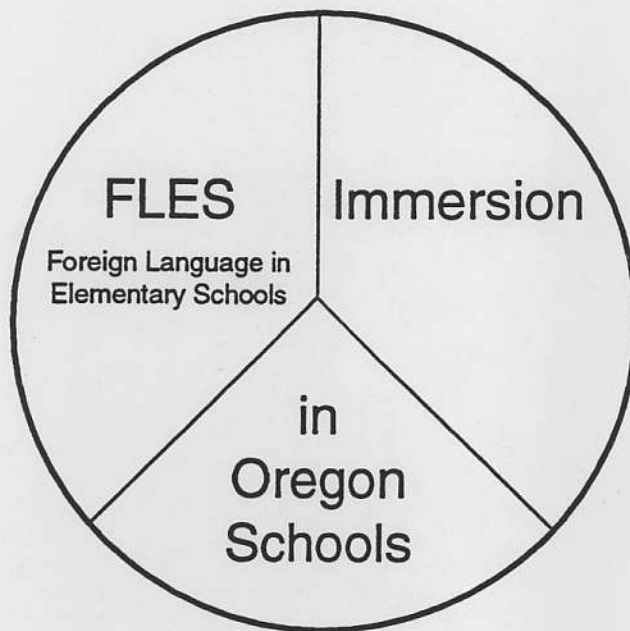


Oregon

Developing Second Language in the Elementary Grades

Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310 (503-378-8004)



CIM OUTCOME:

Understand diversity and communicate in a second language, applying appropriate cultural norms.

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.

Introduction:

This booklet is being published in response to districts that have decided to take the 2003 second language CIM option. This option delays meeting the second language requirement of the CIM until the 2002-2003 school year, but commits the district to beginning a second language program in 1995-1996 for all third graders. The program must be continuous and sequential, allowing those students to pass the second language portion of the CIM in 2003.

A copy of this booklet has been sent to all elementary schools in Oregon. It includes program models and school sites currently using that model. It also contains an extensive appendix that includes commonly asked questions with responses, further reading and research, and curriculum resources.

Maintaining diversity:

As school districts begin planning second language programs consideration should be given to maintaining the integrity of diversity. Concern has been expressed that language choices will be too strictly limited. There have been no limits placed on what languages can be offered. The benchmarks that have been established apply to all languages. Although this may be challenging, districts are encouraged to consider offering choice to students.

Considering the length of time needed to meet required proficiency levels:

Much depends on when the student begins the study of the language, however, the district should consider that it will take 300 - 500 hours of language instruction to attain the standards approved by the State Board of Education for Oregon students.

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Clarification of Terms

Proficiency is not a goal in itself, but rather a description of a level of ability to perform a skill. In second language, this term is used to describe the student's ability to use the language in real life situations.

ACTFL = American Council on the Teaching of Foreign Languages

ACTFL Proficiency Guidelines (1986) are levels of language ability along a continuum of progress. Each level is described by specific indicators of the performance at that level.

Oral Proficiency Interview (OPI): The ACTFL OPI is a face to face oral interview conducted by a trained ACTFL interviewer who probes to find the upper level of sustained proficiency of the interviewee.

Modified OPI: In Oregon, an age-appropriate oral proficiency interview for use in determining the student's proficiency level in meeting the CIM outcome is being developed. Whenever possible, this interview should be conducted by someone other than the student's teacher.

Curriculum Content Framework: The Second Language Curriculum Content Framework for the state of Oregon has been adapted from the Provisional Learning Outcomes Framework of the Articulation and Achievement Project which is a collaborative effort of The College Board, ACTFL, and The New England Network of Academic Alliances in Foreign Languages. The project was funded by a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education.

Benchmark Stages: As outlined in the Curriculum Content Framework, these stages progress to the CIM level. They are roughly aligned with ACTFL levels of Novice Low to Intermediate Low. As school districts vary in their second language offerings, these stages are not tied to grade or age level benchmarks.

Curriculum-Embedded Tasks: These are skill building performance tasks and are samples of Assessment Strategies as indicated in the Curriculum Content Framework.

Curriculum-Embedded Rubric: Is a scoring guideline for use in assessing the performance tasks.

Text Type: The way in which the speaker uses the language, e.g., words, formulaic expressions, simple sentences, strings of sentences, paragraphs, etc.

Models of Elementary Programs in Oregon

The following information has been collected through a survey in the 1994 Fall Report sent to all public schools in Oregon. Because some surveys were not returned (13.5%), and some were unreadable (<1%), this information is interpreted as accurately as possible but may be incomplete or contain errors.

Not all programs have been visited; therefore, the sites starred are not individually endorsed by the Department of Education. Rather, they are to be visited as possible guides for future program implementation in your district.

Please contact these schools in advance to arrange a convenient time for visitation. Thank you.

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OREGON PUBLIC SCHOOL ENROLLMENT IN SECOND LANGUAGE PROGRAMS K-6 Fall 1994

	Kinder.	1st	2nd	3rd	4th	5th	6th	Totals	% of K-6 Students
Spanish	1325	1969	2243	2392	2199	2219	3688	16035	6%
French	22	89	138	167	141	139	533	1229	0.50%
Japanese	184	193	159	103	156	226	46	1067	0.40%
Am. Sign L.	75	71	38	42	40	34	77	377	0.14%
Russian	33	50	47	54	45	49	12	290	0.10%
German	1	2	50	47	47	19	31	197	0.07%
Vietnamese	8	19	21	20	11	10		89	0.03%
Chinese	7	10	9	8	4	6		44	0.02%
Laotian	3	3	8	8	2	2		26	0.01%
Hmong				8	8	7		23	0.01%
Cambodian	2	1	3	1	4	1		12	0.00%
Hindi	1		1	2	1			5	0.00%
Exploratory							3	3	0.00%
Pharsi				1				1	0.00%
Totals	1661	2407	2717	2853	2658	2712	4390	19398	7.30%

EARLY FOREIGN LANGUAGE PROGRAM GOALS

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 students. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approximately 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 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.
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 or sparse and/or 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 linguistics awareness.

Source: Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted and revised by Pesola and Curtain, 1993.

A FEW DEFINITIONS

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

FLES* (Foreign Language in Elementary Schools) is the overall term for all types of foreign language instruction in the elementary and middle schools (K-8).

FLEX (Foreign Language Exploratory) is the introduction to one or more languages, with few language skills expected. This model emphasizes cultural awareness. (This type of program **will not** bring students to the proficiency levels required by CIM and college entrance).

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 is subject content from the regular school curriculum 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 is 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 many variations of each program model regarding goals, expectations, schedules, and student performance outcomes.

TOTAL IMMERSION

Program Type	% of Class Time	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning <i>per se</i> 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.

Advantages:

- * Language is acquired in a meaningful context.
- * No additional salary costs for classroom teacher.
- * Students perform as well or better than those in monolingual classes, in addition to learning a second language (see appendix articles).
- * Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
- * Students use language in culturally appropriate context.
- * Students in total immersion programs tend to out perform their peers in partial immersion models.
- * Provides blend of language, content and culture.
- * Proficiency level developed by students expected to be well above the CIM standard.
- * Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

- * Availability of qualified staff (need near-native language skills) with elementary certification.
- * Access to adequate resources including curriculum.
- * Requires separation of two languages once English is introduced.
- * Additional funding and planning needed for implementation.

TOTAL IMMERSION SITES

No public schools in Oregon currently use this model. However, these private schools have generously offered to serve as visitation sites for those considering total immersion.

MULTNOMAH COUNTY

French American School *	227-3720	French
E-mail addresses:	mhuffman@fas.pps.k12.or.us	
	jfgenay@fas.pps.k12.or.us	
The International School *	226-2496	Spanish (Fall '95 Japanese)
Portland French School *	233-3963	French

* indicates school has given permission for visitation.

TWO-WAY IMMERSION

Program Type	% of Class Time	Goals
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 <i>per se</i> 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.

