Chaperoned student trip to Paris, Nice, Avignon, Aix en Provence, (6 days)
Monaco	4/93	Chaperoned student trip to Monte Carlo (1 day)
Switzerland	4/93	Chaperoned student trip to Lausanne (3 days)
Morocco	6/93-7/93	Fulbright-Hays Seminar in Rabat, Khemisset, Casablanca, Fez, Marrakesh, Imlil, Douar Aguersioul, (16 days)
Tunisia	7/93	Fulbright-Hays Seminar in Tunis, Carthage, Sidi Bou Saïd, Cap Bon, Kelibia, Kerkouane, Karbous, Dougga, Siliana, Kairouan, Monastir, Sousse, Port El Kantaoui (15 days)
France (Martinique)	12/94	Vacation in Fort-de-France (1 day)
Sint Maarten/Saint Martin	12/94	Vacation in Philipsburg, Marigot (1 day)
Barbados	12/94	Vacation in Bridgetown (1 day)
Puerto Rico (US)	12/94	Vacation in San Juan (3 days)
Mexico	6/95-7/95	Vacation in Tijuana (2 days)
France (Guadeloupe)	12/95	Vacation in Pointe-à-Pitre (1 day)
Grenada	12/95	Vacation in St. George's (1 day)
Venezuela	12/95	Vacation in Caracas, La Guaira (1 day)
Aruba	12/95	Vacation in Oranjestad (1 day)
France	4/96	Chaperoned student trip to Paris, Avignon, Nice (7 days)
Monaco	4/96	Chaperoned student trip to Monte Carlo (1 day)
Mexico	12/97-1/98	Vacation in Cozumel (7 days)
Canada (Québec)	7/98	Vacation in Montréal, Québec city (8 days)
PLANNED TRAVEL:		
France	3/02-4/02	Chaperone student trip to Paris, Nice, Avignon (6 days)
Monaco	4/02	Chaperone student trip to Monaco (1 day)
Spain	4/02	Chaperone student trip to Barcelona (3 days)

(DISCUSS ALL SEMINAR CHOICES)

- 9. EXPLAIN YOUR NEED FOR THIS OVERSEAS EXPERIENCE AND WHY YOU WANT TO PARTICIPATE IN THE SEMINAR(S) YOU SELECTED.** Indicate why you require greater knowledge of the host country (ies) by traveling overseas. Include a discussion on what aspects of the society (ies) you are interested in learning about. You must demonstrate a direct connection between the seminar and your current teaching and/or administrative responsibilities.

The student population of my high school is extremely homogenous (over 90% Caucasian). While Asians represent the largest minority group among our students, they make up less than 3% of our student population. Being the only African-American on the full-time teaching staff and one of only three full-time minority teachers, I am personally very keenly aware of the need for cross-cultural understanding. Indeed, two of the five goals of our school are to prepare young men who will be “open to growth” and “committed to doing justice.”

I am particularly interested in participating in the Gateway to South East Asia Heritage seminar in Thailand and Vietnam as a supplement to my studies and teaching of Francophone countries. Our French I-IV textbooks and curricula emphasize the study of “la Francophonie” or French-speaking cultures around the world. While my studies have included significant information on Sub-Saharan African literature and culture and my travels have included French-speaking Caribbean islands and my 1993 Fulbright-Hays experience brought me to the Maghreb (North Africa), I have little knowledge and no experience of Asia. My intention is to focus not only on the use of French in Vietnam (former French Indochina), but also to gain a greater understanding of modern South East Asia and its future. With this first-hand knowledge, I can better convey to my students the need and relevance of cross-cultural understanding.

In Vietnam, I intend to study the government’s involvement in the International Organization of the Francophonie (OIF- l’Organisation Internationale de la Francophonie) in which Vietnam has been a member since 1970. Hanoi was the location of their seventh biannual summit in 1997 and is home to one of the three branch offices of the Intergovernmental Agency of the Francophonie (AIF- Agence Intergouvernementale de la Francophonie). In addition, I am interested in studying linguistic differences in French in Vietnam from Metropolitan French, and the roles that French and English play in the Vietnamese educational system. In Thailand, I intend to examine the roles languages other than Thai play in the educational system as well as learning about Thailand’s (Siam’s) ability to remain independent throughout the period of European colonization. In both countries I am interested in the role that information technologies play in schools and businesses.

My studies and teaching of Spanish and Latin American cultures are the dominant reasons for my interest in The Many Faces of Argentina’s Political, Economic, and Social Transformation/Chile’s Political, Economic, and Social Transformation seminar. Our current Spanish I and II textbooks (EMC Publishing’s *Somos Así: En sus marcas* and *Listos* series) both dedicate lessons to Argentina and Chile and emphasize Argentina’s size and diversity and Chile’s literary tradition (especially Nobel prize winning poets Gabriela Mistral and Pablo Neruda), prosperous industrial economy, and

ability to handle urban problems such as air pollution. My interest in diversity makes Argentina a fascinating country to study as well as the fact that it is the biggest Spanish-speaking country in the world and home to Buenos Aires, which our textbook refers to as the “Paris of the Spanish-speaking world,” the most populous Spanish-speaking city south of the equator. The works of Argentine writers Jorge Luis Borges and Julio Cortázar and Chilean writers Isabel Allende and Neruda are on the AP Spanish Literature Exam’s required reading list. In looking to prepare our advanced students for such an exam, we are looking to “vertically integrate” our curriculum by exposing our students to these works throughout our four year curriculum (for example, poems by Neruda and Mistral in Spanish I and II when studying Chile). During this seminar, I intend to study the influence and legacies of the aforementioned authors (especially of Borges, Cortázar, and Neruda who spent considerable time outside of their native countries), the relationship between urban and rural societies, the structure and curricula of the educational systems, and the role of the Internet in education and economic development, and the peculiarities of Argentine and Chilean Spanish (such as the use of the pronoun **vos** instead of **tú**).

