



## **BACKGROUND MATERIALS**

## **SECOND LANGUAGE INSTRUCTION**

## **PORTLAND PUBLIC SCHOOLS**

Prepared by:

Mary Bastiani, Second Language Curriculum Specialist, MCESD/PPS

Pat Burk, Oregon Education Improvement Act Development, PPS

**SECOND/FOREIGN LANGUAGES**

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**SECTION 1.**

**CERTIFICATE OF INITIAL MASTERY**

**MODEL DESCRIPTION**

**OUTCOME AND DEFINITION**

**STANDARD STATEMENT**

**AMERICAN COUNCIL OF TEACHERS OF  
FOREIGN LANGUAGE (ACTFL) LEVELS**

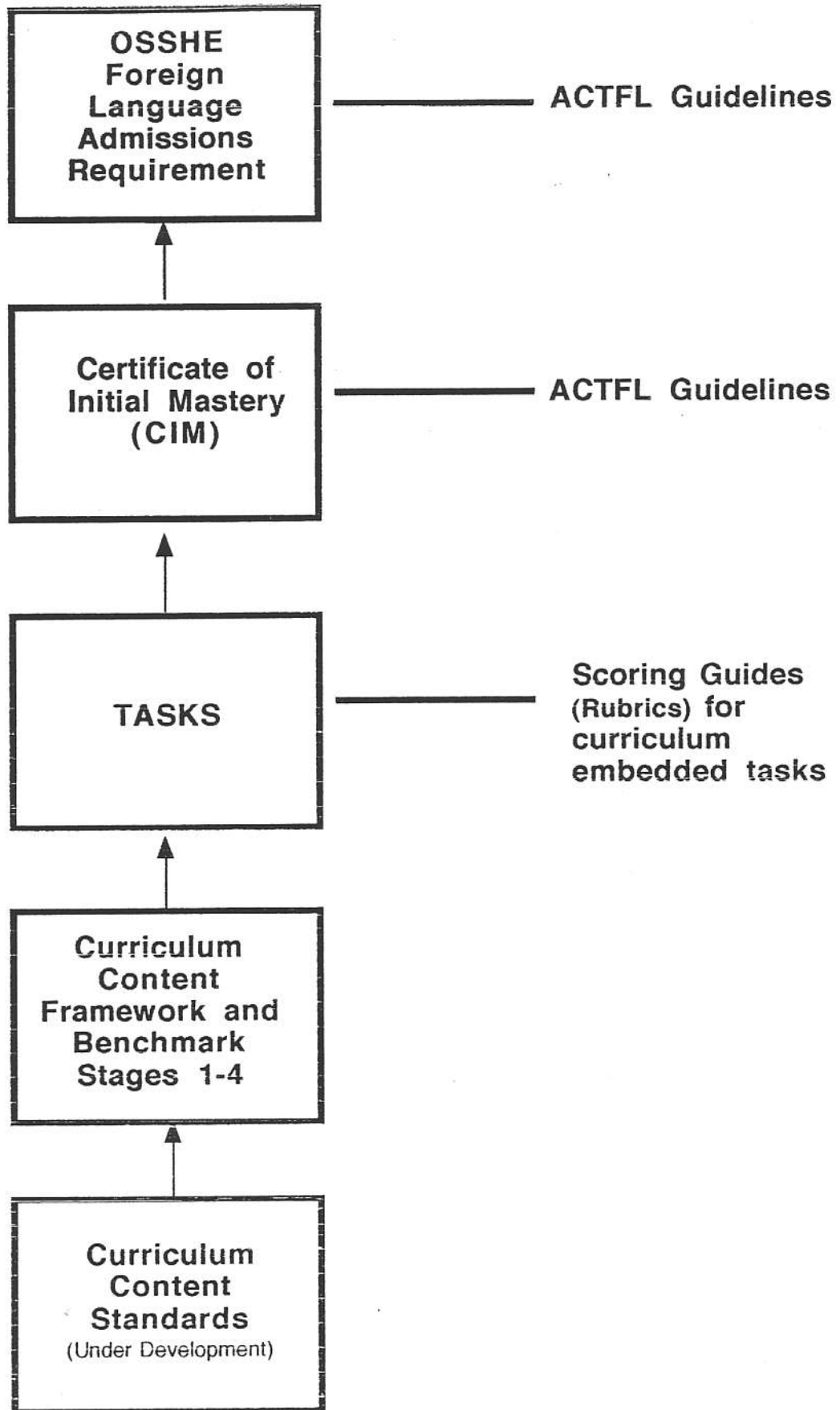
**SCORING GUIDE SHOWING PROPOSED  
CIM LEVEL OF PROFICIENCY**

**SIMPLIFIED BENCHMARK DESCRIPTORS**

**PROFICIENCY-BASED ADMISSION  
STANDARDS SYSTEM REQUIREMENTS**

# SECOND LANGUAGES

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**CIM OUTCOME: UNDERSTAND DIVERSITY**  
**Second Language**

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**CIM OUTCOME: Understand diversity.**

**Communicate in a second language, applying appropriate cultural norm.**

**TASK GUIDELINES**

**I. Extended Definition**

(2) communicate in a second language\*

Students will be able to communicate with a person from another culture in that person's language and show a sensitivity to the norms of behavior that apply. A student who can communicate in a second language is able to:

- comprehend and respond to spoken messages and commands
- maintain simple conversation that shares information
- recognize and show sensitivity to body language, gestures, and appropriate levels of formality and other aspects of the culture which affect communication
- read and comprehend basic material encountered in everyday life
- write to meet practical needs

\*In instructing students, emphasis will be given to oral communication. If the student's native language is other than English, the student may be tested for proficiency in this outcome in that language.

**CERTIFICATE OF INITIAL MASTERY  
STANDARD FOR**

**Communicate in a Second Language**

A student must consistently\*:

- read, write, speak and listen at an **Intermediate Low** level on the American Council on Teaching of Foreign Language (ACTFL) proficiency scale for more commonly taught languages, e.g., French, German, Spanish
- speak and listen at a **Novice High** level on the ACTFL proficiency scale and read and write at a **Novice Mid** level on the ACTFL scale for less commonly taught languages including Japanese and Russian

*\*Speaking and listening will be assessed in an oral proficiency interview and reading and writing will be demonstrated with evidence in the CIM portfolio.*

**Proposal**

The Second Language Symposium Committee (see Appendix) began meeting in March 1993, discussing the issues concerning the Certificate of Initial Mastery outcome requiring a second language.

One of the major areas of discussion was the level of proficiency, or the ability to communicate in the language, to be achieved by all students. The American Council on the Teaching of Foreign Languages (ACTFL) recognizes 9 levels of proficiency.

Conferring with national experts, the Second Language Symposium Committee makes the following recommendations: **Intermediate Low** for the more commonly taught languages (French, German, Spanish) and **Novice High** for the less commonly taught languages (including Japanese and Russian) in listening and speaking and **Novice Mid** for reading and writing. Figure 1 below indicates the relative position of these levels within the ACTFL hierarchy.

