

Meeting 15 • 21 May 2013 • Tuesday [key to symbols](#) Version:
5/20/13

Week 8: State and District Standards; testing reading and listening
(10') Review of previous meeting: assignment 4 (create a scoring guide) was introduced, and we developed an example of an activity: teaching students how to use their mobiles (Novice: hear/speak numbers, dial a phone number; Intermediate: interface navigation / explain a procedure); reminder about writing up the pseudo-OPI
(15') Rubrics – some smaller topics: task and scoring guide for 2002 WLL research about proficiencies of 3XX-level GER and FREN students (0313)
(10') Initial discussion of BIMP (=Assignment 5, Big Ideas for Major Projects); the project does NOT have to involve language assessment (other possibilities: student attitudes, courses/ programs)
(15') rubrics beyond evaluating individual language performance: multiskill activities, for example GER 102 Project 1 (Einkaufen und Geschenke; also work samples 0777a • 0777b • 0777c • 0777d • 0777e • 0777f); quick overview (0084) of kinds of K-8 language programs;
(30') introduction to state & district standards (see reading assignment on "schedule" page) - quick look at the second language standards (0698); the timeline / pipeline for reform / innovation in education (0254, 0317); PPS second/world language standards (0010a); check "schedules" page for further reading for upcoming meetings; everyone should choose another subject area (English, natural science, social science, fine arts, mathematics) and read the Oregon standards for it
(10') introduction to testing reading and listening (examples; when something has to yield so that testing can be improved)
(10') written assignment #1 and on-the-spot revision of one part
(10') (if time) 0786 Clifford, Ray, "What Does it Mean to Learn a Language?" (TLE October 2008) – back to the Big Picture of proficiency levels and program development

Upcoming class meetings

Major focus for the next several weeks: standards for other subject areas; standards and test instruments of the European Guidelines; implications for programs

During the final weeks of the quarter we'll get into other assessments related to language learning: textbooks, courses, curricula, departments, institutions, and other subjects areas as they might relate to languages (example: Content-Based Instruction)

Upcoming assignment(s)

0777c-1

Score WBF Date Feb 10 Total Score 3.9 Grade B-
 Aide for Project K 11: "Einkaufen u. Geschenk • Shopping & Gifts" WBF

Rule of thumb for 4/complete: vocab list items mostly NOT from core. Clearly used - not just visited - a specialized website in German. German note is 75+ words, in simple sentences without major distortion throughout. Friend could get around a German website using the advice provided.

6	turned in within one week after assigned	Misc. (support kit, etc.) (10%)	Vocab for WWW (10%) & for gift (10%)	explore WWW (10%)	Write a note (40%)	Explain WWW use (10%)
5	within 2 weeks	Twice goes beyond the major parts of the assignment (rich comments about a site; asks a substantive question, etc.) Includes rich & relevant WWVW printouts or similar showing use of language.	German terms are ambitiously chosen (Umsatzsteuer), cover a wide range (computer management, business terms, shipping), and are very accurately reproduced. All English meanings correct (though do not have to be the specific technical term).	Both required sites; lists several items offered at each. Own sites: two or more kinds of site (another like Quelle, own specialized kind, etc.); either more than 3 sites or 3 sites richly described.	Has salutation, closing and 6 of the 6 specified parts (or 5 of them and some new and relevant part). 150 mostly simple words, or 100 words including many that go beyond core vocabulary. Some sentences have 8 or more words and consist of 4 or more syntactic units (Ich habe das Geschenk im Internet gefunden.) "Steals" many words from Stage 1 research. Likely uses past tense in habe-ge-form (allow moderate distortion). Articles show gender; pronouns show case (both can show errors).	Walks the monolingual learner through the whole process of on-line shopping: where to go, generic website navigation, and specialized terms and procedures for shopping as a specific activity. Rich citation of German terms; attention to cultural content.
4	2 weeks	Once goes beyond... includes some...	Several words are from core vocabulary (such as) or are near-exact cognates (Netz-Sturfer). Draws words from 2 or more areas (see above). Only a few transcription errors. Max one clear error of meaning.	Both mandatory sites, briefly but accurately itemized. 3 specialized sites, or 2 such and 1 of another kind (Quelle-type, etc.)	Has salutation or closing. Handles well 4 of the specified parts, or all of them sketchily (or equivalent combination). 100 mostly simple words, or 75 words including some that go beyond core vocabulary. Some sentences have 6 or more words (3 syntactical units). Steals some words from Stage 1 research. Past tense, if needed, is attempted but flawed (Ich *gelände). Some article gender and attempt at pronoun case.	Gives the essential information about where to go, navigation, and basic shopping, if only as a bilingual list. Information is not clearly sequenced, in terms of steps to follow or regions of typical screen, but it must be structured (A-Z, etc.)
3	within 3 weeks.	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	within 4 weeks	support materials sparse and apparently chosen without much thought	Words drawn from just one area (see 6); apparently all from one web page. Easy terms predominate. Several transcription errors and incorrect meanings.	One mandatory site, 2 individualized sites. Gives the 3 types of info for each site.	No salutation or closing. Skips several parts; handles the others sketchily, mostly by using language from earlier contexts (if that is severely distorted, assign score of 1). Sentences of fewer than 6 words. Steals a word or two. Lives on sein and haben.	Bilingual list, minimum 10 terms, without apparent organization.
1	within 5 weeks.	1 shabby piece of support				

