



Chapter 5

**THE  
IMPLEMENTATION  
PROCESS**



## WORLD LANGUAGES IN THE ELEMENTARY SCHOOL

The **establishment** and **maintenance** of high-quality elementary programs are critical for building a successful world language sequence through Grade 12 and for enabling students to achieve greater levels of language fluency. Based on research and experiential data, **time** and **intensity** are two key factors to be considered in designing a quality program (Met & Rhodes, 1990). **The amount of time students spend communicating in meaningful ways, while engaging in activities that are relevant to them, will significantly impact their ability to effectively communicate both linguistically and culturally in a world language.** Time and intensity, therefore, have important implications for program selection, scheduling, and curriculum content.

Elementary program models are available that vary in the amount of class time, goals, and communicative outcomes. The term **FLES** (*Foreign Language in the Elementary School*) is commonly used to refer to the following types of elementary program models. The suggested models vary in allotment of instructional time.

Most of the information below is summarized from *Languages and Children: Making the Match* (Curtain & Pesola, 1994, pp. 29-38).

### Program Models

**Sequential FLES.** This program is an **extended sequence of the study of one world language through the elementary grades.** Classes meet regularly during the school day, typically three to five times per week for 15 to 30 minutes, and are usually taught by a world language specialist trained to use appropriate instructional methods for younger children. The goals of a sequential FLES program are functional proficiency in a world language and development of cultural understanding. **Language proficiency outcomes will vary depending upon the frequency and nature of instruction.**

**Content-enriched FLES.** This program has the characteristics of a sequential FLES program with a systematic and sequential development of language skills within the parameters of themes, topics, or content areas. **It focuses on using the world language as a vehicle for reinforcing and enhancing academic content taught in the elementary curriculum.** This type of language instruction offers a means by which students can develop fuller proficiency in interpersonal skills while enriching their expanding content knowledge in other subject areas. All areas of the elementary school curriculum are suitable for integrated language instruction. Curtain and Pesola (1994) suggest that **integration of other subject areas is a natural teaching style for a world language teacher. The students need topics of conversation; those topics come from their personal life experiences and what they are learning in other classes.** Coordinated curriculum planning between the world language teacher and the classroom teacher is essential in this model.

**Immersion.** In this program, **the focus of instruction is on the regular curriculum with the world language used as a tool to teach this curriculum.** The methodology is similar to that of any elementary classroom, except that content is taught in a world language. Teachers are generally ele-

mentary-certified teachers who are native or near-native speakers of the world language. There are many variations on the basic immersion model, in which all classroom conversation and instruction initiated by the teacher is in a world language. Early immersion develops second language proficiency quickly, and it is possible for students to acquire the fluency needed for subject content areas with minimal difficulty.

**Two-way immersion** (*Two-way bilingual/dual language*). This program serves as an alternative to transitional bilingual programs while giving native English speakers the opportunity to learn a second language. Instruction is typically given in each language for one half day, and the student group is half native English speakers and half native speakers of a second language. Each student group thus receives instruction in the native language half the time, but more importantly, all students benefit from language reinforcement from their classmates who are native speakers.

The chart on the following page gives an overview of the various program model options. See also **chapter 11 for models of K-12 world language programs in current practice.**