Oregon's emphasis on **speaking and listening** will be assessed in an oral proficiency interview. The other skills of **reading and writing**, as listed in the extended definition of the CIM outcome, will be demonstrated with evidence in the CIM portfolio. This requirement is for all students.

Superior

Advanced Plus

Advanced Low

Intermediate High

Intermediate Mid

**Intermediate Low** for more commonly taught languages (French, German, Spanish)

**Novice High** for listening and speaking in less commonly taught languages (including Japanese and Russian)

**Novice Mid** for reading and writing in less commonly taught languages

Novice Low

# CIM OUTCOME: Understanding Diversity/Second Language

## PROFICIENCY GUIDELINE CULMINATING CIM ACTIVITIES

	Speaking	Listening	Reading	Writing
<p><b>More commonly taught languages (French, German, Spanish)</b></p>	<ul style="list-style-type: none"> <li>Can ask and answer question initiate and respond to simple statements</li> <li>Maintain face-to-face conversation in a highly restricted manner and much linguistic inaccuracy</li> <li>Within limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases</li> <li>Possesses a vocabulary adequate enough to express only the most elementary needs</li> <li>May have strong interference from native language</li> <li>Has misunderstandings which frequently arise</li> <li>Can generally be understood by sympathetic interlocutors with repetition</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Comprehends content which refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions</li> <li>Understands listening tasks that pertain primarily to spontaneous face-to-face conversations</li> <li>Understanding is often uneven</li> <li>Repetition and rewording may be necessary</li> <li>Misunderstandings in both main ideas and details arise frequently</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Texts are non complex and have a clear underlying infernal structure, for example chronological sequencing</li> <li>Texts impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge</li> <li>Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life.</li> <li>Some misunderstandings may occur</li> </ul> <p>(ACTFL Intermediate Low)</p>	<ul style="list-style-type: none"> <li>Can write short messages, postcards, and take down simple notes, such as telephone messages</li> <li>Can create statements or questions within the scope of limited language experience</li> <li>Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics</li> <li>Language is inadequate to express anything but elementary needs</li> <li>Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of non alphabetic symbols</li> <li>Writing can be understood by natives used to the writing of non-natives</li> </ul> <p>(ACTFL Intermediate Low)</p>
<p><b>Less commonly taught languages (including Russian and Japanese)</b></p>	<ul style="list-style-type: none"> <li>Can ask questions or make statements involving learned material</li> <li>Shows signs of spontaneity although this falls short of real autonomy of expression</li> <li>Continues to have speech which consists of learned utterances rather than of personalized, situationally adapted ones</li> <li>Has vocabulary which centers on areas such as basic objects, places, and most common kinship terms</li> <li>Has pronunciation which may still be strongly influenced by first language</li> <li>Has frequent errors</li> <li>Despite repetition, will have difficulty being understood even by sympathetic interlocutors</li> </ul> <p>(ACTFL Novice High)</p>	<ul style="list-style-type: none"> <li>Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae</li> <li>May require repetition, rephrasing and/or a slowed rate of speech for comprehension</li> </ul> <p>(ACTFL Novice High)</p>	<ul style="list-style-type: none"> <li>Can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate</li> <li>Material understood rarely exceeds a single phrase at a time</li> <li>Rereading may be required</li> </ul> <p>(ACTFL Novice Mid)</p>	<ul style="list-style-type: none"> <li>Able to copy or transcribe familiar words or phrases and reproduce some from memory.</li> <li>No practical communicative writing skills.</li> </ul> <p>(ACTFL Novice Mid)</p>

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**Second Language Benchmarks**  
(for use with students, parents, and community groups)

For more detailed descriptions, see Second Language Content Curriculum Framework and Second Language CIM Rubric

**Benchmark Stage I (ACTFL Novice Low):** The student can...

- greet and respond in social interactions using learned words and phrases with culturally appropriate behavior.
- communicate and express likes and dislikes in simple conversations about people, places and things using learned words and phrases.

**Benchmark Stage II (ACTFL Novice Mid):** The student can...

- perform Stage I functions with no major patterns of error.
- make requests and obtain information using simple questions.
- understand some ideas and familiar details presented in uncomplicated conversations or paragraphs.
- begin to provide information using learned phrases and short sentences.

Content areas for Stage I and II may include self, family, friends, home, rooms, school, classes, schedules, health, community, geography, weather, holidays, festivals, colors, numbers, leisure activities, likes and dislikes, size and quantity.

**Benchmark Stage III (ACTFL Novice High):** The student can...

- perform Stage I and II functions using simple sentences that show increasing proficiency and control of vocabulary with no significant patterns of error.
- use questions and short sentences to provide or obtain specific information, e.g., time, place, purchases, directions.
- understand important ideas and a few details from simple authentic sources with some errors in comprehension.
- express important ideas and a few details in sentences in conversations and simple written paragraphs.

**Benchmark Stage IV (ACTFL Intermediate Low):** IT IS AT THIS LEVEL THAT THE STUDENT BEGINS TO RECOMBINE LEARNED MATERIALS, CREATE WITH LANGUAGE, SPEAK AND COMPREHEND A SERIES OF SENTENCES. THIS LEVEL MARKS THAT THE STUDENT HAS CROSSED A MAJOR LANGUAGE THRESHOLD.

At this level the student can...

- perform Stage I, II and III functions showing increased proficiency.
- understand important ideas and some details from non-complex authentic sources with few errors in comprehension.
- express important ideas and some details with strings of sentences and short written paragraphs.
- describe and compare with few errors in communications.
- express needs and emotions in personal and social interactions and in correspondence showing cultural propriety.

Content areas for Stage III and IV may include: All of Stage I and II and historical and cultural figures, places and events, clothing, city, buildings, food, seasons, animals, shopping, stores, money, professions, work, transportation, travel, and directions.

## Summary of Foreign Language College Admission Requirement

As a result of the Oregon State Board of Higher Education action on July 22, 1994, the following requirements will go into effect for students who seek admission to an Oregon State System of Higher Education (OSSHE) college or university for 1997-98. Additional requirements have been established for students who seek admission to OSSHE institutions in 1999-2000.

### 1997-98 Requirement

1. Students who enter OSSHE institutions as freshmen in 1997-98 must meet a foreign language proficiency level of "Intermediate-Low" on the ACTFL scale for Spanish, French, and German; and "Novice-Mid" on the ACTFL scale for Japanese. This policy will pertain to all campuses except Oregon Health Sciences University. A chart clarifying what these levels mean is attached.
2. Students entering in 1997-98 also will have the option of meeting OSSHE admission standards with two Carnegie units (two years) of the same language taken at the high school level (one year may be taken prior to high school if the second year is at the high school level). This requirement would also pertain to other languages for which proficiency levels have not yet been established (e.g., Russian, Chinese, Italian, Latin, American Sign language).
3. Students may be admitted to OSSHE institutions under a special exception basis if their high school is unable to offer a two-year sequence of any foreign language; this must be so certified by the high school. In such cases, students entering an OSSHE institution will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard, corresponding generally to one year of college foreign language.
4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language, or by meeting proficiency levels as determined by an OSSHE placement assessment, or by having completed two years of high school foreign language at a prior time.
5. Students who have been out of school for an eight or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).
6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal schooling beyond the sixth grade in a language other than English;

provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.