25 of item
11 Item

25 Jan 10

0777c-2

Worksheet for Project K11 "Einkaufen u. Geschenke • Shopping & Gifts"

Note about searching for vocabulary: Expect to find most of your words right on the websites, and in some cases to have to understand them by context rather than looking them up in a dictionary or using the English version of a website. There are two reasons: 1) some of the words that are most useful may well not be in your dictionary; 2) words can have multiple meanings, and meanings change over time and space – your dictionary may not give the right word.

List here 10 or more words that can help someone around in a variety of German-language shopping websites. Don't use core words from the course, such as "sehen" or "Deutschland." Aim for a balance of nouns ("catalog"), verbs ("click") and other words ("top left"). For the three words listed in English, find their German equivalents on the German-language websites.

German	English	German	English
Warenkorb	shopping basket (on a website)	Presse	News
Angebote	bargain basement	Sortiment	assortment
Einkaufen	to shop / shopping (NOT "shop/ store/ business" [building])	Kontakt	Contact info
Hilfe	Help	Suche	search
Startseite	Home	Bestellen	order
Ihre merklste	Wish list	Impressum	Legal agreements
Chronik	History	Seiten-Menü zeigen	Site Menu

After you find your dream gift, list here 10 or more words that can be useful in describing it so precisely that the gift would not fail to fit that special someone, and that the note related to it would have the appropriate pizzazz.

German	English	German	English
Weissgold	White gold	wunderschön	gorgeous
Schön	pretty	symbolisch	symbolic
Kleine	small	finden	To find
Funkelnd	Sparkling		
Stern	diamond <i>star</i>		
Leuchtender Stern	Bright Star		
Ewige Liebe	Eternal love		
Andenken	Keep-Sake		

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0777c-3

Name _____

Worksheet for Project K11 "Einkaufen u. Geschenke · Shopping & Gifts"

List here 2 of the suggested websites that you visited, other than "Karstadt". Add the indicated information.

www-address (PLEASE PRINT CLEARLY)	short description	what they sell / example of product
http://www.halloren.de/	They are a chocolate company. They sell truffles and other boxed chocolates.	Truffles and other boxed chocolates.
http://waffenkoch.de//index.php	They are a shopping site for hunters. They also have a product store in Germany. They only sell the best of the best	They sell guns and traditional hunting clothes.

List here 3 other German-language shopping websites that you found on your own. Add the indicated information.

www-address (PLEASE PRINT CLEARLY)	short description	what they sell / example of product
http://www.theobromacacao.de	A chocolate company.	They sell all sorts of chocolate and chocolate boxes
http://www.123-gold.de/	A online ring shop	They sell wedding rings, engagement rings, and rings just to wear. The also sell necklaces and ear rings.
http://www.waffenschlottmann.de/index_co2-gewehre.htm	A gun shop with videos of explanations of all the guns.	They sell guns and many other accessories.

Liebe meine frau,

Es ist Valentines tag. Ich denke Sie Möchten ein geschank. Ich forgesse nicht! Und so mein Geschenk ist hier fur miene wunderschön frau.

Ich habe ein Geschenk für Sie. Meine Geschank ist sehr Schön und Sie sind sehr schön. Meine Geschank ist kliene und Sie sind kliene. Ich einkaufe so lange für Sie. Ich finde ein ringe für Sie. Der ring ist weißgold und es hat ein stern. Der stern is wunderschön und es ist funkelnd. Sie haben ein adenken nicht und so Ich gebe ein adenken zu Sie. Sie sind Leuchtender Stern und so Ich gebe ein Leuchtender Stern für Sie. Sie sind meine Ewige Liebe. Der ring ist symbolisch von lieben.