## ELEMENTARY PROGRAM MODELS

Program Type	Goals	% of Class Time Spent in World Language per Week
<p><b>FLES</b> Refers to ongoing instruction by a world language specialist trained in the learning styles and needs of elementary students. It is part of an extended sequence of study through the elementary grades.</p>	<p>To acquire proficiency in listening and speaking (degree of proficiency varies with the program).</p> <p>To acquire an understanding of and appreciation for other cultures.</p> <p>To acquire some proficiency in reading and writing (emphasis varies with the program).</p>	<p>5-15% (Minimum 75 minutes per week, at least every other day. Time is increased as student advances in the language sequence.)</p> <p>Time is spent learning the world language per se.</p>
<p><b>Content-Based FLES</b> A FLES program with less than half of the school day spent studying content areas in the language.</p>	<p>To acquire proficiency in listening, speaking, reading, and writing the world language.</p> <p>To use subject content as a vehicle for acquiring world language skills.</p> <p>To acquire an understanding of and appreciation for other cultures.</p>	<p>15-50% (Time is spent learning the world language per se as well as learning subject matter in the world language.)</p>
<p><b>Partial Immersion</b> Students spend less than half the school day studying content areas in the target language.</p>	<p>To become functionally proficient in the language (although to a lesser extent than is possible in total immersion).</p> <p>To master subject content taught in the new language.</p> <p>To acquire an understanding of and appreciation for other cultures.</p>	<p>Approximately 50% (Time is spent learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>
<p><b>Two-Way Immersion</b> (Also called <i>two-way bilingual</i>, <i>dual language</i>, or <i>developmental bilingual education</i>) Student population is both native speakers of English and of the world language.</p>	<p>To become functionally proficient in the language that is new to the student.</p> <p>To master subject content taught in the world language.</p> <p>To acquire an understanding of and an appreciation for other cultures.</p>	<p>At least 50% (Time is spent learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>
<p><b>Total Immersion</b> Students spend most or all of the school day studying content areas in the target language.</p>	<p>To become functionally proficient in the world language.</p> <p>To master subject content taught in the world language.</p> <p>To acquire an understanding of and appreciation for other cultures.</p>	<p>50-100% (Time is spent in learning subject matter taught in world language; language learning per se is incorporated as necessary throughout curriculum.)</p>

*Note.* All programs are sequential, cumulative, continuous, proficiency-oriented, and part of an integrated K-12 sequence. Chart created by Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted from *Language and Children: Making the Match* (2nd ed., p. 30), by H. Curtain and C. A. Pesola, 1994, White Plains, NY: Longman. Copyright 1994 by Longman. Adapted with permission.

### **Recommendations for Administrators and Program Planners**

- The FLES program is an integral part of the purposes, goals, and curriculum of the elementary or middle school in which it is taught.
- There is a world language planning/advisory committee for K-12 programs.
- The program is designed and coordinated with the district's world language teacher/specialist or supervisor well-versed in standards-based methodology.
- The elementary classroom teacher works with the FLES specialist as a full, participating partner dedicated to helping children acquire world language skills and a deeper knowledge of the culture(s) in which the language is spoken.
- FLES classes are offered at set times throughout the week. (See chart on previous page.)
- There is more than one world language offered at the FLES level, depending on the size of the school and the school community.
- FLES goals are realistically stated and periodically interpreted to parents, educators, and the school board.
- There is a written FLES curriculum that indicates progress, based on the standards, in linguistic, cultural, and interdisciplinary approaches.
- The FLES instructional program in class reflects the goals of the program through the curriculum content and the methods used.
- There is continuous evaluation of student progress in the FLES program in terms of the stated goals. Both classroom and district assessments are performance-based and reflect instructional activities practiced in the classroom.
- There is continuous evaluation of the impact of the FLES program on the middle school and high school programs to determine the extent to which total articulation of the long world language sequence is being achieved.

(Adapted from Lipton, 1998, p. 319)

### **Creative Procedures for Establishing an Elementary Program**

- Explore long-term funding from foundations, government grants, and contributions by local businesses and foundations.
- Investigate which foundations are interested in funding the teaching of less commonly selected languages.

- Explore long-term hiring practices that might emphasize the hiring of effective elementary school teachers with a background in a world language.
- Survey the current staff to uncover world language skills.
- Explore inservice staff development for elementary school teachers.
- Enlist the cooperation of local and/or state universities that might be able to plan for long-term training of prospective teachers.
- Explore the use of technology with elementary school classroom teachers in the form of video programs, university programs, etc.
- Explore with media specialists the possibilities of satellite programs for direct instruction for students and teacher-training programs for teachers using a distance learning option.

(Adapted from Lipton, 1995, p.47)

## WORLD LANGUAGES IN THE SECONDARY SCHOOL

The following information has been adapted from *Bringing the Standards into the Classroom: A Teacher's Guide*, developed by the National K-12 Foreign Language Resource Center at Iowa State University (1997, pp. 25-28).

Many teachers find that the textbook is an important vehicle in their teaching, and they have a clear idea of the goals of their instructional program at the level(s) they teach. Paving the way for students to meet the state standards does not mean abandoning successful practices and programs. It will necessitate, however, **a thorough examination of the existing instructional program to ensure that it is both comprehensive and standards based** (i.e., it meets the criteria outlined in chapter 2 of this *Framework*, "The Essential Components of an Effective World Language Program").

The results of this scrutiny may mean complementing or supplementing what is already in place. It may also indicate that some content in the current program may need to be omitted in order to allow for the introduction of new materials and more relevant learning experiences.