Advantages:

- * Language is acquired in a meaningful context.
- * Students are expected to develop high levels of proficiency in both languages.
- * Students act as language models for each other.
- * Students perform as well or better in English than those in monolingual classes, in addition to learning a second language (see appendix articles).
- * Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
- * Students use language in culturally appropriate context.
- * Gives students whose native language is not English a chance to be equally successful and knowledgeable in school.
 - Increases self confidence.
 - Increases parents confidence in the school system as they can understand better what their student is doing and learning.
 - Gives the native English speaking children a chance to get help from their peers and give help to their peers so that every student is successful in both language situations.
- * Provides blend of language, content and culture.
- * Proficiency level developed by students expected to be well above the CIM standard.
- * Students develop positive intergroup relations.
- * Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

- * Availability of qualified staff (need near-native language skills) with elementary certification.
- * Access to adequate resources including curriculum development
- * Possible "school within a school" administrative considerations.
- * Additional resource or assistant teachers may be needed.
- * Additional funding and planning needed for implementation.

TWO-WAY IMMERSION SITES

JACKSON COUNTY

Medford SD 549	Phoenix Elementary *	Spanish
Phoenix-Talent SD 4	Howard Elementary *	Spanish

* indicates school has given permission for visitation.

MARION COUNTY

Salem-Keizer SD 24J

Highland Elementary *
Kennedy Elementary *

Spanish
Spanish

MULTNOMAH COUNTY

David Douglas SD 40
Reynolds SD 7
Portland Public SD1

Mill Park Elementary*
Alder Elementary *
Beach Elementary *

Spanish
Spanish
Spanish

TILLAMOOK COUNTY

Tillamook SD 9

Wilson Elementary *

Spanish

WASHINGTON COUNTY

Beaverton SD 48J

Barnes Elementary*

Spanish

* indicates school has given permission for visitation.

PARTIAL IMMERSION

Program Type	% of Class Time	Goals
Partial Immersion Grades K-6	Approximately 50% (Time is spent learning <i>subject matter</i> taught in the foreign language; language learning <i>per se</i> 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.

Advantages:

- * Language is acquired in a meaningful context.
- * Students perform as well or better in English than those in monolingual classes, in addition to learning a second language (see appendix articles).
- * Comprehension can reach near-native levels by high school (Genessee, Swain et al.).
- * Students use language in culturally appropriate context.
- * Students generally do not experience any initial lag in English skills.
- * Academic mastery tends to be at the same level as non-immersion peers.
- * Provides blend of language, content and culture.
- * Proficiency level developed by students expected to be well above the CIM standard.
- * Language is learned as the medium of instruction rather than the object of instruction.

Considerations:

- * Availability of qualified staff (need near-native language skills) with elementary certification.
- * Access to adequate resources including curriculum development.
- * Possible "school within a school" administrative considerations.
- * Additional resource or assistant teachers may be required.
- * Additional funding and planning needed for implementation.

PARTIAL IMMERSION SITES

LANE COUNTY

Eugene SD 4J	Buena Vista Spanish Immersion*	Spanish
	Fox Hollow French Immersion *	French
	Yujin Gakuen Japanese Immersion	Japanese
	Kelly Middle*	Japanese

MULTNOMAH COUNTY

Portland SD 1J	Ainsworth Elementary *	Spanish
	Richmond Elementary*	Japanese

* indicates school has given permission for visitation.

CONTENT-BASED FLES

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Program Type	% of Class Time	Goals
Content-Based FLES Grades K-6	15-50% (Time spent learning language <i>per se</i> 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.

Advantages:

- * Increases knowledge of vocabulary specific to content.
- * Increases awareness of usability of language.
- * Comprehension can reach near native levels by high school (Genessee, Swain et al.).

Disadvantages:

- * Given the language proficiency of the student, learning rate may be slowed.
- * Availability of qualified staff.
- * Access to adequate resources including curriculum development and textbooks.
- * Possible "school within a school" administrative considerations.

CONTENT-BASED FLES SITE

MULTNOMAH COUNTY

Portland SD 1J

Sunnyside Elementary *
Beach Elementary

Vietnamese
Spanish

* indicates school has given permission for visitation.

FLES

Program Type	% of Class Time	Goals
FLES Grades K-6	5-15% (Minimum 75 minutes per week, at least every other day.) Time is spent learning language <i>per se</i> .	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).

Advantages:

- * Realistic program model for all elementary schools.
- * Articulated program will allow students to meet CIM requirements.
- * Multiple models available to meet various financial and resource needs of districts.

Considerations:

- * Focus can be on language and culture only in isolation of the rest of the curriculum.
- * Adds to the school day.
- * Availability of qualified staff.
- * Access to adequate resources including curriculum development and textbooks.
- * Additional staff may be required.
- * Conscious effort needs to be placed on literacy skills because focus tends to be on oral skills.

FLES SITES

BAKER COUNTY

Pine Eagle SD 61	Halfway Elementary #	Spanish
	Richland Elementary # *	Spanish
Baker SD5J	Brooklyn Elementary	Russian

BENTON COUNTY

Greater Albany PSD 8J	Oak Grove Elementary *	
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CLACKAMAS COUNTY

Oregon City SD 62	Jennings Lodge Elementary*	Spanish
Sandy Elementary SD 46	Cedar Ridge Middle	Spanish
	Sandy Grade *	Spanish
West Linn-Wilsonville SD 3J	Athey Creek Middle *	Spanish, French
	Inza R. Wood Middle *	Spanish, French
	Stafford Primary	Spanish, French, Japanese
Molalla River	Maple Grove #	Spanish

* indicates school has given permission for visitation.

indicates school receives instruction by satellite.

CLATSOP COUNTY

Jewell SD 8	Jewell Elementary # *	Spanish, French
Olney SD 11	Olney Elementary # *	Spanish
Warrenton-Hammond SD 30	Warrenton Grade	Spanish

COLUMBIA COUNTY

Vernonia SD 47J	Mist Elementary # *	Spanish
	Washington Elementary# *	Spanish
Columbia SD 5J	Clatskanie Elementary*	Spanish
	Clatskanie Middle*	Spanish
	Hilda Lahti Elementary *	Spanish
	Quincy-Mayger Elementary *	Spanish
St. Helens SD 502	Columbia City Elementary *	Spanish
	John Gumm Elementary *	Spanish

COOS COUNTY

Coos Bay SD 9	Milner Crest Elementary	Spanish
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CURRY COUNTY

Curry County SD 23	Upper Chetco*	Spanish
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DESCHUTES COUNTY

Brothers SD 15	Brothers Elementary*	Spanish, ASL
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DOUGLAS COUNTY

Camas Valley SD 21J	Camas Valley Elementary *	Spanish
Douglas County SD 4	Fir Grove Elementary *	French
	Hucrest Elementary *	Spanish, Japanese
Days Creek SD 15	Tiller Elementary # *	Spanish
Winston-Dillard SD 116	Lookingglass Elementary	Spanish
	Tenmile Elementary	Spanish

GRANT COUNTY

Dayville SD 16J	Dayville Elementary	Spanish
Long Creek SD 17	Long Creek Elementary # *	Spanish
Prairie City SD 4	Prairie City Elementary *	Spanish

HARNEY COUNTY

Drewsey SD 13	Drewsey Elementary	Spanish
South Harney SD 33	Fields Elementary	Spanish

HOOD RIVER COUNTY

Hood River County SD	Cascade Locks Elementary *	Spanish
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JACKSON COUNTY

Butte Falls SD 91	Butte Falls Elementary # *	Spanish, French
Prospect SD 59	Prospect Elementary	

JEFFERSON COUNTY

Black Butte SD 41	Black Butte Elementary*	Spanish
Jefferson County SD 509J	Buff Elementary*	Spanish

* indicates school has given permission for visitation.
 # indicates school receives instruction by satellite.