Liebe,

Sure, some small + big errors, including
 10/10 problems. But nice use of
 those juicy stolen phrases.
 Happy Valentines to both of you!

Want to do online German shopping than this explanation is for you!

When first shopping for something online that is German you should attempt to learn the German words for what you are looking for. So lets say you are looking for German weaponry the word is "Deutsche Waffe". Go to "www.google.de" and enter "Deutsche Waffe + Einkaufen" under the "google-suche" button. After that you find a site that may say something about German shopping next thing you do is enter the site.

After entering the site you might run into the "Startseite" or home^{page} of the site. This is where you can began navigation through the site. Once you began shopping around you can get a feel for the site click on the "Einkaufen" or "Produkte". Here you can search for different things to find your ideal item. This can range anywhere from Crossbows to Cannons. This is what is fun about shopping online you can find just about anything. If you want to find more you can always go back to google and search more websites.

If you need any type of explanations while searching through a website never hesitate to click on the "hilfe" button. This will take you to a help menu where you can be told on how to continue a transaction. This may help if you get stuck on shipping the product or payment type. If you really need help on payment I would also recommend clicking on the "kontakt" button. This will tell you the information on how to contact if you have any questions about the products.

If you want to read the legal statements of the website that you are looking at you can click on "impressum" which will tell you all about the legal side of the company. This might help if you are worried about the legitimacy of a website. It would also help if you weren't sure about certain policies.

If you want to add multiple things to your shopping list just simply click on the shopping cart symbol. The product will then go into your "Warenkorb". You can access your "Warenkorb" whenever you are ready to check out so you can buy all your products. If you do not want to buy something at that time you can put it on your "Ihre merklis". This will put stuff in a wish list of items you want but do not have yet.

When you are ready to order your products you simply click on "bestellen" this will take you to all the items that you have put on your wish list. It will ask you to confirm every order. Then you will put all your payment information in on the website. Then click on "bestellen" one more time to order the item. *Zahlen should be there too*

I hope that with this explanation you will be able to navigate your way through a German website even if you do not know any German. If all else fails think about how certain links sound like an English word. If they sound English then they will probably mean the same thing. However, never use this as a default considering, giving a gift in English is a good thing. Giving a gift in German means you are poisoning someone.

Rule of thumb for 4/complete: vocab list items mostly NOT from core. Clearly used - not just visited - a specialized website in German. German note is 75+ words, in simple sentences without major distortion throughout. Friend could get around a German website using the advice provided.

Scoring Guide for Project K 11: "Einkaufen u. Geschenke • Shopping & Gifts"

Scorer WBR Date 3 Feb 10 Total Score 58 Grade A+

0777a-1

	on time? (10%)	Misc. (support kit, etc.) (10%)	vocab for WWW (10%) & for gift (10%)	explore WWW (10%)	write a note (40%)	Explain WWW use (10%)
6	turned in within one week after assigned	Twice goes beyond the major parts of the assignment (rich comments about a site, asks a substantive question, etc.) Includes rich & relevant WWW printouts or similar showing use of language.	German terms are ambitiously chosen (Umsatzsteuer), cover a wide range (computer management, business terms, shipping), and are very accurately reproduced. All English meanings correct (though do not have to be the specific technical term).	Both required sites; lists several items offered at each. Own sites: two or more kinds of site (another like Quelle, own specialized kind, etc.); either more than 3 sites or 3 sites richly described.	Has salutation, closing and 6 of the 6 specified parts (or 5 of them and some new and relevant part). 150 mostly simple words, or 100 words including many that go beyond core vocabulary. Some sentences have 8 or more words and consist of 4 or more syntactic units (Ich habe das Geschenk im Internet gefunden.) "Steals" many words from Stage 1 research. Likely uses past tense in habe-ge- form (allow moderate distortion). Articles show gender; pronouns show case (both can show errors).	Walks the monolingual learner through the whole process of on-line shopping: where to go, generic website navigation, and specialized terms and procedures for shopping as a specific activity. Rich citation of German terms; attention to cultural content. <u>WBR!</u>
5	within 2 weeks	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4	Nearer 6 than 4
4	2 weeks	Once goes beyond... Includes some...	Several words are from core vocabulary (suchen) or are near-exact cognates (Netz-Surfer). Draws words from 2 or more areas (see above). Only a few transcription errors. Max one clear error of meaning.	Both mandatory sites, briefly but accurately itemized. 3 specialized sites, or 2 such and 1 of another kind (Quelle-type, etc.)	Has salutation or closing. Handles well 4 of the specified parts, or all of them sketchily (or equivalent combination). 100 mostly simple words, or 75 words including some that go beyond core vocabulary. Some sentences have 6 or more words (3 syntactical units). Steals some words from Stage 1 research. Past tense, if needed, is attempted but flawed (Ich *gefunde). Some article gender and attempt at pronoun case.	Gives the essential information about where to go, navigation, and basic shopping, if only as a bilingual list. Information is not clearly sequenced, in terms of steps to follow or regions of typical screen, but it must be structured (A-Z, etc.)
3	within 3 weeks	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2	Nearer 4 than 2
2	within 4 weeks	support materials sparse and apparently chosen without much thought	Words drawn from just one area (see 6), apparently all from one web page. Easy terms predominate. Several transcription errors and incorrect meanings.	One mandatory site. 2 individualized sites. Gives the 3 types of info for each site.	No salutation or closing. Skips several parts; handles the others sketchily, mostly by using language from earlier contexts (if that is severely distorted, assign score of 1). Sentences of fewer than 6 words. Steals a word or two. Lives on sein and haben.	Bilingual list, minimum 10 terms, without apparent organization.
1	within 5 weeks	1 shabby piece of support				