In examining a textbook unit, for example, the teacher might ascertain the degree that the objectives reflect the standards and cumulative progress indicators. The teacher would then proceed to look at textbook activities and accompanying textbook materials to consider the extent to which they meet the standards and indicators. During this process, s/he may discard some exercises and activities and keep those most critical for meeting the standards. The teacher may also preview the list of resources being used for the unit and begin to measure the extent to which resources beyond the text can provide opportunities for students to explore those progress indicators not addressed adequately. During this process, collaboration with colleagues is critical in order to maintain programmatic consistency in terms of long-range goals and alignment with the standards.

As K-12 programs become more prevalent throughout the state, existing programs will need to be redesigned to accommodate students entering secondary programs with greater degrees of linguistic and cultural proficiency. A variety of work-related, experiential courses may also be developed and added to the high school curriculum (e.g., world languages in international business; world languages in the field of medicine; world languages and careers in technology). Career-related internships using the target language may also be offered in partnership with businesses and local high schools.

See chapter 11 for models of K-12 world language programs in current practice.

## MULTIPLE ENTRY POINTS

Multiple entry points are essential to good programs because some provision must be made for transfer students from other districts, states, or countries who may not have had the benefit of an articulated program. Because languages are more easily acquired at an early age, multiple entry points are not as critical a factor at the K-4 level. In addition, assessment results are primarily diagnostic at this stage and will be helpful in providing information about the strengths and weaknesses of students' language skills at this point. Moreover, research shows that the study of any world language at the K-4 level will facilitate further second language acquisition.

**The opportunity to begin a new language at the middle school or high school level or to continue with the language started upon entering the district must be made available to students.** At the middle school and high school levels, the following strategies might be considered to address the issue of multiple entry points when offering a full section is not feasible:

- newcomers' classes;
- individual tutoring or small group instruction by high school students, college students, parents, or community members;
- ITV; and
- after-school and/or Saturday programs.

Language proficiency levels should not be tied to a student's grade level. Thus, varying sequence patterns of study need to be considered. Experts in the field recommend that districts offer entry choices at different points along the K-12 continuum. Offering additional world languages at the middle school level is highly appropriate, provided that they are part of a well-articulated sequence. **This Framework strongly discourages language sampling (i.e., offering semester or half-year courses in one language followed by another) as this approach will not lead to the outcomes set forth in the standards and related cumulative progress indicators.**

As students mature, their personal needs, preferences, and/or career interests may propel them towards the study of a new language, and they may decide not to continue with the study of their first world language. Scheduling constraints may also affect this decision. These students may not

develop the highest level of competency in the first or second choices, but they will still reach communicative or functional competencies in both languages (e.g., in a program in which they study French K-8 and Italian 9-12). **Students should, therefore, be given the option of dropping a first language to pursue another once some measurable competency has been achieved.** Achieving competency in two languages does have academic equivalency with a higher competency in one language (June Phillips, personal communication, June 25, 1998).

Additionally, students may be given the option to continue the study of the world language begun at the elementary level, while also studying a possible second or third world language at given multiple entry points if scheduling permits. (This is referred to as *language layering*.)

In the situations described above, proficiency in a second or third world language can be attained in a shorter period of time, especially in the case of related languages (e.g., Romance languages) due to positive transfer, familiarization with language acquisition strategies, and growth in cognitive development. Thus, all three of these factors would enable the student to reach a comparable degree of proficiency in learning a second or third language within a shorter time frame.

*No single continuum of language learning exists for all students. Rather, the progress and performance levels of individual learners at any given time depends on a number of factors, including motivation, learning styles and preferences, age, and language learning experiences which include the languages the learner speaks and the one being learned.*