JOSEPHINE COUNTY

Three Rivers/Josephine Cty

Manzanita Elementary*

Spanish

KLAMATH COUNTY

Klamath County SD

Altamont Elementary
Fairhaven Elementary #
Fairview Elementary *
Gearhart Elementary# *
Keno Elementary *Spanish
Spanish
Spanish
Spanish
Spanish**LAKE COUNTY**

North Lake SD 14

North Lake Elementary *

Spanish

LANE COUNTY

Eugene SD 4J

Monroe Middle *
Patterson Elementary*
Roosevelt Middle *
Mapleton Elementary*
Bohemia Elementary # *
Delight Valley Elementary #
Dorena Elementary# *
Latham Elementary # *
London Elementary # *
Thurston ElementarySpanish
Spanish
Spanish, French
Spanish
Spanish
Spanish
Spanish
Spanish
Spanish
SpanishMapleton SD 32
South Lane 45J

Springfield SD 19

LINN COUNTY

Greater Albany SD 8J

Central Elementary *
Liberty Elementary *
South Shore Elementary
Sunrise Elementary *
Harris Elementary *
Cascades Elementary *
Green Acres Elementary *
Lourdes Elementary *Spanish, ASL
Spanish, Japanese

Japanese
Spanish

SpanishHarris SD 46
Lebanon Public SD 16

Linn County SD 124

MALHEUR COUNTYArock SD 81
Harper SD 66
Jordan Valley SD 3W. W. Jones Elementary*
Harper Elementary #
Jordan Valley Elementary # *Spanish, French
Spanish
Spanish**MARION COUNTY**Detroit SD 123J
Monitor SD 142J
Pratum SD 50
Salem-Keizer SD 24JDetroit Elementary #
Monitor Elementary
Pratum Elementary *
McKinley Elementary
Salem Heights Elementary*
Sumpter Elementary
Eugene Field Elementary
Sublimity Elementary *
Nellie Muir Elementary *Spanish
Spanish, Russian
Spanish

ASL
Spanish
Spanish
Spanish
Spanish, RussianSilverton SD 4
Sublimity SD 7
Woodburn SD 103

* indicates school has given permission for visitation.

indicates school receives instruction by satellite.

MULTNOMAH COUNTY

Gresham/Barlow SD
Parkrose SD 3
Portland Public SD 1

West Gresham Grade *
Parkrose Middle *
Ainsworth Elementary
Beaumont Middle
Binnsmead Middle *
Bridger Elementary *
Brooklyn Elementary *
Edwards Elementary
Fernwood Middle
Hosford Middle
Jackson Middle
Metropolitan Learning Center *
Sellwood Middle *
Sunnyside
Tubman Middle
West Sylvan Middle*
Troutdale Elementary
Riverdale Elementary *

Japanese
Spanish
Spanish

Spanish
Spanish

Spanish

French, Spanish
Spanish
ASL, Russian

Spanish

French

Reynolds SD 7
Riverdale SD 51J

POLK COUNTY

Perrydale SD 21

Perrydale Elementary School # *

Spanish

TILLAMOOK COUNTY

Nestucca Valley SD 101

Cloverdale Elementary *
Hebo Elementary *
Liberty Elementary *

Spanish
Spanish
Spanish

Tillamook SD 9

UMATILLA COUNTY

Athena-Weston 29J
Hermiston SD 8

Athena Elementary *
Highland Hills Elementary *
Rocky Heights Elementary *
Sunset Elementary *
West Park Elementary *
Ukiah Elementary

Spanish
Spanish
Spanish
Spanish
Spanish
Spanish

Ukiah SD 80

WASCO COUNTY

Dufur SD 29
Petersburg SD 14

Dufur Elementary # *
Petersburg Elementary*

Spanish
Spanish

WASHINGTON COUNTY

Beaverton SD 48J

Farmington View SD 58
Hillsboro SD 7

Highland Park Middle*
Kinnaman Elementary *
Farmington View Elementary*
W. Verne McKinney Elementary *

Spanish
German, Spanish
Spanish
Spanish

* indicates school has given permission for visitation.
indicates school receives instruction by satellite.

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WHEELER COUNTY

Fossil SD 21J

Fossil Elementary # *

Spanish

FLEX

YAMHILL COUNTY

Newberg SD 29J

Central Elementary #
 Dundee Elementary #
 Ewing Young Elementary #
 Chapman Elementary *
 Grand Ronde Elementary *
 Carlton Elementary *
 Yamhill Elementary

Spanish
 Spanish
 Spanish
 Japanese
 Spanish
 Spanish
 Spanish

Sheridan SD 48J
 Willamina SD 30J
 Yamhill-Carlton SD 1

Program Type	FLEX
Grades K-6	
(Frequent and regular over a short period of time and/or interspersed over an extended period)	

* indicates school has given permission for visitation.
 # indicates school receives instruction by satellite.

0139-19

FLEX

Program Type	% of Class Time	Goals
FLEX Grades K-6 (Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.)	1-5% (Time is spent sampling one or more languages and/or learning about 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.

Advantages:

- * Increases awareness of language study.
- * Increases awareness of cultures other than the student's own.

Considerations:

- * Students will not reach CIM with just this model.
- * Non-continuous study of a language.
- * Lack of consistency of curriculum.
- * If it is a before or after school program:
 - Children view second language study as an addition to the school day rather than an important part of it.
 - Reaches only a few students whose parents sign them up and can pay for it.
 - Transportation.
 - Arranging for use of a classroom.
 - Liability insurance costs.
 - Staffing.

FLEX SITES

BENTON COUNTY

Corvallis SD 509J

Lincoln Elementary

Spanish

CLACKAMAS COUNTY

Canby SD 86J

Howard Eccles Elementary*

Spanish

Ninety-One Elementary*

Spanish

Bryant Elementary *

French , Japanese, Spanish

Hallinan Elementary *

French, German, Japanese

Spanish

Lake Grove Elementary

French, Japanese, German

Oak Creek Elementary*

French, German, Japanese,

Spanish

Palisades Elementary *

French, Japanese, Spanish

River Grove Elementary*

Spanish

Uplands Elementary*

Spanish

Westridge Elementary*

Spanish

West Linn-Wilsonville SD 3J

Cedaroak Park Primary*
Sunset Primary

French, Spanish
Japanese, Spanish

CLATSOP COUNTY

Astoria SD 1
Seaside SD 10

Lewis And Clark Elementary *
Broadway Middle

French, German
French

COOS COUNTY

Coos Bay SD 9
Reedsport SD 105

Millicoma Middle*
W.F. Jewett Middle*

Spanish

DESCHUTES COUNTY

Bend-La Pine SD 1

Sisters SD 6

La Pine Middle *
Pilot Butte Middle*
Sisters Elementary *

French, Spanish
French, Spanish
Spanish

DOUGLAS COUNTY

Days Creek SD 15

Days Creek Elementary #

Spanish

HARNEY COUNTY

Double O SD 28

Double O Elementary

German, Spanish

HOOD RIVER COUNTY

Hood River SD 1

Hood River Middle*

Spanish

JACKSON COUNTY

Central Point SD 6
Phoenix-Talent SD 4
Rogue River SD 35

Sams Valley Elementary
Talent Middle*
Rogue River Middle*

French, Spanish
Exploratory
French

KLAMATH COUNTY

Klamath County SD
Klamath Falls SD 1

Merrill Elementary *
Mills Elementary

Spanish
Spanish

LANE COUNTY

Bethel SD 52
Creswell SD 40

Cascade Middle *
Creslane Elementary *
Creswell Middle *
Madison Middle *
Gilham Elementary
Willagilespie Elementary
Abiqua
Briggs Middle
Hamlin Middle *
Springfield Middle *
Thurston Middle *

Spanish
Spanish
Spanish
Spanish

Spanish
Spanish
Spanish
Spanish

Eugene SD 4J

Salem
Springfield SD 19

LINN COUNTY

Central Linn SD 552
Crowfoot SD 89
Lebanon SD 16
Wyatt SD 63

Central Linn Elementary
Crowfoot Elementary *
Queen Anne Elementary
Wyatt Elementary

Spanish
French
French, Spanish
Spanish

MARION COUNTY

Bethany SD 63
Jefferson SD 14

Bethany Elementary *
Jefferson Elementary *

Spanish
Spanish

ct/EMKhd Second Language Elementary

Mt. Angel SD 91
Woodburn SD 103

St. Mary's Public
French Prairie Middle

Spanish
Spanish

MULTNOMAH COUNTY

Corbett SD 39

Corbett Middle*
Corbett/Springdale Elementary
Clear Creek Middle*
Gordon Russell Middle*
Chapman Elementary
Duniway Elementary