Absolutely beautiful!

Engem ein schön!

25 Jan WBR, worked with A+B!

Clever "stealing"!

077a-2

01/25/10

Worksheet for Project K11 "Einkaufen u. Gesch. Gifts"

List here 10 or more words that can help someone around in a variety of German-language shopping websites. Don't use core words from the course, such as "sehen" or "Deutschland." Aim for a balance of nouns ("catalog"), verbs ("click") and other words ("top left"). For the three words listed in English, find their German equivalents on the German-language websites.

German	English	German	English
Warenkorb	shopping basket (web)	nächste / zurück	next / back
Schnäppchen	bargains	Zahlung	payment
einkaufen / Einkaufen	to shop (v.)/ shopping (n.)	aufsteigend / absteigend	ascending / descending
Marken	Brands	Gewährleistung	warranty
Lieferung	delivery	Unternehmen	(about) the business
Gästebuch	guestbook	abonieren	to subscribe
Kundenbewertungen	reviews, testimonials	bestellen	to order
Sortiment	assortment of products	Geschenkverpackung	gift wrapping
Preis	price	Versandkosten	cost of shipping

After you find your dream gift, list here 10 or more words that can be useful in describing it so precisely that the gift would not fail to fit that special someone, and that the note related to it would have the appropriate pizzazz.

German	English	German	English
Duft	smell, fragrance	herznote	middle note
Ätherische Öle	essential oils	fondnote	end note
Körperpflege	body care	Schraubverschluss	screw top
für unterwegs	for on the go	Holzbox	wooden box
Körper	body	Parfüm	perfume
Müdigkeit	fatigue	Geruch	odor, smell
Erfrischungstücher	refreshing towels	Parfumschmied	perfume seller
kopfnote	top note	Herstellung	production

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Worksheet for Project K11 "Einkaufen u. Geschenke • Shopping & Gifts"

List here 2 of the suggested websites that you visited, other than "Quelle". Add the indicated information.

URL	short description	what they sell / example of product
Bill: add site to pl list http://www.meissen.de und http://friedrich.meissen.com/	Website for Meissen Porzellan, "Europas Erstes Porzellan," under construction, links to a tourist site, and the old Meissen site, which has information on the company; you can also look up stores in your area that sell Meissen products	Porcelain figurines, jewelry, tableware, miscellaneous accessories (e.g. letter openers, bells, tea caddies)
http://www.halloren.de	Website for Halloren chocolate company with information on products, the company, and its history.	Chocolates, pralines, truffles, marzipan, nougat.

URL	short description	what they sell / example of product
http://www.4711.com und http://www.glockengasse.de	Website for 4711 <i>Echt Kölnisch Wasser</i> with information about the company, its history, its products and an online shop.	Fragrances, body care products (shower gel, deodorant, usw), cologne, <i>Eau de Cologne</i> , e.g. 4711 <i>Echt Kölnisch Wasser</i>
http://www.gerolsteiner.de	Website for Gerolsteiner, "das Wasser mit Stern," with information about the company and water; there's a handy Wasserlexikon, and an online shop for water products and "fan" merchandise, online quizzes, and video streaming for tv commercials	Echt (!) Wasser, fan merchandise (hats, shirts, etc), products for bars (cups, dispensing devices, etc), there is also an "office line" with products for offices
http://www.avinos-wein.de	Website selling a variety of wines from all over the world, many from Germany, presents a lot of information about different wines	Wein, Sekt (champagne), tasting packages, gift packages, wine accessories
http://www.farina1709.de/	Website for 1709 Farina Eau de Cologne, the original Cologne; there is an online shop and information on the company and its products	Cologne in spray bottles, screw tops, rosoli, etc.