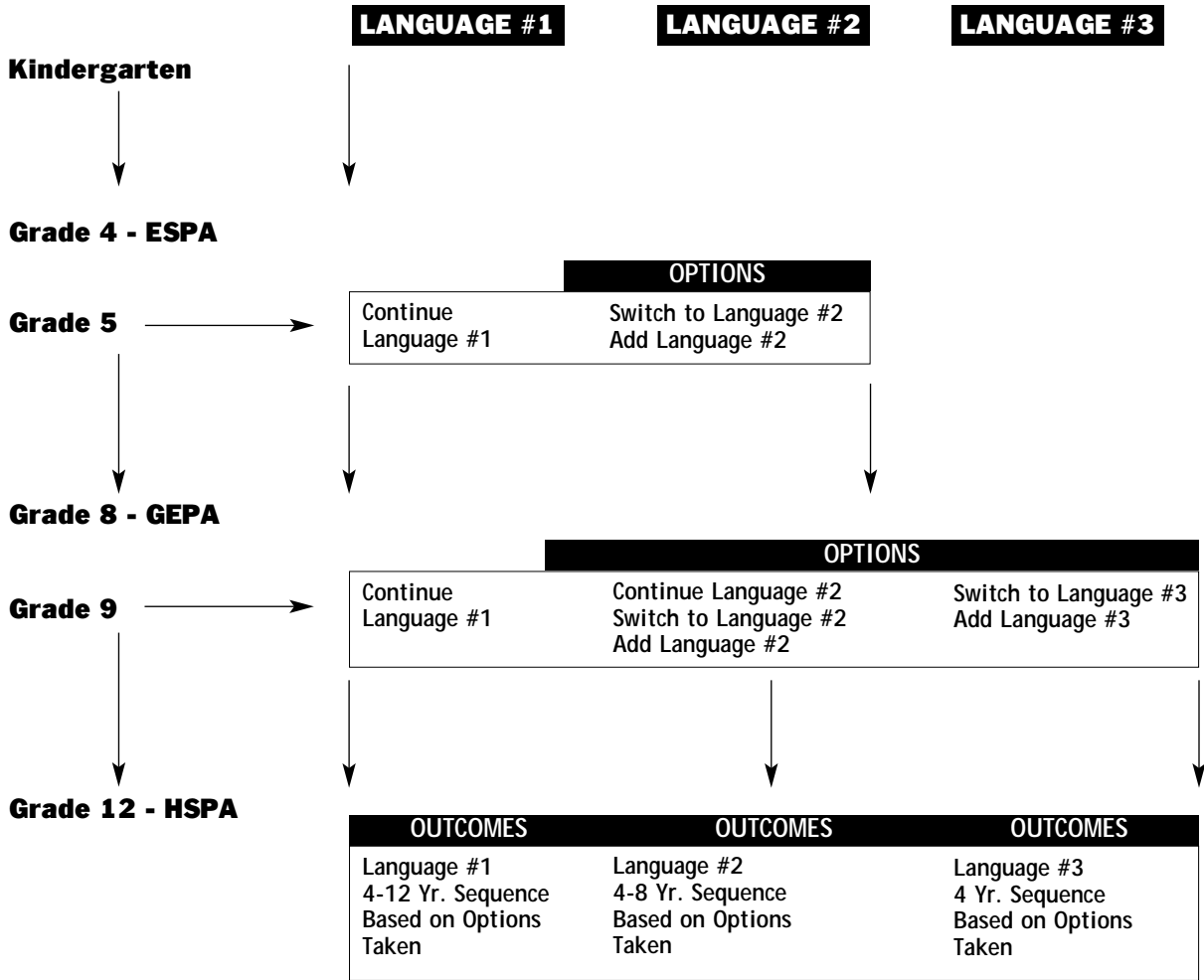
(ACTFL, 1996, p. 14)

Each district will vary in its approach in providing different language entry points. There is no one proven solution because of the size and variety of programs in districts throughout the state. The following chart illustrates the concepts of multiple entry points and language layering.



## MULTIPLE ENTRY POINTS AND LANGUAGE LAYERING

The chart below illustrates the concepts of multiple entry points and language layering discussed on p. 45-46. Multiple entry points will vary from district to district depending upon grade configurations (e.g., K-4, K-5, K-6, K-8).



- Key Concepts**
- Students may elect to study a second world language once some measurable competency has been achieved in their first world language.
  - Students may study the language begun at the elementary level while adding (“layering”) a second and/or third language in middle and/or high school.