Spanish
Spanish
French
German, Spanish
French, German, Spanish
Chinese, French, German,
Spanish
Laotian, Spanish, Russian
Spanish

Gresham-Barlow SD 10

George Middle
Glencoe Elementary
Gregory Heights Middle
Hollywood Elementary
Jason Lee Elementary
Kellogg Middle

Japanese, French, Spanish
Vietnamese

Portland Public SD 1

Lane Middle
Laurelhurst Elementary
Lent Elementary
Llewellyn Elementary
Mt. Tabor Middle*
Oakley Green Middle
Portsmouth Middle
Rieke Elementary
Rose City Park Elementary
Sabin Elementary
Sitton Elementary*
Sunnyside Elementary
Stephenson Elementary
Skyline Elementary
Whitaker Middle

Spanish
Spanish
Japanese, Spanish
Japanese, Spanish
Spanish

Reynolds SD 7

Sweetbriar Elementary*

Spanish

POLK COUNTY

Central SD 13J

Independence Elementary *

Spanish

UNION COUNTY

La Grande SD 1

Ackerman Elementary*

Spanish

WASHINGTON COUNTY

Banks SD 13

Banks Elementary
Buxton Elementary
Chehalem Elementary*
Elmonica Elementary *
Hiteon Elementary *
Meadow Park Middle *
Raleigh Park Elementary *

Spanish
Spanish
Spanish
Spanish
Japanese
Spanish
Spanish

Beaverton SD 48J

West Tualatin View *
Groner Elementary*
Mary Woodward Elementary
Lenox Elementary

Spanish
Spanish
Spanish
Spanish

Groner SD 39
Tigard-Tualatin SD 23J
West Union SD 1

YAMHILL COUNTY

Dayton SD 8
Newberg SD 29J
Willamina SD 30J

Dayton Elementary *
Edwards Elementary #
Willamina Middle *

Spanish
Spanish
Spanish

Curriculum Content Framework/Benchmarks

Districts may choose the grade level they begin the study of a second language. Consequently, the benchmark stages of 1 to 4 represent a developmental acquisition of language proficiency and are not attached to a specific grade level.

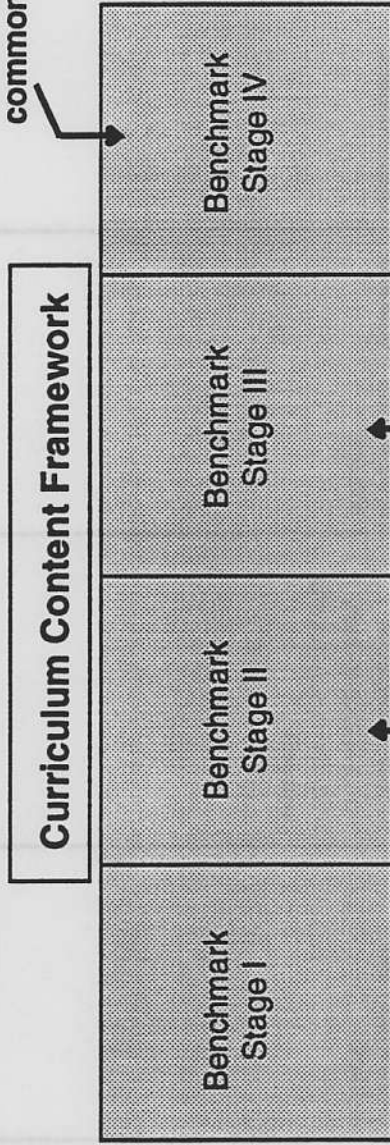
The Curriculum Content Framework is based on content work begun in 1992 by the Articulation and Achievement Project, funded by a grant from the U.S. Department of Education. Modified by the SPAN work group, June, 1994.

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Overview of Second Language CIM Outcome

Certificate of Initial Mastery
Intermediate Low* for more
commonly taught languages.



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

Novice High for listening and
speaking in less commonly
taught languages.

Notes:
Assessment will be an unrehearsed modified oral proficiency interview of 5-7 minutes.

** ACTFL = American Council on the Teaching of Foreign Languages. Oral proficiency guidelines established in 1986.

Curriculum Content Framework is based on content work begun in 1992 by the Articulation and Achievement Project, funded by a grant from the U.S. Department of Education. Modified by the SFAN work group, June 1994.

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BENCHMARK STAGE 1

Content/Culture
formal/informal address
about people, places and things
Any of the following may be included in Stage 1 content: Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes

Function	Context	Text Type	Accuracy in Familiar Situation
Throughout Stage 1, students will develop the ability to:			
greet and respond to greetings, introduce and respond to introductions	in social interaction which is face-to-face	using discrete, learned words, phrases and formulaic expressions	which demonstrate awareness of culturally appropriate behavior (are effectively communicated).
engage in conversations	in social interaction which is face-to-face	using discrete, learned words and phrases	The message is generally comprehended.
express likes and dislikes	in social interaction which is face-to-face, lists, surveys, notes and postcards	using learned words and phrases.	

Assessment Strategy
Speaking: Role plays, situational interactive activities. Simulations, informal interactions. Writing: Lists, notes with visual cues, simple questions.

BENCHMARK STAGE II

Content/Culture
<p>Any of the following may be included in Stage II content:</p> <ul style="list-style-type: none"> Self Family Friends Home, rooms School, classes Schedules Health Community Geography Weather Holidays/festivals Colors Numbers Leisure Activities Likes and Dislikes Size and Quantity

Function	Context	Text Type	Accuracy in Familiar Situation
Throughout Stage II, students will develop the ability to:			
perform all the functions described in Stage I plus:			
make requests	in social interaction which is face-to-face, lists, surveys, notes and postcards	using simple questions and short sentences in the productive mode	which demonstrate awareness of culturally appropriate behavior. The message will be effectively communicated.
obtain information	from culturally authentic materials, e.g., menus, schedules, charts, graphs, maps, video, texts, signs, posters, computer networking, and face-to-face interactions	using simple questions and understanding short texts enhanced by visual clues	In the productive mode, the questions will be effectively communicated. In the receptive mode, most important information will be understood.
understand some ideas and some familiar details	in classroom conversations with teacher and in short readings, poems and proverbs	presented in measured speech and in uncompleted paragraphs	with few errors in comprehension.

Assessment Strategy
<p>Speaking, writing, listening, reading: Role-plays, situational interactive activities, guided composition.</p> <p>Simulations, short notes, telephone messages, video texts.</p> <p>Listening, reading: comprehension activities, interviews.</p>

01.39-75

BENCHMARK STAGE III

0139-26

Content/Culture
<p>Topics included in Stages I and II content/culture.</p> <p>Any of the following may be included in Stage III content/culture area:</p> <p>Important historical and cultural figures, places and events.</p> <p>Clothing City and Town Buildings</p> <p>Food Seasons Animals Shopping, stores, money Professions, work Transportation, travel</p>

Function	Context	Text Type	Accuracy in Familiar Situation
Throughout Stage III, students will develop the ability to:			
Perform all the functions described in Stages I & II plus:			
Engage in conversations	in social interaction which is face-to-face	using sentences	which demonstrate increasing proficiency and control of vocabulary with no significant pattern of errors.
Express likes and dislikes	in social interaction which is face-to-face; in lists, surveys, notes and postcards	using sentences	The message will be comprehensible and culturally appropriate but some pattern of error may prevent full comprehension.
Provide and obtain specific information	in social interaction which is face-to-face, from letters, ads, tickets, brochures, signs, readings and video	using questions, polite commands and short sentences	
Understand important ideas and a few details	from culturally authentic spoken and written discourse; visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	
Express important ideas and a few details	in face-to-face interaction, notes and letters, short paragraphs	at the sentence level in the oral mode and in simple paragraph form in the written mode.	