Alles Gute zum Geburtstag!

Ich habe dir nicht gesagt, aber du riechst.* Darum schenke ich dir dieses *Farina 1709 Eau de Cologne* 100ml Rosoli Flacon, in Holzkiste. Dieses Geschenk ist sehr teuer, und vielen berühmte Leute haben diesen Duft benutzt. Dieses Wasser ist das ^{hm}berühmteste Wasser der Welt. Nach Johann Maria Farina, der Erfinder des Duftwassers, "mein Duft ist wie ein italienischer Frühlingmorgen nach dem Regen, Orangen, Pampelmusen, Citronen, Bergamotte, Cedrat, Limette und die Blüten und Kräuter meiner Heimat. Er erfrischt mich, stärkt meine Sinne und Phantasie."** Mit diesem Wasser sind Stress und Müdigkeit im Handumdrehen wie weggeblasen. Für deinen Beruf weiss ich, dass du gut riechen brauchst ^{mußt}. Mit diesem Wasser kannst du endlich gut riechen. Mit ihm kannst du endlich ein ^{nominative case (predicate noun), not accusative case (sein/to be)} Profi werden. Viel Spaß! ^(is not transitive)

* Keine Angst: ich schreibe da im Scherz!

** RWWA Köln, Farina-Archiv, Brief von 1708 an seinen Bruder Baptist

0777a-5
Thank you for all your
investment in this project!