7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using TOEFL scores and other appropriate measures, as determined by each OSSHE campus.

### 1999-2000 Requirement

1. Students who enter OSSHE institutions as freshmen in 1999-2000 must meet a foreign language proficiency level of "Intermediate-Mid" on the ACTFL scale for Spanish, French, and German; and "Novice-High" on the ACTFL scale for Japanese. Admission will be based on proficiency and not on the number of Carnegie units (years) a student has completed in high school.
2. Languages for which proficiency levels have not yet been set will be recommended by staff to the Oregon State Board of Higher Education in Early 1995.
3. The OSSHE special exception waiver reviewed under #3 of the 1997-98 Requirement will pertain to students seeking admission in 1999-2000 as well.
4. All students entering from community colleges, or other colleges and universities, will be required to meet a foreign language requirement by completing one year equivalence of college level language or by meeting proficiency levels as determined by an OSSHE placement assessment.
5. Students who have been out of school for a six or more year period at the time of admission may apply for an exemption of the foreign language requirement. In such cases, students will be required to meet a graduation requirement of satisfactory attainment of the proficiency standard (corresponding generally to completion of one year of college foreign language).
6. Non-native students who are bilingual will be required to meet the foreign language requirement in a language other than English, with proficiency at the level required of entering freshman and transfer students. Proficiency may be established in one of the following ways: provide a foreign transcript that certifies two years of formal schooling beyond the sixth grade in a language other than English; provide certification by high school principal, based on consultation with and judgment by language teachers and advice from cultural organizations; or complete the OSSHE proficiency assessment.
7. Students seeking admission from non-English speaking countries will be required to meet an English proficiency requirement, using TOEFL scores and other appropriate measures, as determined by each OSSHE campus.

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**SECTION 2.**

**BACKGROUND INFORMATION**

**CONGRESSIONAL FINDINGS ON SECOND  
LANGUAGE INSTRUCTION  
ELEMENTARY AND SECONDARY  
EDUCATION ACT, TITLE VII**

**NATIONAL FOREIGN LANGUAGE K-12  
CONTENT GOALS AND STANDARDS**

**KEY DEFINITIONS**

**MODELS OF EARLY FOREIGN LANGUAGE  
PROGRAMS**

**ELEMENTARY AND SECONDARY EDUCATION ACT**  
**Title VII**

**Part B – Foreign Language Assistance Program**

**SECTION 7202. FINDINGS.**

The Congress finds as follows:

- (1) Foreign language proficiency is crucial to our Nation's economic competitiveness and national security. Significant improvement in the quantity and quality of foreign language instruction offered in our nation's elementary and secondary schools is necessary.
- (2) All Americans need a global perspective. To understand the world around us, we must acquaint ourselves with the languages, culture, and history of other nations.
- (3) Proficiency in two or more languages should be promoted for all American students. Multilingualism enhances cognitive and social growth, competitiveness in the global marketplace, national security and understanding of diverse people and cultures.
- (4) The United States lags behind other developed countries in offering foreign language study to elementary and secondary school students.
- (5) Four out of five new jobs in the United States are created from foreign trade.
- (6) The optimum time to begin learning a second language is in elementary school, when children have the ability to learn and excel in several foreign language acquisition skills, including pronunciation, and when children are most open to appreciating and valuing a culture other than their own.
- (7) Foreign language study can increase children's capacity for critical and creative thinking skills and children who study a second language show greater cognitive development in areas such as mental flexibility, creativity, tolerance, and higher order thinking skills.
- (8) Children who have studied a foreign language in elementary school achieve expected gains and score higher on standardized tests of reading, language arts, and mathematics than children who have not studied a foreign language.

# SECOND/FOREIGN LANGUAGE

## A SUMMARY OF THE NATIONAL K-12 GOALS AND STANDARDS

(Adapted from draft 8/1/94)

### GOAL 1: Communicate in Languages Other Than English

- Standard 1.1 Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts.
  - discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences
  - participate in social interactions related to problem solving, decision making, and other social transactions
  
- Standard 1.2 Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will
  - obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communications;
  - process (i.e., select, categorize, analyze, organize, and synthesize) information;
  - provide information in spoken or written form.
  
- Standard 1.3 Students will use language for leisure and personal enrichment. They will
  - listen to, read, or view stories, plays, poems, or other literature; films, songs, or visual works of art for personal enjoyment, engagement in conversation, or interaction with others about it;
  - respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, or other literature; and songs, films, or visual works.

### GOAL 2: Gain Knowledge of Other Cultures

- Standard 2.1 Students will demonstrate knowledge of the components of the target culture. They will
  - explore both the expressive and utilitarian forms developed by the target culture;
  - describe the patterns of behavior that are derived from the cultural beliefs and values;

- identify and analyze the themes, value systems, mind set, and beliefs that form the world view of the target culture;
- discuss the significance of these contributions to the world community.

**GOAL 3: Access New Information and Knowledge**

- Standard 3.1 Students will use the target language to reinforce and further their knowledge of other disciplines. They will
- use the target language to discuss their current knowledge of topics from other curricular areas, orally or in writing.
- Standard 3.2 Students will use the target language to gain access to information and perspectives that are only available through the target language or within culture. They will
- use this information and perspective to expand their personal knowledge and experience;
  - use authentic documents, media, and contact with speakers of the target language.

**GOAL 4: Develop Insight into Own Language and Culture**

- Standard 4.1 Students will recognize that different languages use different patterns to communicate. They will
- recognize, compare, and contrast language patterns in the target language and their own.
- Standard 4.2 Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will
- compare and contrast the themes, value systems, mind set and beliefs which form the world view of both their own and the target culture;
  - compare and contrast the patterns of behavior which are derived from the cultural beliefs and values.

**GOAL 5: Participate in Multilingual Communities and Global Society**

- Standard 5.1 Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will
- interact directly with speakers of the target language either through face-to-face conversations or written texts;
  - access information to discover applications of the target language within the community and internationally.

NATIONAL FOREIGN LANGUAGE STANDARDS (Draft 8/1/94)  
 GOAL ONE: Communicate in Languages Other Than English