Assessment Strategy
Modified oral proficiency interviews, class interaction and discussion of topical material, role-playing.
Modified oral proficiency interviews, role-playing, informal conversations teacher/students and student/student, short discourse, questions; short paragraphs, opinion surveys, letters.
Modified oral proficiency interviews, role-playing, situational interactive activities, questions and answers, checklists, surveys, guided composition, notes and letters.
Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.
Brief summaries or commentaries, responses to pertinent questions; guided composition

BENCHMARK STAGE IV

Content/Culture	Throughout Stage IV, students will develop the ability to:				Assessment Strategy
Function	Context	Text Type	Accuracy in Familiar Situation		
Perform all the functions described in Stages I through III, plus:					
Expressing important ideas and a few details	from culturally authentic spoken and written discourse, visual and written media	at the sentence level in the productive mode and understanding short texts enhanced by visual clues	with few errors in comprehension.	Comprehension activities, summaries in paragraph form, checklists, interviews and conversations.	
Describe and compare	in social interactions, notes, letters, postcards and short, simple paragraphs.	In the written mode, the message will be communicated at the paragraph level. In speaking, the message will be communicated in sentences and strings of sentences	The message will be comprehensible but some pattern of error may interfere with full comprehension.	Interviews, oral presentations, short compositions and letters.	
Express needs	in correspondence and in personal and social interaction	using sentences and strings of sentences		Role-playing, communicative activities, interviews, guided composition, letters and notes.	
Use and understand expressions indicating emotion	in social interaction, in the media and in authentic texts	using learned expressions	accurately with a demonstrated awareness of socio-linguistic propriety.	Role-playing.	

RUBRICS/SCORING GUIDES

Rubrics, or scoring guides, have been developed to provide consistency of scoring of student performance.

- **The teacher does not need to use every category of a rubric or scoring guide for each task.**
- **Many teachers and students will find it helpful to focus on the assessment of a few skills at a time.**
- **The task and scoring guide can be shared with the student to establish clear expectations.**
- **It may also be used for peer or self-evaluation providing a basis for self reflection and an understanding of the skills gained through the task.**
- **Refined writing pieces may be assessed with the ACTFL writing guidelines and included in the student's CIM portfolio.**

Content (Scoring Guides):

Communication of Message	Page	35
Interview	Page	36
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COMMUNICATE IN A SECOND LANGUAGE

RUBRIC FOR CURRICULUM-EMBEDDED TASKS
FOR CIM SKILL DEVELOPMENT

0139-29

COMMUNICATION OF MESSAGE						
Message is...	Delivery is...	Information:	Language Structure:	Pronunciation:	Vocabulary...	
6	easily understood in its entirety.	effortless and smooth.	Expands on all relevant information.	Employs complex structures and speech. demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety.
5	comprehensible in its entirety with a few minor flaws.	has no unnatural pauses. Sounds like natural speech.	Includes all relevant information.	Employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	generally comprehensible.	fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	Includes most relevant information.	Generally uses correct structures with some errors.	influenced by first language.	is appropriate.
3	somewhat comprehensible.	occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	Includes a fair amount of relevant information. May include contradictions, informational gaps or redundancies.	Demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	difficult to understand.	halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	Little relevant information is presented.	Shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	incomprehensible.	very halting and fragmentary with excessive unnatural pauses.	Vague or confusing information is presented.	Has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language form from first language.

SCORING GUIDELINES
TABLE A

INTERVIEW SCORING GUIDE/RUBRIC

0139-30

	Questions & Answers...	Word Order & Intonation...	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary...
6	are elaborate and varied. Tailors questions to previous responses (employs some circumlocution).	are correct.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	are varied.	are correct.	Has no unnatural pauses.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	are basic.	are mostly correct	Fairly smooth with few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate
3	are simplistic or inappropriate.	influenced by first language.	Occasionally halting and fragmentary with some unnatural pauses.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	are very simplistic or inappropriate.	Heavily influenced by first language.	Halting and fragmentary with many unnatural pauses.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	are minimal and may be inappropriate (yes/no type; one-word responses).	is inappropriate.	Halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

FOR SKILL DEVELOPMENT
RUBRIC FOR COMMUNICATION-EMBEDDED TASKS
COMMUNICABLE IN A SECOND LANGUAGE

NARRATION Scoring Guide/Rubric

06.39-31

	Organization of Story:	Details:	Delivery:	Language Structure...	Pronunciation/ Intonation...	Vocabulary..
6	<ul style="list-style-type: none"> • Story has creative or unusual beginning, middle and end. • Sequencing is highly evident with excellent use of transitions. 	Rich use of details or specifics.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	<ul style="list-style-type: none"> • Story has well developed beginning, middle and end. • Sequencing is evident with good use of transitions. 	Use of many details or specifics.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	<ul style="list-style-type: none"> • Story has adequate beginning, middle and end. • Sequencing is evident with some use of transitions. 	Some use of details or specifics.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	is influenced by first language.	is appropriate
3	<ul style="list-style-type: none"> • Story has beginning, middle and end, but may be unclear. • Sequencing is very simple with few transitions. 	Few details and specifics included.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	<ul style="list-style-type: none"> • Story is sketchy. • Sequence is difficult to follow. 	Audience is left with many questions.	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	<ul style="list-style-type: none"> • Story is incomprehensible. 	No evidence of unfolding of significant events.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may create a target language from first language.

Scoring Guide/Rubric
SKILL

SKIT

Scoring Guide/Rubric

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	Development & Sequencing:	Cultural Behaviors:	Delivery:	Language Structure...	Pronunciation:	Vocabulary...
6	<ul style="list-style-type: none"> • Creatively developed in detail. • Entertaining. • Rich, unusual story elements. 	Exhibits obvious & subtle cultural behaviors.	Effortless and smooth.	employs complex structures and speech. Demonstrates a sophistication beyond that which has been studied.	approximates native speech.	is used accurately with creative variety. Reveals breadth of knowledge.
5	<ul style="list-style-type: none"> • Well developed. • Many details. • Holds audience's interest. • Strong beginning middle and end. 	Exhibits many appropriate cultural behaviors.	No unnatural pauses. Sounds like natural speech.	employs consistent and accurate use of structures. May contain a few minor errors that don't interfere with the communication.	is mostly correct with only minor flaws.	is varied and accurate.
4	<ul style="list-style-type: none"> • Adequately developed. • Includes all required story elements. • Has beginning middle and end. 	Exhibits some cultural behaviors.	Fairly smooth with a few unnatural pauses. Slight choppiness and/or occasional error in intonation.	generally uses correct structures with some errors.	Influenced by first language.	is appropriate
3	<ul style="list-style-type: none"> • Partially developed. • Missing a few required story elements. • Beginning, middle and end may be unclear. 	Exhibits only the most obvious cultural behaviors.	Occasionally halting and fragmentary with some unnatural pauses, choppiness or inappropriate intonation.	demonstrates an inconsistent use of correct structures.	shows strong influence from first language.	is simple with some inappropriate use.
2	<ul style="list-style-type: none"> • Minimal development. • Missing many required story elements. • Hard to follow. 	Exhibits little target cultural behavior	Halting and fragmentary with many unnatural pauses. Speech sounds mechanical.	shows many errors in use of structures.	is dominated by first language.	is limited or incorrect.
1	<ul style="list-style-type: none"> • Unsatisfactory development. • Inadequate amount of material. • No sequencing 	exhibits no target cultural behaviors.	Very halting and fragmentary with excessive unnatural pauses.	has no apparent understanding of structures.	interferes with comprehension.	is very poor or inaccurate for topic. First language words may be used. Speaker may invent words based on first language.

WORLDWIDE EDUCATION

APPENDIX

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MOST COMMONLY ASKED QUESTIONS

How long will it take to reach the benchmark levels?

There is varied information available as to how long it will take a student to achieve the CIM level of proficiency. Much depends on when the student begins the study of the language, however, the district should consider that it will take 300 - 500 hours of language instruction to attain the standards approved by the State Board of Education for Oregon students.

What languages are recommended?

As school districts begin planning second language programs consideration should be given to maintaining the integrity of diversity. Concern has been expressed that language choices will be too strictly limited. There have been no limits placed on what languages can be offered. The benchmarks that have been established apply to all languages. Although this may be challenging, districts are encouraged to consider offering choice to students.