## CHOICE OF LANGUAGES

Most districts in New Jersey typically offer three or more languages at the secondary level. With the adoption of the world languages standards, all districts are required to offer world languages at the elementary level. A well-designed world language program includes the option of studying *at least two or more languages offered in the K-12 continuum*. **A K-8 program implemented in only one language will most likely have an adverse effect on enrollments in other languages at the high school level.**

The choice of languages **might include, but is not limited to**, the study of commonly taught European languages, classical languages, less commonly taught languages, heritage languages, and American Sign Language. **All languages can benefit from earlier and longer sequences of instruction.** The choice of languages should be made by local districts based on the following criteria:

- **Community interest:** This includes parental input and the cultural heritage of the community, as well as the changing demographics of the community. In some communities there is great fluctuation in student population, while in others the population remains stable over time. As communities vary, so will their world language programs. Community resources can support the creation of a two-way bilingual program at the elementary level. This is an excellent means of taking advantage of languages spoken in the community and to coalesce previously disconnected groups of children in a school. It is also a means of capitalizing on available resources such as staffing, materials, and existing programs within the district.
- **Potential for articulation:** It is essential that districts decide which languages will be offered at the elementary and middle school levels in order to provide continuous language instruction throughout the extended sequence. Long-range planning and ongoing evaluation of the effectiveness of the articulation process are extremely important.
- **Availability of qualified teachers:** This includes existing district world language staff, classroom teachers who are fluent in a world language, and possible cross-district collaboration.

Certain languages have become increasingly important to business and government, both nationally and internationally. Districts might consider offering one or more of the less commonly taught languages (e.g., Arabic, Chinese, Japanese, Russian, or Hebrew) at the elementary level. Because of their level of difficulty for the English speaker, these languages require much longer contact time to achieve desired levels of proficiency.

**In support of the study of more than one language, the following observations were made by members of the New Jersey educational community.**

The offering of more than one language:

- is philosophically aligned with the core curriculum standards;
- serves the larger need for New Jersey schools to produce students who have proficiency in other critical languages and who are knowledgeable about other nations and cultures playing dominant roles in global affairs;
- affords heritage learners the opportunity to learn about another world language and its culture;
- addresses the issue of cultural diversity (diverse language choices are needed in a diverse world); and
- addresses future needs (there are many languages that offer opportunities for future employability in an ever-changing world, in addition to those frequently spoken at this time in the United States).

**The following observations were made by members of the broader educational community in relation to the choice of languages:**

*No one selection can satisfy all the purposes for studying a foreign language, but any choice can broaden one's perspective and enhance one's personal and professional life. . . . We must be cautious, however, in promoting specific languages solely on the basis of their utility in the local social milieu.*

(Myriam Met, 1989, pp. 54, 56)

*The nature of the program and the results it achieves in student competence are more important than the specific languages chosen. Factors such as parental support and involvement and the existence of an articulated program that will lead to development of advanced language proficiency and cultural knowledge far outweigh the individual choice of language taught.*

(Peter Eddy, 1998, p. 91)

*Compelling rationale can be developed for any of the commonly taught languages, and any language, when well taught, can provide children with the benefits of global awareness, enhanced basic skills, identification with other cultures, self-esteem, and communicative language skills.*

(Helene Curtain & Carol Ann Pesola, 1988, p. 46)

## THE CLASSICAL LANGUAGES

This *World Languages Framework* supports the inclusion of classical languages in world language programs. There are many compelling reasons for the inclusion of classical languages in the school curriculum in New Jersey:

- As the parent of Romance languages, Latin provides both a strong foundation for future or concurrent study of these languages. As an inflected language, the study of Latin also provides a strong foundation for the study of non-Romance languages, such as German and Greek.
- Latin programs address many of the goals of modern language study and provide the opportunity to explore areas of history, philosophy, art, mythology, and literature not typically included in other curricula. By studying the culture, daily life, and politics of the Romans, students of Latin are studying the foundations of western literature, law, and government. In addition, the Roman empire spanned a multicultural world, and the study of its people and their history equip students to analyze, criticize, understand, and respect the similarly diverse cultural threads of the modern world.
- The study of Latin or any world language has had an observable influence on standardized test scores, at both the undergraduate and graduate levels (e.g., SATs and GREs).

Teachers of the classical languages will need to apply the standards differently because classical languages are taught primarily as a literary rather than a spoken language. **Communication should be defined as it applies to the learning of a classical language** in order to meet the goals of the world languages standards. This has been addressed in the recently published *Standards for Classical Language Learning*, a collaborative project of the American Classical Association, the American Philological Association, and regional classical associations. That document (listed in the reference section of this *Framework*) contains learning scenarios drafted especially for classical languages.

## THE LESS COMMONLY TAUGHT LANGUAGES

The *Core Curriculum Content Standards* and accompanying *World Languages Framework* are designed to be general in nature and inclusive of all languages. However, the vocabulary, syntactic structure, sound systems, writing systems, and cultures of languages are somewhat different and may offer greater or lesser challenges to the native English-speaking student.