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Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
<p><b>Standard 1.1</b>                      Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts.</p>	<ul style="list-style-type: none"> <li>Students will give and follow simple instructions by participating in various games or other activities with partners or groups.</li> <li>Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment.</li> <li>Students will produce lists of items necessary to plan events or activities (i.e., picnic, birthday party, science project, craft) through pair and group work.</li> </ul>	<ul style="list-style-type: none"> <li>Students will exchange information with peers and familiar adults about topics of interest to them and to same age members of the target cultures.</li> <li>Students will work in pairs or groups to plan an event using authentic schedules, a budget, and interaction with adult users of the language with whom this type of planning would normally take place.</li> </ul>	<ul style="list-style-type: none"> <li>Students will write a letter to a native speaker of the target language explaining a past event and their feeling about that event. The particular time of the event will be chosen from a large variety of possibilities.</li> <li>Students will communicate (orally or in writing) with a speaker of the target language regarding a future event.</li> </ul>
<p><b>Standard 1.2</b>                      Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest.</p>	<ul style="list-style-type: none"> <li>Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities.</li> </ul>	<ul style="list-style-type: none"> <li>Students will obtain personal data from peers or adults either in person or by telephone.</li> <li>Students will comprehend the content of authentic written materials selected by the teacher according to familiarity of topic and scope of vocabulary and structure (i.e., personal letters and notes, pamphlets, newspapers and magazine articles, advertisements).</li> <li>Students will understand the main ideas and some details from authentic television, radio, or live presentations on topics that are in their personal area of interest or that of same-age members of the target cultures.</li> <li>Students will write various types of texts to a defined audience about a topic of personal interest or experience. In those texts, they will express ideas, opinions, attitudes, or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Students will apply for participation in a summer program at a school making arrangements for room and board, using a class schedule, and using information about transportation and local tourist attractions and activities.</li> <li>Students will interact with a proficient speaker of the target language in a number of true-life situations chosen from a large variety of topics: getting around (hotel, station, pharmacy), getting things done (repair walkman, fix straps on sandals), asking for information.</li> <li>Students will understand the main ideas and significant relevant details of extended discussions, presentations, and feature programs on radio and television, in movies and other forms of media designed for use by native speakers.</li> </ul>
<p><b>Standard 1.3</b>                      Students will use language for leisure and personal enrichment.</p>	<ul style="list-style-type: none"> <li>Students will comprehend oral messages such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read authentic literary texts selected by the teacher for appropriateness, and describe characters and major events.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read an authentic literary text in the target language, explain in general terms the characters and plot, and express personal reactions and feelings about the work orally and/or in writing.</li> </ul>



NATIONAL FOREIGN LANGUAGE STANDARDS  
GOAL TWO: Gain Knowledge of Other Cultures

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Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
<p><b>Standard 2.1</b> Students will demonstrate knowledge of the components of the target culture.</p>	<ul style="list-style-type: none"> <li>• Students will use appropriate gestures and oral expressions for greetings, leave taking, and common or familiar classroom interactions.</li> <li>• Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, dramatizations, or role playing.</li> <li>• Students will identify patterns of behavior or interaction in various settings, such as school, family, and the immediate community.</li> <li>• Students will observe and identify utilitarian forms of the target culture such as toys, dress, types of dwellings, and typical foods.</li> <li>• Students will identify or read about and react to expressive forms of the target culture such as children's songs, simple selections from authentic children's literature, and types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include interaction with adults.</li> <li>• Students will participate in and react to age-appropriate cultural activities, including but not limited to adolescents' games (e.g., card games, games with game boards, outdoor games), sports-related activities, music, and television.</li> <li>• Students will identify and discuss patterns of behavior or interaction typical of the age group in settings in the community.</li> <li>• Students will identify and discuss values, beliefs, mind sets, or perspectives related to the patterns of behavior or interaction discussed.</li> <li>• Students will identify and discuss utilitarian forms of the target culture such as educational institutions/systems, means of transportation, and various rules (as they apply to the peer group in the culture being studied) and explore how these forms have influenced the larger community.</li> <li>• Students will identify orally (or read about) and discuss selected expressive forms of the target culture such as popular music/dance, appropriate authentic texts (e.g., children's magazines, comic books, or children's literature), the use of color, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and to explore the effect of these forms on the larger community.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will interact successfully in a variety of cultural contexts that reflect peer-group activities within the culture(s) studied, using the appropriate verbal and nonverbal cues.</li> <li>• Students will identify, discuss, and analyze various patterns of behavior or interaction both typical of the age-group and extending beyond.</li> <li>• Students will identify, discuss, and analyze those values, beliefs and mind sets that support the patterns of behavior or interaction identified.</li> <li>• Students will identify, discuss, and analyze utilitarian forms of the target culture, including but not limited to social and political institutions and laws, and evaluate the impact of these on the larger community.</li> <li>• Students will identify, discuss, and analyze expressive forms of the target culture including popular expressions of books, periodicals, videos, commercials, music, dance, design, painting, etc.</li> <li>• Students will identify, discuss, and analyze expressive forms of the target culture that are classified as literature and fine arts and assess their influence on the larger community.</li> </ul>

NATIONAL FOREIGN LANGUAGE STANDARDS  
GOAL THREE: Access New Information and Knowledge

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Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
<p><b>Standard 3.1</b> Students will use the target language to reinforce and further their knowledge of other disciplines.</p>	<ul style="list-style-type: none"> <li>Students will use information from a story begin studied in the target language and connect elements (e.g., color symbolism, geographical setting, genre characteristics) from the story to other school subjects.</li> <li>Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes</li> <li>Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations).</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a film or listen to a discussion in the language class on a topic they are currently studying in another class. They will use the new information from the language class in the other class.</li> <li>Students will use authentic sources to assemble facts and statistics about topics of personal interest. They will use this information in connection with ideas being studied in another class.</li> <li>Students working in small groups will choose a topic, concept, or figure being studied in another class and use a target language information source to add to their understanding.</li> <li>Students will use the target language to obtain specific information from a target language institution that can enhance their study of a topic in another class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will research a topic of interest from another discipline accessing a variety of target language sources (e.g., print, audio, video, CD-ROM) and use that information as the basis for work in that discipline.</li> <li>Students will select an event or historical figure they are familiar with from another course. Accessing a target language source, they will share the information with classmates.</li> <li>Students will share a concept or skill learned in the foreign language class with one of their other classes, or share their understanding of the way it applies to the other class with classmates in the language class.</li> <li>Students will interview speakers of the target language (either in person or via an electronic network) to obtain their views on a topic about which the students are already knowledgeable.</li> </ul>
<p><b>Standard 3.2</b> Students will use the target language to gain access to information and perspectives that are only available through the target language or within culture.</p>	<ul style="list-style-type: none"> <li>Students will respond to a dramatization of a target language text (e.g., fairy tale).</li> <li>Students will examine a target language source intended for same-age native speakers and identify the major elements of the source materials (e.g., what it is, why peers would use it, where it might be found).</li> </ul>	<ul style="list-style-type: none"> <li>Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest.</li> <li>Students will consult target language sources to gain information on a topic of personal interest or community concern.</li> <li>Students will use target language sources to gain information about common items, such as food, electronics, autos, etc.</li> <li>Students will use target language tourism publications to understand why specific locations are important to the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>Using the second language, students will establish contact with members of the target culture to obtain information about a hobby, sport, or topic of personal interest.</li> <li>Students will consult target language sources to gain information on a topic of personal interest, community or world concern.</li> </ul>