Instructions for Shopping in German

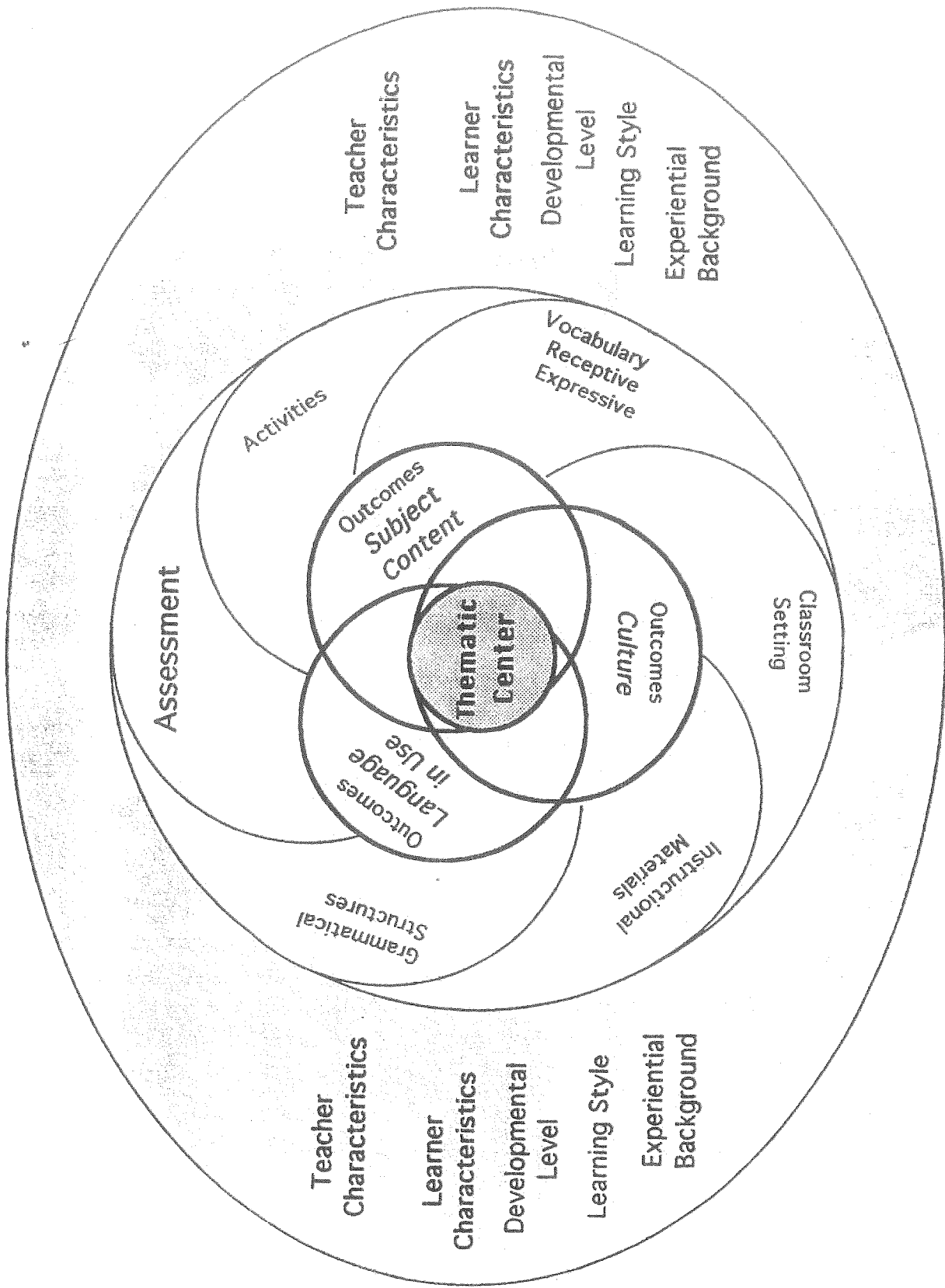
1. Figure out what you want to buy and the German word that describes this product. Use a search engine to find retailers. Note: it may not be enough to simply search for the item, you may need to add an additional term to your search like "Einkaufen" (shopping) or, if you're searching for deals, "Schnäppchen" (bargains).
2. Once you have located an online retailer, click the link and enter. Many German sites use English expressions, e.g., "skip intro." Make full use of these. If you struggle at any point with the following instructions, it may help to look for a small icon of a British or American flag, indicating that an English language version of the site is available. Instead of a flag, you may also see the word "English" written out, usually in small print somewhere near or on the navigation bar or frame (e.g. at the top of the page). Keep in mind, however, that the English versions of these sites generally do not contain the same content as the German versions. The English versions may also be incomplete, or even be largely in German despite some headers and titles that are in English. When looking at German sites, scan for cognates and words that you recognize based on their parts.
3. Search the navigation bar or menu (typically in a frame at the top of the page or along the left- or right-hand side of the page) for the terms "Produkte" (Products) or "Sortiment" (Assortment of Products). You may realize at this time that the retailer's main site is not the same as their online shop. In this case, you may need to search for a link to the shop, frequently designated by "Shop" in English. If the main page and the shop are on different websites, keep in mind that the main company website will typically give more details about the products. Other sites will already have links to different types of their products listed in the navigation bar (e.g. Karstadt Kaufhaus lists its products by broad category at the top of the page). If you cannot find anything, try a search. You can search by finding a text entry field with the term "suche" or "suchen" or "search" beside it, you may also look for a magnifying glass icon.
4. Once you have located the product that you desire you may put it into the shopping basket ("Warenkorb") by pressing a button that says "In den Warenkorb legen" or simply "In den Warenkorb" - this expression indicates that you are adding the object to your shopping basket. You have not purchased the product, yet. Before you do so, you should probably examine all of the products offered. Look for customer reviews and ratings by scanning for words such as "Kundenbewertungen" (customer reviews, testimonials), or for links with the words "bewerten" (to review, rate), "Kunden" (customers), "Bewertung" (a review). You may not be able to understand more complicated reviews, but you can look at a product's ratings. Be sure to check for special deals and bargains (Schnäppchen). For different products and sites make note of the price (Preis), shipping costs (Versandkosten), brands (Marken), and payment (Zahlung). If possible, you may want to arrange merchandise in an ascending (aufsteigend) or descending (absteigend) order based on price. You will need a greater command of the language to review warranties (Gewährleistung) or return policies. This information will typically be found on a "terms" page, frequently titled "AGB."
5. Sometimes, after a product is added to the shopping basket, you will need to click "weiter shoppen" or a similar link in order to go back to browsing merchandise. If you are done, search for the shopping basket "Warenkorb," frequently accompanied by an icon with a shopping cart on it. Review your potential purchases in the shopping basket (Warenkorb). You may need to click continue (fortsetzen) or next (nächste) to go from the shopping basket screen to the order forms. Fill out all of the information needed: shipping address (Adresse), payment (Zahlung), and ordering (Bestellung).

or, at
some sites,
it will say
"bestellen"

not the
accusative case
(den) =
into the
movement
(in dem/im
Warenkorb-
"dahincak-
= in the)
i/cabre