Is there a special fund to support the second language requirement?

At this time, no special resources have been identified for implementation of the second language requirement.

Is there a state mandated curriculum for each grade level?

No. Districts may choose what grade level language study should begin.

How do we deal with transfer students?

Individual districts have the flexibility to design their own programs and must consider this in the process just as they do in all curriculum areas.

What happens if the student reaches the CIM outcome while still in elementary school?

Students may very well reach the CIM outcome, especially if enrolled in an immersion program. Options for these students include:

- 1) more advanced study,
- 2) beginning the study of another language,
- 3) community volunteer experiences,
- 4) using the time to explore other educational opportunities.

What qualifications are needed to assess CIM proficiency?

Discussions are under way although no standard has yet been established for this purpose. The existing ACTFL (American Council of Teachers of Foreign Language) certification process aims at a higher level than the CIM requires.

What kind of foreign language program must a district have in order to qualify for the 2003 time frame?

Foreign language instruction must be provided to all 3rd grade students starting in 1995-1996 and must continue until those students have met the CIM requirement. To achieve that goal the program must be sequential, cumulative, and continuous.

What resources might be used to strengthen a district's second language program?

Many personnel and resources for second language instruction may be employed, such as carefully selected community volunteers with second language ability (native or less), selected advanced students to assist students at lower levels, teachers with second language training but no TSPC (Teacher Standards and Practices Commission) certification, and public broadcasting programs. District second language programs must, at a minimum level of compliance, be overseen by a certified teacher.

Does a state or national proficiency standard interfere with local control of the school?

A state or national standard will ensure that schools produce students with demonstrable proficiency. Control and decisions over teaching methods and curriculum content will remain at the local level.

Can a student decide to change languages?

A student may elect to study any second language offered by the school or district, subject to course offerings. The CIM second language requirement specifies proficiency in only one second language, but in no way restricts a student's choice of study.

May a school that has no possibility of live language instruction allow a student to get a CIM certificate through television or other media?

The CIM requires proficiency; no restrictions are placed on avenues or methods leading to proficiency.

What is being done to ensure that after the students receive a CIM certificate they can continue in higher levels of language instruction based on the fact that language is a skill that must be practiced?

Second language training does not need to end with completion of the CIM. Students may elect to continue study knowing that a higher level of proficiency will be required for entrance into state colleges and universities.

CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE INSTRUCTION

Developed by the
National Association of District
Supervisors of Foreign Language Programs (NADSFL)

- 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.

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- The teacher establishes an effective 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.

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)

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Research Findings

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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.)
3. Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures). (See Carpenter and Tomey; Hancock and Lipton et al.; Lambert and Tucker; Lambert and Klineberg; Broward County, Florida, Schools.)
4. Children studying a foreign language have an improved self-concept and sense of achievement in school. (See Genesee; Masciantonio.)
5. 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.)
6. 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.)
7. 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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WHAT RESEARCH STUDIES SHOW ABOUT SECOND LANGUAGES (L2) AND THE BASICS

BASIC SKILLS AND ATTITUDES	ENGLISH VOCABULARY	READING SKILLS	TRANSFER	SELF-CONCEPT	CULTURAL ENRICHMENT	CREATIVITY	COMMUNICATION SKILLS
Performance of Latin pupils on Iowa Vocabulary subtest was one fully year higher than the performance of matched control pupils. (1)	L2 study increases English vocabulary. (3)	L2 students perform better in English than non-L2 students. (2)	Reading skills are transferable from one language to another. (7)	Travel abroad enhanced student cultural awareness and self-concept. (12)	Survey of pupils, parents, principals and classroom teachers showed the program had wide acceptance and support. (1)	International Baccalaureate is provided to gifted students in public high schools. (15)	L2 study develops pupil's auditory discrimination and memory. (17)
L2 students score higher in reading achievement: vocabulary, cognitive learning, and total reading ability. (3)	Mean gain in vocabulary for L2 students was eight months in comparison to six months for control group. (4)	Reading Skills improved (11% over control group) where students were taught Latin. (6)	Reading skills are transferable from one language to another. (7)	Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (13)	Bilingual Education opportunities are made available to monolingual children (French, Spanish, German). (14)	Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (16)	L2 helps students gain greater insight into their own language. (18)
Reading skills are shown to be transferable from one language to another. (7)	Reading comprehension improved by 14 months when students were taught Latin. (8)	Reading Skills improved (11% over control group) where students were taught Latin. (6)	L2 learning is rich in analyzing, discriminating, identifying, and categorizing. (9)	Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (13)	Bilingual Education opportunities are made available to monolingual children (French, Spanish, German). (14)	Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (16)	L2 helps students gain greater insight into their own language. (18)
Students learn inferencing skills and other cognitive processes through L2 study. (10)	Students learn how languages are related via a comparative study of Romance language vocabulary. (11)	Reading Skills improved (11% over control group) where students were taught Latin. (6)	L2 learning is rich in analyzing, discriminating, identifying, and categorizing. (9)	Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL. (13)	Bilingual Education opportunities are made available to monolingual children (French, Spanish, German). (14)	Students scored significantly higher on tests of creativity (figural fluency and figural flexibility). (16)	L2 helps students gain greater insight into their own language. (18)
The self-concept of control group students was significantly higher for language pupils than non-language pupils. (4)							

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- (17) Massachusetts report by Ratte in the *French Review*, October 1968.
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KEY: Numbers refer to REFERENCES identified above. Please consult REFERENCES for further information on each citation.

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.

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Resources

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Reference Documents

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Curriculum Resources

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.

Cheng & Tsui Company, Inc., 25 West Street, Boston, MA 02111-1268. Tel: (617) 426-6074. Fax (617) 426-3669. 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.

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.

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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 Educational 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.

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JAPANESE MATERIALS RESOURCES

Kinokuniya Bookstores of America

519 6th Avenue South
Seattle, WA 98104
Tel: 206-587-2477
FAX 206-587-0160

1581 Webster
(Japanese Trade Center)
San Francisco, CA
Tel: 415-567-7625

Anzen Bookstore

4005 S.W. 117th, Ste. B
Beaverton, OR 97005
Tel: 503-626-7252
FAX 503-626-7388

Claudia's Caravan Catalog

Multicultural/Multilingual Materials
P.O. Box 1582
Alameda, CA 94501
Tel: 415-521-7871

The Store of Japanese Language Teaching Materials

Bonjinsha Co., Ltd.
13-4-4A Rokubancho Chi Yoda-ku
Tokyo 102 Japan
Tel: 03-3263-4129
FAX 03-3263-3116

Additional sources:

- Local Japanese Consulates
- University Societies
- Historical Societies
- Japanese Gardens
- Japan America Society
- Mayor's Office - International Relations
- Sister Cities
- Japan Foundation
- National and State Organizations for Teachers of Japanese

List provided by:

PORTLAND PUBLIC SCHOOLS
Japanese Magnet Program
Richmond Elementary

Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
<p>IDEANET STEP/Star 4022 East Broadway Spokane, WA 99202 1-800-545-5008 Ext 2901 Contact: Kevin McMann</p>	<p>Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Emphasizes reading, writing, speaking, and listening. Video resources from Japan introduce East/West cultural differences. College credit is available.</p>	<p>IDEANET Membership \$2950 annually \$150 per site for each additional site</p>	<p>\$490/student for 1-7 students \$175 /student for 8 or more students</p>
<p>IDEANET STEP/Star 4022 East Broadway Spokane, WA 99202 1-800-545-5008 Ext 2901 Contact: Kevin McMann</p>	<p>Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Emphasizes reading, writing, speaking, and listening. Varied activities and special projects enhance understanding of Spanish neighbors overseas and south of the border. College credit is available.</p>	<p>IDEANET Membership \$2950 annually \$150 per site for each additional site</p>	<p>\$490/student for 1-7 students \$175 /student for 8 or more students</p>
<p>IDEANET Northern Arizona University (NAU) PO Box 5751 Flagstaff, AZ 86011-5751 1-800-628-6266 Contact: Lorrie Whorton</p>	<p>Elementary Spanish (Gr 1-2; 1 Year) Elementary Spanish (Gr 3-4; 1 Year) Elementary Spanish (Gr 5-6; 1 Year) Includes: orientation; 25-minute lessons via twice weekly interactive satellite broadcast; printed support materials; Macintosh computer programs; site support. Program model is content-enriched FLES.</p>	<p>IDEANET Membership \$2950 annually \$150 per site for each additional site</p>	<p>Fees currently awaiting approval. Call provider contact. Cost of materials.</p>
<p>IDEANET Northern Arizona University (NAU) PO Box 5751 Flagstaff, AZ 86011-5751 1-800-628-6266 Contact: Lorrie Whorton</p>	<p>Middle School Spanish (Gr 7-8; 1 Year) Includes: This is a 5-day/week program (4 live broadcasts, 1 off-air day) designed to be offered for secondary credit for Spanish I. Focus will be on language fundamentals in the five skill areas: listening, speaking, reading, writing, and culture. A student taking this class in 7th grade, would be encouraged to take the STEP 2nd</p>	<p>IDEANET Membership \$2950 annually \$150 per site for each additional site</p>	<p>\$490/student for 1-7 students \$175 /student for 8 or more students</p>

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) German III (Gr 9-12; 1 Year) These courses place equal emphasis on speaking, listening, reading and writing within a contemporary cultural context, contrasting various aspects of daily life in German-speaking countries with its American counterpart. About half of the basic German grammar will be presented in continuous comparison to English grammar.	IDEANET Membership \$2950 annually \$150 per site for each additional site	\$490/student for 1-7 students \$175/student for 8 or more students plus cost of materials.
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	Elementary German (Gr K-3; 26 lessons) Includes: orientation for non-German speaking classroom teachers; 26 pre-recorded 15-minute episodes; teacher's manual; pronunciation guide; videotape transcription and translation; German songs; toll-free telephone assistance. [NOTE: This is a non-broadcast program offered via videotape only.]	IDEANET Membership \$2950 annually \$150 per site for each additional site	\$555/site
IDEANET Arts & Science Extension (ASE) Oklahoma State University 205 Life Sciences East Stillwater, OK 74078 405-744-5647 Contact: Myra Trainer	Elementary German (Gr 4-5; 1 Year) Includes: 30-minute twice weekly satellite interactive broadcasts; supplementary video and classroom material; student textbooks; teacher manual; teacher training; toll-free telephone support.	IDEANET Membership \$2950 annually \$150 per site for each additional site	\$20/student plus cost of materials.

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any additional...
 Cost of materials...
 Membership fees...
 Contact: Myra Trainer...

Second Language Acquisition via Distance Learning

NOTE: *Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.*

Provider	Language / Program Description	Membership Fee	Course Fees
<p>Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance</p>	<p>Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Includes: televised classes three days/week, with telephone tutors to reinforce conversational skills. Students will develop skills in listening, speaking, reading and writing the Japanese language. Language practice is done within context of everyday situations.</p>	<p>None</p>	<p>\$650/student /course Cost of materials and specialized equipment.</p>
<p>Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance</p>	<p>Russian I (Gr 9-12; 1 Year) Russian II (Gr 9-12; 1 Year) Includes: basic foundation in Russian grammar, syntax, vocabulary and construction, Soviet history and culture. Second year will focus on extensive speech practice and frequent translations. Required tutorial telephone support for language practice and conversational exchange.</p>	<p>None</p>	<p>\$650/student /course Cost of materials and specialized equipment.</p>
<p>Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance</p>	<p>Latin I (Gr 9-12; 1 Year) Latin II (Gr 9-12; 1 Year) Includes: study of vocabulary and structure for improved understanding of English derivatives of Latin roots and build a foundation for studying other languages. Roman history and culture will also be studied.</p>	<p>None</p>	<p>\$650/student /course Cost of materials and specialized equipment.</p>
<p>Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance</p>	<p>Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Includes: emphasis on listening, speaking, reading and writing skills. Study of grammar focuses on effective conversational use of language; historical and cultural aspects of Spanish-speaking countries is part of content.</p>	<p>None</p>	<p>\$650/student /course Cost of materials and specialized equipment.</p>

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	Spanish III (Gr 9-12; 1 Year) Reading and writing tasks are based on authentic materials and situations from Spanish-speaking cultures. 4 weekly broadcasts	None	\$650/student/course Cost of materials and specialized equipment.
Satellite Educational Resources Consortium (SERC) P. O. Box 50,008 Columbia SC 29250 1-800-476-5001 or 803-252-2782 Contact: Jill Humphreys, Gary Vance	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) Includes: 3 weekly broadcasts; 2 off-air conversational tutoring sessions; pre-recorded video segments to introduce and develop basic skills of speaking, listening, reading, writing and cultural context.	None	\$650/student/course Cost of materials and specialized equipment.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	Spanish I (Gr 9-12; 1 Year) Spanish II (Gr 9-12; 1 Year) Spanish III (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.
TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure	German I (Gr 9-12; 1 Year) German II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.	TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.	Course fee options vary depending on the courses selected.

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>Japanese I (Gr 9-12; 1 Year) Japanese II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>Latin I (Gr 9-12; 1 Year) Latin II (Gr 9-12; 1 Year) Includes: skill development in speaking, reading, writing and listening based on everyday situations and non-technical subjects. History and culture are part of content taught. Year II covers advanced grammar topics.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>French I (Gr 9-12; 1 Year) French II (Gr 9-12; 1 Year) Includes: emphasis on speaking, reading, and writing from everyday situations. French culture is part of course content. Year II covers additional vocabulary and grammar patterns.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>Beginning Spanish (Gr 2-3; 1 Year) Beginning Spanish (Gr 4-5; 1 Year) Includes: three weekly 25-minute broadcasts, lesson plans and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>Continuing Spanish (Gr 3-4; 1 Year) Continuing Spanish (Gr 5-6; 1 Year) Includes: three weekly 25-minute broadcasts and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>Continuing Spanish (Gr 3-4; 1 Year) Continuing Spanish (Gr 5-6; 1 Year)</p>	<p>Includes: three weekly 25-minute broadcasts and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>Continuing Spanish (Gr 3-4; 1 Year) Continuing Spanish (Gr 5-6; 1 Year)</p>	<p>Includes: three weekly 25-minute broadcasts and scheduled interaction with instructor; learning outcomes in listening, speaking, reading, writing, culture and language. Broadcast portions are pre-recorded.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Second Language Acquisition via Distance Learning

Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
<p>TI-IN Network, Inc. 1314 Hines Avenue San Antonio, TX 78208 210-490-3900 Contact: Glenda McClure</p>	<p>Languages Around the World (Gr 6-8; 1 Year) Includes: 4 weekly 25-minute broadcasts explore six languages in 6-week units each: (Latin, French, Japanese, Spanish, German and Chinese) and focus on skills necessary to language learning; thematic units of instruction.</p>	<p>TI-IN Membership is a subscription fee that varies with the courses selected. Contact provider.</p>	<p>Course fee options vary depending on the courses selected.</p>
<p>Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance</p>	<p>PentaLingual 5 (Gr K-2; 9 Weeks) Includes: 15-minute sessions designed to immerse children in five languages: Spanish, French, German, Italian, and Arabic. Lessons are supported by printed material. Developed and taught by Lee K. Riethmiller, Director of the Intercontinental Foreign Language Program in Cambridge, Massachusetts.</p>	<p>Fees Vary; Inquire of MCET Contact</p>	<p>Fees Vary; Inquire of MCET Contact</p>
<p>Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance</p>	<p>QuintaLingual 7 (Gr 3-5; 9 Weeks) Includes: 30-minute sessions designed to immerse students in seven languages: Spanish, French, German, Italian, Arabic, Portuguese, and Japanese. Lessons are supported by printed material. Developed and taught by Lee K. Riethmiller, Director of the Intercontinental Foreign Language Program in Cambridge, Massachusetts.</p>	<p>Fees Vary; Inquire of MCET Contact</p>	<p>Fees Vary; Inquire of MCET Contact</p>