NATIONAL FOREIGN LANGUAGE STANDARDS

GOAL FOUR: Develop Insight into Own language and Culture

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Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
<p><b>Standard 4.1:</b> Students will recognize that different languages use different patterns to communicate.</p>	<ul style="list-style-type: none"> <li>Students give examples of word borrowing from one language to another and discuss the significance of this process.</li> <li>Students demonstrate awareness of the pronunciation, intonation, writing system, and stress pattern of the target language and how these differ from the same elements of English by distinguishing between the two.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand how idiomatic expressions have an impact on communication and reflect culture by anticipating larger units of meaning rather than individual word equivalencies.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify the elements of the target language that signify time or tense and comparable linguistic markers in their own language by comparing and contrasting the two languages.</li> <li>Students will use the pronunciation, intonation, writing system, and stress pattern of the target language in a variety of contexts for non-sympathetic listeners or readers.</li> </ul>
<p><b>Standard 4.2:</b> Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction.</p>	<ul style="list-style-type: none"> <li>Students will demonstrate a knowledge of the pattern(s) related to recreation, celebrations, etc., and identify similar and different patterns of behavior in their local culture.</li> <li>Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, rhymes, etc.).</li> <li>Students will identify and describe some cultural beliefs and attitudes of people in both their own and the target culture relating to family, school, work, and play.</li> </ul>	<ul style="list-style-type: none"> <li>Students will investigate and report on cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, seasonal festivals, religious ceremonies, and recreational gatherings).</li> <li>Students will compare and contrast music and songs from the target culture with those in the native culture through oral and/or written descriptions and performance, where possible.</li> <li>Students will create a survey to gauge the attitudes of adolescents related to some aspect of American culture. Through face-to-face contact or written exchanges they will survey adolescents in the target culture to determine their attitudes about the same topics.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read authentic texts and view movies related to the issues of migration and immigration in the target cultures and in the native culture. Issues related to family, income, environment, natural disasters, and wars will be compared and contrasted through oral, written and artistic expression.</li> </ul>

**ATIONAL FOREIGN LANGUAGE STANDARDS**

**GOAL FIVE: Participate in Multilingual Communities and Global Society**

00116-9

Standard	Possible Benchmark Tasks Level K-4	Possible Benchmark Tasks Level 5-8	Possible Benchmark Tasks Level 9-12
<p><b>Standard 5.1:</b> Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways.</p>	<ul style="list-style-type: none"> <li>Students exchange information about family, school events, and celebrations in written form via letters, E-mail, or in audio formats.</li> <li>Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will exchange information in written form or orally with peers from target language groups by discussing their preferences concerning leisure activities, including athletics and music.</li> <li>Students will request information from members of the local community or from the sports and entertainment fields who use the target language in their experiences in these professions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will communicate in writing with their peers in the target culture regarding the official government position on an international topic (i.e., the NAFTA trade agreement). The students will acquire information that will enable them to discuss the target culture's government position on the topic and compare it to positions taken by the U.S. government.</li> <li>Students will complete a project focusing on the repackaging of American advertisements to the market of the target culture.</li> </ul>

## A FEW DEFINITIONS

(Excerpted from Elementary Foreign Language Programs FLES\*  
An Administrator's Handbook by Gladys Lipton)

**FLES\*** is the overall term for all types of foreign language instruction in the elementary and middle schools (K-8)

**FLEX** an introduction to one or more languages, with few language skills expected. This model emphasizes cultural awareness.

**Sequential FLES** is an introduction to one foreign language for two or more years, with a systematic and sequential development of language skills (listening, speaking, reading, and writing) and culture within the parameters of themes, topics, or content areas. Good fluency is expected if classes are scheduled five times a week (thirty minutes a day) for four or more years. (approximately 49% of all elementary foreign language programs are in this category.)

**Content-Based FLES** subject content from the regular school curriculum is taught in the foreign language - the focus is not on (explicit) language instruction alone. Language development activities and content (i.e. social studies, math, science, health) are integrated and language is acquired in a meaningful context.

**IMMERSION** use of the foreign language throughout all or part of the school day by teachers and students for teaching the various subjects of the elementary school curriculum. Fluency in the foreign language is expected after four or more years in this program. (Approximately 2% of all elementary foreign language programs are in this category.)

**Note:** There may be all kinds of variations of each program model regarding goals, expectations, schedules, and student performance outcomes.

# EARLY FOREIGN LANGUAGE PROGRAM GOALS

Where in  
Portland

001/b-71

## 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
<b>Total Immersion</b> Grades K-6	<b>50-100%</b> (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.
<b>Two-Way Immersion</b> Grades K-6  (Also called two-way bilingual, dual language, or developmental bilingual education)	<b>At least 50%</b> (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.
<b>Partial Immersion</b> Grades K-6	<b>Approx. 50%</b> (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.
<b>Content-Based FLES</b> Grades K-6	<b>15-50%</b> (Time spent learning language per se as well as learning subject matter 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.
<b>FLES</b> Grades K-6	<b>5-15%</b> (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).

None

Beach

Ainsworth  
Richmond

Beach

Ainsworth  
Sunnyside

## Programs That Are Noncontinuous and Not Usually Part of an Integrated K-12 Sequence

<b>FLEX</b> Grades K-8  (Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.)	<b>1-5%</b> (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.
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**SECTION 3.**

**RESEARCH AND BEST PRACTICES**

**SUMMARY OF ELEMENTARY SECOND  
LANGUAGE STUDIES**

**THE LOUISIANA REPORT-- A SUMMARY**

**ASSOCIATION FOR SUPERVISION AND  
CURRICULUM DEVELOPMENT (ASCD)  
PRINCIPLES OF EFFECTIVE PRACTICE**

**NATIONAL ASSOCIATION OF DISTRICT  
SUPERVISORS OF FOREIGN LANGUAGE  
PROGRAMS (NADSFL)**

**CHARACTERISTICS OF EFFECTIVE  
FOREIGN LANGUAGE INSTRUCTION**

**CONFEDERATION OF OREGON FOREIGN  
LANGUAGE TEACHERS (COFLT)  
SITUATION REPORT**

**BIBLIOGRAPHY**

**RESOURCES FOR ELEMENTARY  
SECOND/FOREIGN LANGUAGE  
PROGRAMS**

## A Summary of Research Findings Elementary Second Language Study

Research studies yield the following significant information concerning the implementation of foreign languages in elementary schools (K-8):

1. Children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized tests in reading, language arts, and mathematics than those who have not. (See Lipton; Masciantonio; McCaig; Rafferty.)
2. Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills. (See Foster and Reeves; Landry; Rafferty.)
4. Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures). (See Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker; Lambert and Klineberg; Broward County, Florida, Schools.)
5. Children studying a foreign language have an improved self-concept and sense of achievement in school (See Genesee; Masciantonio.)
6. Children have the ability to learn and excel in the pronunciation of a foreign language. (See Dulay and Krashen; Fathman; Krashen; Krashen and Long, et al.; Krashen and Terrell.)
7. Research from Canada's second language programs and from the Milwaukee, WI Public Schools shows that foreign language students achieved higher in English vocabulary, reading, and mathematics, and exhibited greater creativity and better work study habits. The greatest positive effect was noted for students who were not in the top quarter of their classes. This notion runs counter to the assumptions inherent in traditional foreign language programs that only above average students should enroll and be expected to succeed in sequential foreign language study. (See Rafferty; Rubio)
8. The Louisiana study found *that students in foreign language classes outperformed those who were not taking a foreign language in the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests, regardless of their race, sex, or academic level. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study.* (See Rafferty)

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\* Excerpted from: The Administrator's Guide to FLES\* Programs. Lipton, G. National Textbook Company, Lincolnwood, IL: 1992.  
Research/bastiani/December 12, 1994