The Foreign Language Service Institute provides classifications for languages according to their level of difficulty for native speakers (e.g., Romance languages fall into *Group I* because they are among the least difficult languages for speakers of English). Languages with non-Latinate alphabets (such as Arabic, Chinese, Japanese, and Russian) fall into *Group IV*, indicating the greatest level of difficulty for speakers of English.

It follows that students learning these languages will need more time (longer-sequence programs) to meet some of the cumulative progress indicators for reading and written language than the level indicated in the standards. This also applies to the cultural standard (Standard 7.2) because students may need more opportunities to develop cultural competence in the societies where these languages are spoken.

Modifications are also necessary when working with visual languages (e.g., American Sign Language). American Sign Language is a visual-gestural language that is devoid of voice and does not have a written form. It provides a means of communication with deaf individuals in the context of the deaf culture. The emphasis on communication is applied in situations characterized as *receptive*, *expressive*, and *interactive*. Cultural traits that exist in the context of the deaf culture and cultural patterns are learned through the use of American Sign Language (New York State Education Department, 1996, p. 4).

See p. 63 of this document for additional information regarding students who are deaf/hard of hearing.

## THE ROLE OF GRAMMAR

The focal point of modern language instruction is *communication*, and grammar plays a supporting role to communication needs. Students should be provided with ample opportunities to create meaning and use critical-thinking skills. Furthermore, in order to communicate accurately, both in speaking and writing, students should have control of grammatical structures. Meaningful communication and speaker credibility are enhanced by accuracy of expression. **Much as a native speaker initially learns a language by hearing and speaking it, and then analyzing it later, languages are to be taught with emphasis on using the language and then studying its structure in subsequent years.**

Related cumulative progress indicators include:

- Indicator 7.1.7, “identify some common and distinct features, such as parts of speech and vocabulary, among languages” (Grades K-4);
- Indicator 7.1.16, “identify common and distinct features, such as prepositional phrases and clauses among languages” (Grades 5-8); and
- Indicator 7.1.23, “identify common and distinct features, such as grammatical structures, among languages” (Grades 9-12).

As evident in these three indicators, an awareness of grammatical features and linguistic systems expands as students progress through the grade levels.





# Chapter 6

## RETHINKING ASSESSMENT



## A NEW PARADIGM

*Student assessment should be grounded in the authentic, real-life activities that are carried out in the classroom. Because effective language learning is meaningful, enjoyable, and interactive, assessment should reflect a similar focus. Using the same activities should therefore define the process for ongoing assessment. . . . Effective tracking of student progress can also be made through reliance on journals, portfolios, performances, or multimedia presentations. These recognize appreciation for student work in various forms, and allow students an opportunity to revisit their work and critique their own progress. Students engaged in this process become more and more actively involved in their learning.*

(Armstrong, 1998, p. 233)

Assessment is an **integral, ongoing part of the learning process** itself. New assessment models (which have been called *alternative assessment*, *performance assessment*, and *authentic assessment*) have in common the goal of guiding instruction to enable all students to achieve high levels of proficiency. The proficiency-based language classroom lends itself to using multiple forms of assessment to evaluate students' progress as well as the impact of instructional strategies. Assessments of student performances are both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment of students' capabilities comes from the work they do over extended blocks of time under the close guidance of teachers.

## KEY COMPONENTS OF ASSESSMENT

Based on the research of Wiggins (1994) and other experts in the field of performance assessment, the *New Jersey World Languages Curriculum Framework* identifies the following key components of assessment.

Assessments that are an integral part of the learning process:

- reflect instructional objectives, are performance-based, and meet the criteria for authenticity;
- include all methodologies teachers use in daily instruction with students to monitor their progress;
- include an evaluation of skills in a systematic, ongoing way at each level of instruction to demonstrate progress along the proficiency continuum;
- provide consistent feedback to students to facilitate assessing their own achievement and to modify and adjust their individual learning strategies and goals; and
- empower both students and teachers by fostering consciousness raising and critical thinking.



The following chart delineates the essential differences between traditional and alternative forms of assessment.