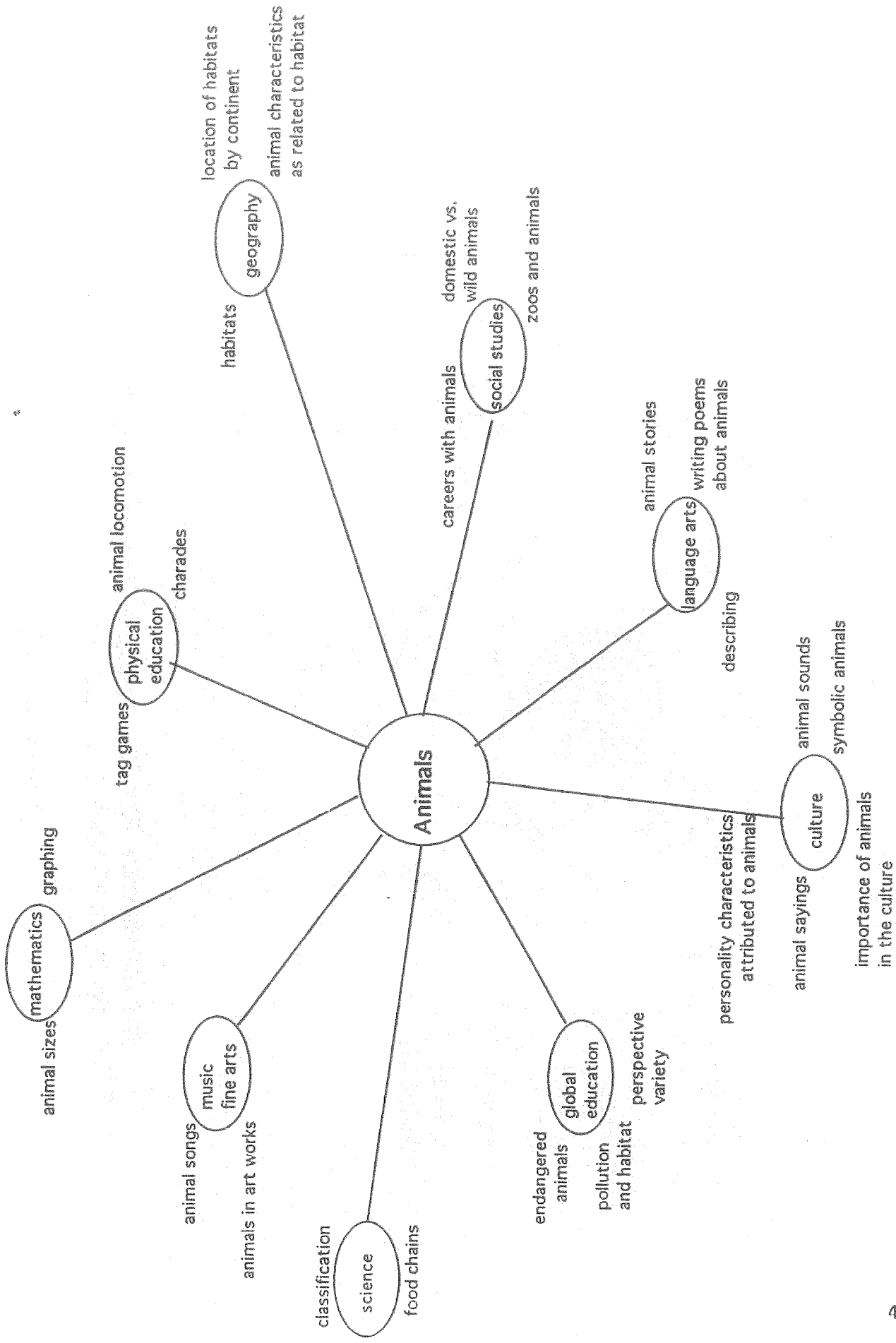
Heaven knows!