9. Evaluations of English-speaking students with learner characteristics that put them at risk for school failure have revealed that such students demonstrate the same levels of first language development and academic achievement as similarly disadvantaged students in English-only programs. The learner characteristics that reviewed are intelligence, first language ability, socio-economic status, and age. At the same time, such disadvantaged students have been found to benefit from participation in immersion programs in terms of their second language development. In fact, disadvantaged student have demonstrated the same level of second language achievement as their more advantaged peers; this was particularly evident in the case of the development of speaking and listening skills and was most evident for learners with low levels of academic ability or with low socio-economic or minority group backgrounds. (See Genesee)

# FLESNEWS

## NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 1 Number 2

Winter 1987-88

### The Louisiana Report: Second Language Study Improves Basic Skills

One result of the current national outcry for excellence in education has been renewed public interest in foreign language instruction at the elementary level. Although most curricular specialists endorse foreign language instruction, some controversy exists as to when it should start, which children would benefit most, and whether the always limited resources of time and money would not be better allocated to instruction in basic skills.

Proponents of early instruction argue that the cognitive consequence of foreign language study may have a positive impact on basic skills acquisition. In theory, exposure to a second language at the elementary level increases a student's general cognitive level insofar as the student becomes aware that a word and the thing it represents are independent entities. This is thought to enable a student to reach a level of abstraction not otherwise so readily available (Lambert, 1981). General cognitive functioning, as well as exposure to parallel language systems, is often linked to increases in native language skills (Lambert, 1978).

The Louisiana study was designed to determine the impact of elementary foreign language programs on basic skills acquisition. Only school systems and grades that provided second language instruction for a total of 150 minutes/week (typically 30 minutes/day) were included. Subjects were 13,200 students in third, fourth, and fifth grades who had not been exposed to a foreign language in the home, had not repeated a grade in 1985, and whose 1984 and 1985 Louisiana Basic Skills Tests results (used to estimate academic talent) were available. In order to determine whether foreign language instruction had different effects on different subgroups of students, both foreign language (FL) and non-foreign language (NFL) groups were matched for race, sex, and grade level.

Results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests (see Figure 1). Foreign language study appears to increase the scores of boys as much as girls, and blacks as much as other races. This finding supports the notion that, beginning as early as the third grade, second language study facilitates the acquisition of English language skills.

Although FL students at all the grade levels in the analysis showed higher scores than NFL students on language arts, the

advantage was more than doubled for FL students in the fifth grade. Third and fourth grade FL students, however, also showed a significant overall advantage over NFL students. The results of this study suggest that foreign language study aids, not hinders, the acquisition of English language arts skills. Students who are performing poorly in reading and language arts should be encouraged, not discouraged, from participating in foreign language study.

Acquisition of basic math skills is more difficult to interpret. Overall, there was neither a significant advantage nor disadvantage for FL students on the Basic Skills math sections. Once again, the results show that students of different races and sexes responded in much the same way as far as foreign language study was concerned. There was, however, a significant difference in FL and NFL students with respect to grade level. That is, FL and NFL students performed differently depending on which grade was tested. Fourth grade FL students showed some disadvantage compared with NFL students, but by fifth grade FL students were performing better than NFL students.

Continued on page 4

### NNELL Thanks Its Friends

NNELL thanks its friends who made possible the distribution of the first two issues of this newsletter free of charge:

- Addison-Wesley Publishing Company
- American Association of Teachers of French-FLES Commission
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- American Association of Teachers of Spanish and Portuguese
- Gessler Publishing Company
- Massachusetts Foreign Language Association
- McGraw-Hill Publishing Company
- Northeast Conference on the Teaching of Foreign Languages
- Ohio Foreign Language Association
- Wellesley College

*Thank you!*

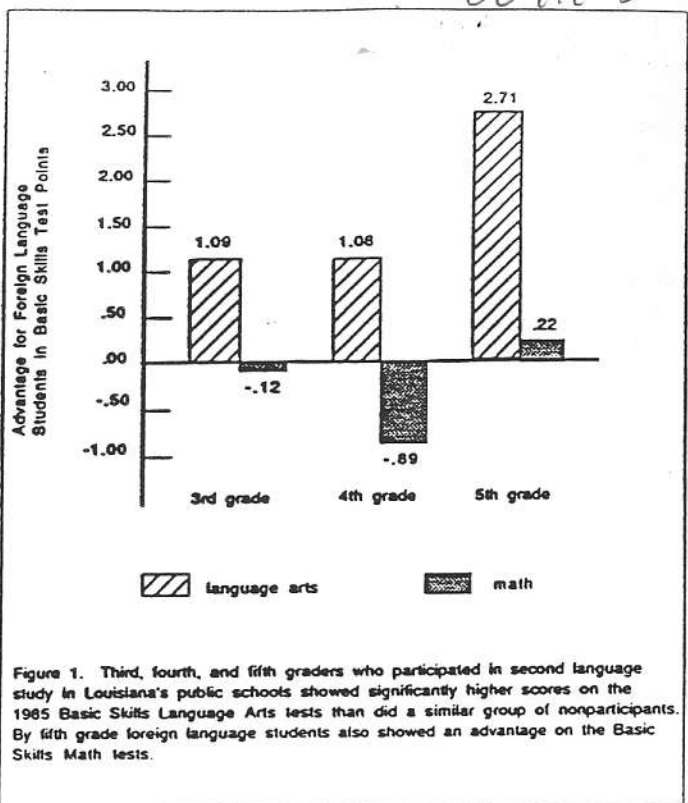


Figure 1. Third, fourth, and fifth graders who participated in second language study in Louisiana's public schools showed significantly higher scores on the 1985 Basic Skills Language Arts tests than did a similar group of nonparticipants. By fifth grade foreign language students also showed an advantage on the Basic Skills Math tests.

account for the turnaround for FL students in math at the fifth grade.

Results of this study confirm what educators have been speculating about for years—foreign language study at the elementary school level improves students' abilities in English language arts. Although results are not conclusive for the influence of foreign language on math skills, by the end of fifth grade foreign language students were outperforming their non-foreign-language peers in math skills as well as in English skills.

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Lambert, W. E. (1981). Bilingualism and language acquisition. H. Winitz (Ed.), *Language and Foreign Language Acquisition* (pp. 9-22). New York: New York Academy of Sciences.

This article is based on a 1986 report prepared by Eileen A. Rafferty, Bureau of Accountability, Office of Research and Development, Louisiana Department of Education. Copies of the complete report can be obtained by writing to: Perry M. Waguespack, Acting Director, Foreign Languages, Louisiana Department of Education, Post Office Box 94064, Baton Rouge, LA 70804-9064.