<b>ESSENTIAL DIFFERENCES BETWEEN TRADITIONAL AND ALTERNATIVE FORMS OF ASSESSMENT</b>	
<b>Characteristics of Traditional Assessment</b>	<b>Characteristics of Alternative Assessment</b>
<ul style="list-style-type: none"> <li>■ Discrete points are assessed.</li> <li>■ Students are assigned scores based on number or percentage correct.</li> <li>■ Tests are scored easily and quickly.</li> <li>■ Items are often multiple-choice, matching, or true/false.</li> <li>■ Items test passive knowledge. (Students are merely required to recognize the correct answer, not to produce it.)</li> <li>■ Assessments have typically been evaluated for statistical validity and reliability.</li> </ul>	<ul style="list-style-type: none"> <li>■ Emphasis is on the learning process and the product.</li> <li>■ Assessment tasks involve the application and integration of instructional content. Tasks are often open-ended, offer a wide range of choice and input, and culminate in individual or group performances.</li> <li>■ Holistic assessment. Scoring requires judgment and use of scoring criteria (e.g., rubrics).</li> <li>■ Assessments often involve multistep production tasks or require extended time to complete.</li> <li>■ Tasks require students to demonstrate knowledge actively through problem solving, inferencing, and other complex cognitive skills.</li> <li>■ Tasks are situation-based or use a real-world context.</li> <li>■ Assessments often have not been evaluated for statistical validity or reliability.</li> </ul>
<b>Use</b>	<b>Use</b>
<ul style="list-style-type: none"> <li>■ To assess learning outcomes.</li> <li>■ To allow comparisons across populations.</li> </ul>	<ul style="list-style-type: none"> <li>■ To assess                             <ul style="list-style-type: none"> <li>• learning outcomes and processes.</li> <li>• instructional processes and objectives.</li> </ul> </li> <li>■ To encourage                             <ul style="list-style-type: none"> <li>• student involvement.</li> <li>• student ownership of learning/assessment.</li> <li>• student and teacher collaboration.</li> </ul> </li> <li>■ To plan effective instruction.</li> </ul>
<b>Common Formats</b>	<b>Common Formats</b>
<ul style="list-style-type: none"> <li>■ Multiple-choice response tests</li> <li>■ Discrete-point tests</li> </ul>	<ul style="list-style-type: none"> <li>■ Portfolios and journals</li> <li>■ Demonstrations</li> <li>■ Conferences and observations</li> </ul>

*Note.* From *Foreign Language Assessments in Grades K-8: An Annotated Bibliography of Assessment Instruments* (p. xviii), by L. Thompson, 1997, McHenry, IL: Center for Applied Linguistics and Delta Systems. Copyright 1997 by Center for Applied Linguistics and Delta Systems. Chart inspired by Baker (1990), Herman, Aschbacher & Winters (1992), and Lewis (1992). Reprinted with permission.

See Appendix A, Figure 1, for information on *ACTFL Performance Guidelines for K-12 Learners* (performance standards for K-12 students).

## ASSESSMENT ALTERNATIVES

Using a variety of classroom assessments provides a better picture of learning and instruction. The following is a suggested list of different types of classroom assessments. (See Appendix B, Figure 2, for an assessment profile.)

- **Performance Assessment:** Students are required to create a product or formulate a response that demonstrates proficiency in a skill or understanding of a process or a concept. Typically, performance assessments are “authentic” in that they are structured around real-life problems or situations.
- **Teacher Observation:** The teacher observes students engaging in a variety of tasks or activities using checklists, rating scales, etc., to record his or her judgment about a student’s performance in reaching a specific benchmark.
- **Conferencing:** The teacher and student dialogue to evaluate the student’s progress on reaching one or more specific goals.
- **Self-Assessment:** Students reflect upon and evaluate their own work with assessment criteria developed by the teacher and/or student.
- **Peer Assessment:** Students evaluate each other’s work with assessment criteria developed by the teacher and/or students.
- **Portfolio Assessment:** The student’s work is recorded in a collection of materials decided upon by the student and/or teacher, spanning a period of time, that reflect the student’s learning processes, growth, and achievement in an organized and systematic way. See Appendix B, Figure 3, for ideas regarding exhibitions and projects; and Appendix B, Figure 4, for a list of student “artifacts” that may be included in world language portfolios.

## ASSESSMENT RUBRICS

A *rubric* is a tool used for assessing a performance task that measures specific elements of that task against an established and defined scale. Rubrics assist in identifying a set of standards and criteria to be used by all students and applied to all students performing a given task. Different scoring rubrics may be designed for a variety of assessment activities and may be developed by teachers and/or students. See Appendix B, Figures 5 through 13, for sample assessment rubrics.