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
<p>Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance</p>	<p>French: Tour de France (Gr 9-12; Short course) Developed by The French Library and Cultural Center, the short course will be taught entirely in French and will focus on aspects of French culture and history with an emphasis on interactive dialogue. Requires proficiency in spoken French or be at French II level.</p>	<p>Fees Vary; Inquire of MCET Contact</p>	<p>Fees Vary; Inquire of MCET Contact</p>
<p>Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance</p>	<p>German: Komm mit Nach Deutschland (Gr 9-12; Short course) Intended for third-year German students, this is an interactive cultural enrichment series about German culture and history developed by The Goethe-Institut Boston, the series is taught entirely in German and will focus on aspects of German culture and history with an emphasis on interactive dialogue between participating sites and the studio. Requires two years of German.</p>	<p>Fees Vary; Inquire of MCET Contact</p>	<p>Fees Vary; Inquire of MCET Contact</p>
<p>Massachusetts Corporation for Educational Telecommunications (MCET) The Mass LearnPike 38 Sidney Street, Suite 300 Cambridge, MA 02139-4135 617-621-0290 Contact: Priscilla Forance</p>	<p>Spanish: Los Caminos del Espanol (Gr 9-12; Short course) Course explores the art, history, and social issues of Latin America and Spain to deepen awareness of language and cultures of the Spanish-speaking world, including the United States. Requires proficiency in spoken Spanish or be at Spanish II level.</p>	<p>Fees Vary; Inquire of MCET Contact</p>	<p>Fees Vary; Inquire of MCET Contact</p>

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Second Language Acquisition via Distance Learning

NOTE: Membership and course fees are subject to change. All courses require a classroom coordinator or teaching partner to work with enrolled students. Contact the provider for current fees, schedule information, and course logistics.

Provider	Language / Program Description	Membership Fee	Course Fees
<p>North Dakota Department of Public Instruction Division of Independent Study (NDDIS) Box 5036 State University Station Fargo, ND 58105-5036 701-239-7282 Contact: Robert Stone, Jr.</p>	<p>French, First Semester (Gr 9-12) French, Second Semester (Gr 9-12) French, Third Semester (Gr 9-12) French, Fourth Semester (Gr 9-12) Acquaints students with the French language, culture and history. Simplified grammar and vocabulary along with emphasis on the spoken language gives students a basic understanding of French as a foundation for advanced study. Includes textual, audio, and video support materials. A language placement pretest is available. This is a correspondence course.</p>	<p>None</p>	<p>\$50/semester plus cost of materials and shipping. Discounts may apply on bulk orders. Inquire of NDDIS contact.</p>
<p>North Dakota Department of Public Instruction Division of Independent Study (NDDIS) Box 5036 State University Station Fargo, ND 58105-5036 701-239-7282 Contact: Robert Stone, Jr.</p>	<p>German, First Semester (Gr 9-12) German, Second Semester (Gr 9-12) German, Third Semester (Gr 9-12) German, Fourth Semester (Gr 9-12) Acquaints students with the German language, culture and history. Simplified grammar and vocabulary along with emphasis on the spoken language gives students a basic understanding of German as a foundation for advanced study. Includes textual, audio, and video support materials. A language placement pretest is available. This is a correspondence course.</p>	<p>None</p>	<p>\$50/semester plus cost of materials and shipping. Discounts may apply on bulk orders. Inquire of NDDIS contact.</p>

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Other

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International Second Language Instruction

	Mandatory	Years of Study or Proficiency	When Studies Begin	What Languages	Other
Canada Manitoba Province	Yes	9 year program	Grade 4	Mandated French/English 80% take French, drops to 30% after grade 8	6 year program beginning in grade 7, but being phased out; they think it's to late to start
China	Yes	6 yrs-larger cities 3 yrs-rural area	Grade 5 in larger cities	Student decides 90% chose English next: Japanese, German	Concern: Lack of teachers
Italy	Yes	13 years	Grade 1-13	Student decides Most popular: English, French, German	No Information
France	Yes	6 years	Grade 6	Student decides 40 choices Most popular: English, German, Spanish, Italian, Portuguese, Russian	Third lang. is compulsory starting in Grade 10
Great Britain	Yes	5 years	Ages 11-16 (grades 7-11)	Student decides Most popular: French, German Spanish, Asian,	Presently debating if should begin earlier
Japan	Yes	3 years	Grade 7-9 (However, students going on to college must continue studies of English)	Mandated English Student decided if chooses 3rd language	English required for entrance to higher ed. Oral commun- ication in English is now added to schedule in addition to lang. study

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PROFESSIONAL ORGANIZATIONS

ADVOCATES FOR LANGUAGE LEARNING

% Dr. Paul Garcia
Kansas City Missouri Public Schools
Box 32083
Kansas City, MO 64111
Tel: 816-871-6317
FAX 816-871-6313

Conference: October 21-23, 1993
Kansas City, MO

or A.L.L., Box 4964, Culver City, CA 90231

SECOND LANGUAGE ACQUISITION by CHILDREN (SLAC)

% Rosemarie Benya
P.O. Box 2053
Ada, OK 74821
Tel: 405-332-8000

Conference: March 10-12, 1994
Tulsa, OK

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

6 Executive Plaza
Yonkers, NY 10701-6801
Tel: 914-963-8830
FAX 914-963-1275

Conference: November 20-22, 1993
San Antonio, TX

NATIONAL FLES/FLEX IMMERSION COMMISSION

University of Maryland/Baltimore County
Dept. Modern Languages/Linguistics (M.L.L.)
Catonsville, MD 21228
Attn: Gladys Lipton

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

% Nancy Rhodes
Center of Applied Linguistics
1118 22nd Street N.W.
Washington, D.C. 20037

Contributions to this document:

* The Second Language Symposium Committee

Steve Andrews	Administration	Beaverton SD
Deanne Balsler	Elementary	Richmond Immersion, Portland
Mary Bastiani	Administration	Portland Public Schools
Madeline Bishop	High School	McMinnville High School
Vickie Bruner	Elementary	Hopkins Elementary School, Sherwood
Calla Jean Church	Elementary/Admin.	Russell Elementary, Portland
Martha Colon	Elementary	Meadowlark Immersion, Eugene
Bonnie Elliott	High School	Bend Sr. High School
	(President, COFLT)	
Tony Fernandez	Elementary/Admin.	Barnes Elementary, Beaverton
Susan Haverson	ESL	Salem-Keizer SD
Mary Jackson	High School	Hood River Valley HS, Hood River
Elizabeth King	Administration	Oregon Department of Education
Chela Kocks	Higher Ed.	Southern Oregon State College
Rae La Marche	High School	Thurston High School, Springfield
Anne La Vietes	High School	Crescent Valley High School, Corvallis
Magdalena Ladd	Community College	Clackamas CC, Emeritus
Laura Lanka	High School, Vice Principal	West Linn HS, West Linn
Marty McCall	ESL	Portland Public Schools
Bob Sari	Superintendent	Crane SD
Lauren Schaffer	High School	Ashland High School, Ashland
Ruth Sherman	High School	Rex Putnam High School, Milwaukie
Thales Smith	High School	Glide High School, Glide
David Stout	Higher Ed./Admin	Pacific University
Therman Striplin	Superintendent	Groner Elementary
Susan Tanabe	High School	Sprague HS, Salem
Gail Van Gorder	Administration	Beaverton SD
Sherry Watson	Elementary	Phoenix-Talent Elementary
Bob Willner	Oregon International Council	Executive Director, Salem
Dan Wood	Principal	West Gresham Grade School
Dee Young	High School/Middle School	Lake Oswego, OR
	(Past President, COFLT)	
Holly Zarville	Higher Ed./Admin.	State System of Higher Ed.

(COFLT: Confederation of Oregon Foreign Language Teachers)

THANKS TO:

Oregon schools for return of the 1994 fall report survey.

David Arlington for technical assistance.

Jene Jones, Willamette University, for compiling data.

Questions concerning this document should be directed to Curriculum, Instruction and Field Services at 378-8004, Oregon Department of Education.