Research Editor: E. Statzner

Louisiana Report from page 1

The most significant predictor of success on the 1985 Basic Skills mathematics sections was the previous year's (1984) Basic Skills language scores. Insofar as FL study is related to increases in language scores, and the language scores predict math scores, one would expect that FL study would eventually help raise math scores. Some explanation on this order may

## PRINCIPLES OF EFFECTIVE PRACTICE FOR HIGH QUALITY FOREIGN LANGUAGE INSTRUCTION

(From ASCD 1993)

- Principle 1:** As much as possible, language learning should emulate authentic language use. (Heidi Byrnes)
- Principle 2:** The goal of language learning is performance with language rather than knowledge about language. (Myriam Met)
- Principle 3:** Language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (Rebecca Oxford)
- Principle 4:** Language develops in series of approximations toward native-like norms. Language learning is not the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (Heidi Byrnes)
- Principle 5:** Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (Myriam Met)
- Principle 6:** Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (Jayne Osgood)
- Principle 7:** Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (Rebecca Oxford)
- Principle 8:** The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language learning tasks. (Myriam Met)

0011c-7

## CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE INSTRUCTION

Developed by the  
National Association of District  
Supervisors of Foreign Language Programs (NADSFL)  
(This list represents the "best thinking" of foreign language curriculum specialist nationally)

- The teacher uses the target language extensively and encourages the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful and purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groups.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities that focus on accuracy and implicit or no error correction in activities which focus on communication.
- Assessment reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher establishes an affective climate in which the students feel comfortable taking risks.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as a curriculum.
- The teacher uses a variety of print and non-print materials including authentic materials.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

0011c-8



Confederation of Oregon Foreign Language Teachers

Mail: PO Box 111, Salem OR 97308-0111  
Phone: (503) 375-5447  
FAX: (503) 375-5448  
E-mail: oic@willamette.edu

## COFLT NEWS UPDATES

### FOREIGN LANGUAGES IN OREGON - SITUATION REPORT, OCTOBER 1994

**Higher Education.** Beginning in 1999, freshmen entering the Oregon State System of Higher Education must demonstrate proficiency in a second language for admission, instead of just recording "seat time". Performance must be at the "Intermediate-Mid" level in spoken French, German, or Spanish, or Novice High in Japanese.

From 1997 to 1999 entering students will have the option of demonstrating proficiency (at a lower level for this interim period), or presenting two years of high school credit. After the 1998-9 school year, however, they must be able to use the language; Carnegie units will no longer be accepted.

Proficiency levels for other languages will be established in 1995. Further details are available from the Office of the Chancellor of Higher Education at (503) 346-5724.

**High School Requirements.** The Oregon State Board of Education (K-12) is considering similar standards (one notch lower on the same scale) for all students seeking the Certificate of Initial Mastery (10th grade diploma). If adopted, after public comment this Fall, the standards would require Intermediate Low proficiency in all 4 skills for French, German and Spanish. For less commonly taught languages, such as Japanese and Russian, different standards apply (see below).

**Criteria Explained.** These standards are based on nationwide criteria developed by the American Council for the Teaching of Foreign Languages (ACTFL). Intermediate-Low is the first level at which a language learner is able to produce the language on demand. In speaking, there may be errors and delays, sentences may be broken, and understanding may be difficult, but effective communication can take place. The language professionals who advised the Board had little trouble concluding that these were the levels needed to fulfill the state's goal of a globally competitive work force.

**Other Languages, Other Skills, Other Standards.** In European languages which use the Roman alphabet, if students are literate in English, reading levels often match speaking proficiency, and the same standards would apply. In languages such as Japanese and Russian, however, greater disparities in grammar, vocabulary and culture, require more time to reach the Intermediate level, and unfamiliar writing systems make reading a separate learning process. Concerned that students and schools might therefore hesitate to attempt those languages in the K-10 framework, the Board proposed different standards.

At Novice High (proposed speaking level for Japanese and Russian), a speaker can handle memorized sentences and phrases on familiar topics. For reading the Novice-Mid level is proposed, which includes words and phrases in context but rarely full sentences. Still, these levels permit substantial communication, and a significant commitment to learning key features of unfamiliar cultures.

(more on reverse)

**Tests and Perceptions.** Many people who have taken a proficiency test find it changes not only evaluation but also learning. Teaching to a proficiency test means teaching what students can use in the real world, and can lead to a new view of language study. For example: at the June 23 meeting of the State Board of Education Anne LaVietes conducted a proficiency interview with a 10th grader from Corvallis with 2 1/2 years of Spanish. The result (an Intermediate-Low) so impressed one Board member, who had opposed the language requirement, that she announced she had changed her view, and her acceptance of the requirement had risen "from a two to a twelve".

**Time Requirements and Early Learning.** Although other serious students can equal this performance, most will need more than the traditional two years of high school study to qualify. Believing that language learning must start early to make real proficiency a real prospect, the State Board has approved the following provision for implementing the CIM second language outcome:

*Districts beginning a sequentially articulated second language program prior to grade 4 may choose to meet this outcome in the school year 2002-2003.*

Other districts will be expected to meet the language proficiency standards, together with all other CIM outcomes, for 10th graders graduating in 1999 (with some outcomes effective in 1997). Students could start in 7th grade in 1995-96, and hope to achieve the target level by 1999 *if resources were available* for substantially expanded language instruction. A less intensive program could begin in 1995-96 with 3rd graders, building up more gradually and giving those students until 2003 to reach the required proficiency (and districts more time to find teachers.)

**Special Workshop Planned.** A number of Oregon districts are preparing elementary language programs, and several people have called the OIC/COFLT office for information on resources and models. COFLT plans a special workshop on elementary language learning as part of its Spring Conference on March 11. (Details to follow.) Other programs to help develop language teaching capability are in development.

**Teacher Education.** The Joint Boards of Education are considering a number of issues relating these developments to possible changes in Teacher Education, including the following questions (on which they will also seek views from professional associations):

*Should educators, particularly teachers at the elementary level, have second language skills enabling them to teach introductory sequences of language in K-8 programs?*

*Should OSSHE campuses develop special programs of study that encourage elementary and middle school teachers to prepare in a second language (especially Spanish)...?"*

*Should new foreign language teachers who will teach primarily at the middle and secondary levels be assessed in their second language proficiency prior to program completion ...?*

*Should the ACTFL Advanced Proficiency Levels be considered as an outcome, and an assessment be carried out as a condition to program admission ... or teacher program completion and/or licensure?"*

**Comment:** It would be hard to answer "No" to any of these questions, and Department of Education's parallel recommendation for "fluency in a second language" for teachers is also welcome. However, one committee advising the Teacher Standards and Practices Commission has suggested a proficiency level for teachers no higher than OSSHE entry requirement, and only one step above the CIM. Those concerned with "global competitiveness" will need to stay in touch with this issue to maintain real quality control, and be prepared to respond to the Joint Boards invitation.

*(Elizabeth King, Mary Bastiani and Dee Young contributed to this report; errors and opinions are the responsibility of Bob Willner, Executive Secretary.)*

0011c-16

# Better global awareness would boost U.S. standing

## ■ Small steps can build world understanding.

The debacle in Bosnia reflects the weakness of not only our foreign policy but also of our understanding of the world around us.

From Somalia to Bosnia, we've acted too late and without a clear mission. In Bosnia, we failed to foresee and respond effectively to the forces that would tear the former Yugoslavia apart.

As Secretary of State Warren Christopher said Thursday, "All of us ought to try to learn lessons from the experience in Bosnia."