Since the Maastricht and Nice Treaties paved the way for a European unified currency and expansion of membership to Eastern European countries, the study of the European Union and its organizations has become a major component of all of our French textbooks. Since Hungary and Poland are considered to be forerunners in the EU’s next expansion in 2003 or 2004, the seminar Hungary: A Stable Partner in Democracy and Building Partnership for Europe: Poland After a Decade of System Transformation would provide valuable information and insight into the EU’s functions and future. Poland is of interest due to the number of Polish students I have taught over the years and the cultural ties between Poland and France. In fact, Poland has been an observing member of the International Organization of the Francophonie (OIF) since 1997. The study of Poland will be particularly relevant to our students during the upcoming year since former Polish president Lech Welesa will address our entire student body (approximately 1360 students) on January 23, 2002. During the seminar, I intend to study Poland’s ties to Western and Eastern Europe, educational reform, and the role information technologies in educational and economic reform. Having run my own web site since 1996 (www.maturner.com), developed web sites for my school since 1997 (www.ignatius.edu/turner/turner.htm), and served as WWW Curriculum Integration Advisor, I am particularly interested in the examination of teacher training programs and the role of the Internet in the Hungarian educational system offered in the Hungarian portion of the seminar. I also hope to examine the role of languages other than Polish and Hungarian in national instruction.

My ultimate goal in participating in any of the three seminars is to come to a greater understanding of my own experience. All three seminars allow the participants to examine countries that have struggled to unify or reconcile different cultural groups (either through immigration or colonization) and countries that endeavor to define or even redefine themselves in the global arena. These struggles in many ways parallel those of Black Americans. It is my hope that through the profound exploration of these themes, I may achieve not only some small insight into the human condition, but of my own as well.

10. DESCRIBE HOW YOU WOULD INCORPORATE THE SEMINAR EXPERIENCE INTO YOUR PROFESSIONAL WORK TO ENHANCE INTERNATIONAL INTERCULTURAL UNDERSTANDING. (such as teaching, curriculum development, and other outreach activities)

My seminar experience would be dedicated to developing materials and activities for French III, IV, and AP Literature units on the French-speaking world, for Spanish I and Spanish II units on Argentina and Chile, or for French III and IV units on government and the European Union. Familial and educational systems, political and social institutions, media, and forms of entertainment in French-speaking cultures are among the themes integrated into these classes. In French IV, one quarter of the course is devoted to the study of Francophone culture using as a point of departure an examination of what is “obvious” to an American and how these assumptions vary from culture to culture (and often when segments of a particular culture). The student is then asked to discuss what is “obvious” to a Frenchman/Francophone in each of these areas. While the majority of the variations studied are those within French culture and presented as regional differences, I plan to augment the examples of differences and similarities between French-speaking countries.

I intend to develop multimedia materials, such as photographs, slideshows, and interactive tutorials, and add them to my home and school web sites for student and teacher use. A number of such activities created from materials gathered on my previous Fulbright-Hays Summer Seminar Abroad and my participation in NEH seminars and institutes (for example, a photo gallery, articles, lesson plans, slideshows on historical events and various countries, and an audio tutorial on Arabic numbers) are available online at www.maturner.com/photo.htm, www.maturner.com/articles.htm, and www.ignatius.edu/turner/turner.htm.

I plan to continue past collaborations on Arabic and Islam with World History teachers (Mrs. Nancy Wilhelm, Mr. Tim Evans, and Mr. Joe Ptak) and work to expand and enrich existing units on Asia or Latin America. These collaborations would not only reinforce the pedagogical impact of the newly launched Michael V. Kelley Speakers Series (which is coordinated by the History Department), they would assist in preparing our students for a proposed course in Advanced Placement World History (for which the College Board will offer its first exam in May 2002).

Through my involvement with the Faculty Association, Delta Omega (a minority student support group), departmental and school-wide curriculum committees, and state and national professional organizations, I hope to keep offering in-service presentations. We continue to examine our curricula and make commendations and recommendations on their promulgation of global awareness. We are working to create and refine formal vehicles by which educators can further investigate or, if necessary, introduce themselves to themes, concerns, sources, and methods for teaching more internationally representative courses. We intend to continue to encourage the existing informal exchange between departments, particularly Modern Languages, History, English, Fine Arts, and Theology which would benefit most from this experience.

Finally, it is within our school’s stated philosophy to prepare young men who will be “open to growth,” “committed to doing justice,” and “with the heart to change the world.”

In order for our students to grow, teachers must provide a learning environment conducive to inquiry and understanding. In order to do justice and to hope to change the world, one must be knowledgeable enough about the world and others' experiences to be able to determine what is just and unjust, to decide what actions will be necessary, and then to develop and execute a workable strategy. To these ends, the creation of the Michael V. Kelley Speakers Series this year exposes our young men to two speakers of international renown each year. The series' first speaker in October 2001 was Ralph Nader and the next speaker will be Lech Welesa in January 2002. I hope, through participation in the seminar, to provide my colleagues and students with a wider range of views and opinions to facilitate and maintain such an atmosphere and allow them to make better informed, rational decisions about their own, and our world's, future.