fortsetzen



**A Framework for Curriculum Development for
FLES Programs (Foreign Languages in Elementary Schools)**

Carol Ann Pesola



THEMATIC PLANNING WEB : ANIMALS

EARLY FOREIGN LANGUAGE PROGRAM GOALS

0084-3

Programs That Are Sequential • Cumulative • Continuous • Proficiency-Oriented • Part of an Integrated K-12 Sequence		
Program Type	Percent of Class Time Spent in Foreign Language per Week	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the foreign language. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language, or developmental bilingual education)	At least 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum. Student population is both native speakers of English and of the foreign language.)	To become functionally proficient in the language that is new to the student. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approx. 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the language (although to a lesser extent than is possible in total immersion). To master subject content taught in the new language. To acquire an understanding of and appreciation for other cultures.
Content-Based FLES Grades K-6	15-50% (Time spent learning language per se as well as learning <i>subject matter</i> in the foreign language.)	To acquire proficiency in listening, speaking, reading, and writing the foreign language. To use subject content as a vehicle for acquiring foreign language skills. To acquire an understanding of and appreciation for other cultures.
FLES Grades K-6	5-15% (Minimum 75 minutes per week, at least every other day.) Time is spent learning language per se.	To acquire proficiency in listening and speaking (degree of proficiency varies with the program). To acquire an understanding of and appreciation for other cultures. To acquire some proficiency in reading and writing (emphasis varies with the program).

Programs That Are Noncontinuous and Not Usually Part of an Integrated K-12 Sequence		
FLEX Grades K-8 (Frequent and regular sessions over a short period of time and infrequent sessions over an extended period of time.)	1-5% (Time spent sampling one or more languages and/or learning <i>about</i> language—sometimes taught mostly in English.)	To develop an interest in foreign languages for future language study. To learn basic words and phrases in one or more foreign languages. To develop careful listening skills. To develop cultural awareness. To develop linguistic awareness.



Ray Clifford
ACTFL President

What Does it Mean to Learn a Language?

A recent conference on “accelerated learning” provided the opportunity to reflect on three basic questions:

1. What does it mean to “learn”?
2. Is “language learning” different from other learning?
3. Can the process of language learning be “accelerated”?

Some have defined learning according to the complexity of the subject matter to be learned, according to the nature of the tasks to be mastered, or by a combination of both of these dimensions. However, there is a much simpler classification of types of learning, a three-level classification which—despite its simplicity—reveals that not all types of learning are either equally difficult or equally useful.

According to that three-level classification schema, the simplest type of learning is rote memorization. With this type of learning there are very limited expectations that what was learned will be transferable to new situations. If students were to memorize a dialog for the sole purpose of being able to recite it in the classroom, they would be engaging in learning for a rehearsed, direct application of their learning with little expectation of being able to transfer that knowledge to other situations.

In contrast, the most difficult type of learning includes the expectation that what is being learned must be applied across a wide range of unrehearsed settings. This is the type of learning expected of students who—after an extended sequence of language courses—are prepared to use their language skills in unpredictable, real-world settings.

Between these two learning types of “limited-transfer” learning and “far-transfer” learning, there is a third category of learning called “near-transfer” learning. Near-transfer learning prepares learners for the ultimate goal of unrehearsed communication ability by providing controlled practice and promoting spontaneity within familiar settings. Role-playing activities in situations related to a memorized dialog can often motivate students to go beyond rote learning and engage in near-transfer learning.

Every serious language student would benefit from understanding that to become proficient in another language requires learning what is being studied for near transfer and eventually for far transfer use. Teachers may find that they can use the ACTFL Proficiency Guidelines to help students gain that insight. A review of the guidelines reveals that:

- Reaching the Novice level requires only rote, limited-transfer learning.
- Because the Intermediate proficiency level learners are expected to “create” with the language being learned, that level clearly implies near-transfer language abilities.
- At the Advanced (and higher) proficiency levels, the real-world communication tasks described require the application of the far-transfer language skills.

Can language learning be accelerated? Most every attempt to accelerate language learning has done so by restricting the language learning process to “limited transfer” activities, with the natural result that the learners in those programs have not progressed beyond the Novice Level.

As one might expect, it is more difficult to accelerate far-transfer learning than it is to accelerate limited-transfer learning. Therefore, serious attempts to optimize the process of language learning have done so not by trying to save time, but by recognizing that language learning is not merely a rote memorization task and including near- and far-transfer learning activities in the curriculum.

Still there are students (and perhaps their parents) who believe that language learning is merely a rote memorization task. You may wish to remind them that because language learning requires all three types of learning, it may be the most challenging of all educational endeavors. If they understand the need for “transfer” learning, they will also better understand the role of the teacher in the language classroom. While textbooks can provide a starting point for language learning, the goal of language learning is not to merely cover the textbook but to actually develop real-world communication skills.

Can language learning be accelerated? Yes, it can, by making the entire process as effective as possible. That is best accomplished by pedagogically astute teachers—teachers who are not satisfied with rote learning outcomes, but rather who teach for proficiency by melding the subject matter with the learners’ developing abilities and artfully orchestrate an engaging mix of iteratively more challenging learning activities combined with helpful formative feedback. Other approaches are not short cuts, but dead ends.