One of those lessons is that Americans don't understand the rest of the world. We don't understand the political, ethnic, religious and even economic forces at work. We don't understand the people.

That won't change overnight. And in Oregon, we can't compensate for the failures in our State Department. But we can take small steps to build global ties that will help us avoid international strife and strengthen our economic security. We can:

■ Encourage and strengthen global studies programs in schools so that students develop a curiosity about international affairs, a broad historical perspective and a willingness to look at other people from

their point of view. Through computer programs and traditional mail, students easily can communicate with people around the world.

■ Support exchange programs, not just for students but for other groups. People who immerse themselves in another culture not only learn to appreciate other customs but learn a lot about themselves.

■ Encourage religious institutions, service clubs and other organizations to seek out speakers who have a background in other countries, cultures and religions.

■ Give students the opportunity to learn a foreign language at an early age so that they become comfortable communicating with people from non-English-speaking countries.

Traditionally, we thought of world affairs as knowing a little bit about Western Europe, where many of our ancestors came from, or even about Canada or Mexico.

But many of our ancestors also came from Africa, Asia and Latin America. And the emerging nations there will have a tremendous influence on the United States in our global economy.

Having a better understanding of other cultures and people won't end conflict. But it will give us the common ground to help overcome that conflict.

*Acknowledgment sent to Editor, Dec 7, 1994, JX*



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*Note: Some of the resources listed are identified by an ERIC (Educational Resources Information Center) Document number (e.g., ED 225 403). These documents can be read on microfiche at libraries with an ERIC collection, or ordered in paper copy from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, VA 22304. For the location of an ERIC collection nearest you, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd Street NW, Washington, D.C. 20037.*

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## Resources for Elementary Second/Foreign Language Programs

### Language Acquisition Research

Krashen, S., and T. Terrell. (1983). *The Natural Approach. Language Acquisition in the Classroom*. San Francisco: Alemany Press.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

### Elementary Programs

Lipton, Gladys C., *Practical Handbook to Elementary Foreign Language Programs Including FLES, FLEX and Immersion Programs* (available through National Textbook Company 1-800-323-4900, @ \$14.95)

Lipton, Gladys C., *Elementary Foreign Language Programs FLES\* An Administrator's Handbook*, (available through NTC cost: @\$10.95)

Curtain, Helena & Carol Ann Pesola, *Languages and Children, Making the Match*, Longman Publishers 1, Jacob Way, Reading, MA 01867. Tel: 1-800-447-2226.

Muller, Kurt, ed. *Languages in Elementary Schools*, The American Forum, 45 John Street, New York, NY, 10038.

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### Teacher Resource/Education/Research

Shrum, Judith & Eileen Glisan. (1994) *Teacher's Handbook - Contextualized Language Instruction*. Heinle and Heinle Publishers, Boston, MA 02116.

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## **Commercially Available Elementary Curriculum Materials**

(Please note, that although these programs are listed, this does not in any way constitute an endorsement. Listings are purely informational.)

### **FLEX -type**

#### **Saludos**

Consists of 36 15-min. video lessons for primary-intermediate English-speaking students. Cost: approximately \$650.00 videos, audio tapes, and teachers resource guide.

GPN, University of Nebraska-Lincoln, P.O. Box 80-669, Lincoln, NE 68501-0669. Telephone 1-800-228-4630.

#### **Amigos**

Consists of 30 15-min. video programs, one 15-minute Teacher's Instructional Video, 2 audiocassettes - vocabulary & songs, and a teacher's guide. *Amigos uses the FLEX (Foreign Language Experience) approach to instruction, which emphasizes oral practice within real-life situations. Students hear and repeat Spanish words and phrases relating to numbers, colors, foods, family members, animals, clothing, body parts, and much more.*

Information is available through: AIT, Box A, Bloomington, IN 47402-0120  
Telephone: (812) 339-2203 or 1-(800) 457-4509. Cost: @ \$2300.

#### **A Taste for Language**

by Mary Jo. Ervin, Melting Pot Press, P.O. Box 2005, Howell, Michigan 48844

### **Sequential FLES**

**National Textbook Company**, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975. Regional Rep: Mary Forman, 206-649-8950. Sequential FLES programs available in French and Spanish as well as FLEX programs in Japanese, Spanish, French and more.

**Ferndale Public Schools**, 881 Pinecrest, Ferndale, Michigan 48220. Tel: (313)548-8600. Their K-8 French, German, and Spanish elementary curriculums can be purchased. These include Curriculum Guides, Instructional materials and activity sheets, Cassettes, Worksheets, Testing materials, Readers, etc.

**Curriculum Corporation**, St. Nicholas Place, 141 Rathdowne Street, Carlton, Vic 3053, Australia. Tel: (03)639-0699, FAX (03) 639-1616. They now have available a newly published (1994) sequential K-12 Japanese curriculum.

**Languages for Kids**, 7403 - 5th Avenue, Brooklyn, NY 11209-2710 (718)748-1879, Fax. (718) 921-3020. Available in Spanish, Italian, French, German, and Japanese. A five-level program with nine units on each level for each target language.

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**MEP School Division - Foreign Languages**, 8220 N. Christiana Avenue, Skokie, IL 60076-2911. Phone; (708)676-1199, FAX (800)433-9229. Text/video programs and teacher resources.

### **SUPPLEMENTARY MATERIALS**

**Teacher's Discovery**, (French, Spanish and German) 2741 Paldan Drive, Auburn, MI 48326. Tel: 1-800-TEACHER. Great source for incentives, videos, posters, song cassettes (e.g. Sing, Laugh, Dance, and Eat Tacos), etc.

**Gessler Publishing Co.**, (French, Spanish, German) 55 West 13th Street, New York, NY 10011-7958., Tel: (800) 456-5825. FAX 212-627-5948. Good source for videos, software, posters, realia.

**Carlex** (Spanish/French) 1790 Livernois, Ste. 206, P.O. Box 081786, Rochester Hills, MI 48308-1786. Tel: 1-(800) 526-3768. A good source for videos, posters, stickers and other incentives/motivators, etc.

**The Kiosk**, (Spanish, French, German, Latin, Japanese), 19223 De Havilland Drive, Saratoga, California 95070. Phone (408)996-0667, Fax (408)996-1226.

**Applause Learning Resources** (Spanish, French, German, Italian, Latin, Russian, Chinese, Japanese) 85 Fernwood Lane, Roslyn, NY 11576-1431. Phone: 1-800-277-5287.

**Edumate Eduational Materials** (Spanish) 2231 Morena Blvd., San Diego, CA 92110. Phone: (619)275-7117. Fax: (619) 275-7120.

### **SONG TAPES, ETC.**

**Sing, Laugh, Dance and Eat Quiche** (Tacos), Barbara MacArthur, 6945 Hwy. 14 East, Janesville, WI 53545 (608) 752-1112. Also available from Teacher's Discovery.

**Teach Me Tapes, Inc.**, 10500 Bren Road East, Minnetonka, MN 55343-9045. Tel: 1-800-456-4656. Song tapes available in: French, Japanese, Russian, German, Spanish, Hebrew, Italian, English.