## LOCAL ASSESSMENT

In addition to ongoing classroom assessment, provisions should be made for districtwide evaluation of the K-12 world language program. The assessment instrument should reflect the goals of the program and may be used to measure proficiency and achievement as well as program/curriculum evaluation. **Districtwide program assessment is essential for examining areas of strength while identifying areas that need further development in the K-12 sequence.** Examples of a variety of assessment instruments may be found in Appendix B, Figures 14-23.

## STATE ASSESSMENT

The state assessment system at Grades 4, 8, and 11 is designed to facilitate the integration of world languages into the *New Jersey Core Curriculum* and is a fundamental component of the *New Jersey Strategic Plan for Systemic Improvement of Education*. It will provide essential information on students' progress in meeting the expectations set forth by the *Core Curriculum Content Standards*.

The assessments will be administered at Grades 4, 8, and 11 according to the timetable disseminated to school districts by the Department of Education.

At the elementary level, the assessment will be **performance-based** with an emphasis on listening and speaking skills. The standards and cumulative progress indicators will serve as guidelines for performance expectations as they assist in defining general communicative abilities that characterize different levels of language proficiency in social and academic settings. The **content domain** of the assessment will reflect curricular themes commonly found at the elementary level. The **goal** of the assessment will be to evaluate the ability of the students to engage in meaningful and purposeful language use. This type of assessment would mirror classroom assessment strategies suggested in this chapter and in the learning scenarios in chapter 10. Educators are encouraged to adapt performance-based assessment practices into their daily classroom repertoire in order to prepare for the state assessment. **(See Appendix B, Figures 14 through 23, for sample district and state assessments.)**

The assessments for all three benchmark grades will likely be performance-based, with increasing emphasis placed on communication skills in reading and writing in Grades 8 and 11. The state assessment program will take into account the varying entry points and years of study a student may have when calculating assessment scores.





Chapter 7

# INSTRUCTIONAL STRATEGIES AND STUDENT LEARNING CHARACTERISTICS



## INSTRUCTIONAL STRATEGIES

The most effective instructional strategies incorporate meaningful and purposeful activities that provide students with opportunities to use world languages in active communication. In response to the needs of world language teachers/specialists, classroom teachers, and other individuals involved in world language instruction, **“Methodology for Innovative Instruction in K-12 World Language Programs”** has been included for classroom reference in Appendix C, Figures 24 through 43.

Lipton (1995, pp. 183-184) recommends the following general instructional strategies, which are characteristic of both elementary and secondary communicative-based language classrooms:

- Keep the use of English to a minimum, with most instructions, directions and explanations given in the target language.
- Use real objects, gestures, pictures, and other visuals to convey meaning.
- Focus on language that is concerned with functional situations and authentic utterances.
- Do not always insist on complete sentences, but mirror natural speech patterns.
- Adopt a conversational approach replicating “real” situations likely to occur.
- Teach vocabulary in context, including all kinds of idiomatic phrases.
- Use paired activities and small-group learning.
- Use technology.
- Use a variety of print and nonprint materials.
- Strive to develop cultural awareness using authentic cultural realia as a springboard for communication in the language.
- Emphasize acceptable communication, rather than near-native pronunciation.
- Ensure a match between the learner and the language in terms of relevance and learning styles.

## STUDENT LEARNING CHARACTERISTICS AND LEARNING STYLES

The needs of an increasingly diverse and individualized student population, of a global economy, and of a multinational workplace necessitate designing a world language curriculum and learning environment that will best accommodate those needs to facilitate the language acquisition process. Varying learning capabilities, learning needs, and learning styles have specific implications for instructional strategies in the world language classroom.

In this document, student learning characteristics and learning styles will be addressed in five groups:

- Students with Diverse Talents (Multiple Intelligences);
- Students with High Abilities (Exceptionally Able);
- Students with Disabilities (Special Education);
- Students with Limited English Proficiency (LEP) and Students Who Are Bilingual; and
- Students Who Are Deaf/Hard of Hearing.

### **Students with Diverse Talents (Multiple Intelligences)**

Each student has a dominant *learning style*, which is a unique combination of the types of intelligences identified by Howard Gardner (1983). It is important for world language teachers to identify the learning styles of their students so they can restructure their teaching strategies to allow students to process material more efficiently. **Adaptations are often idea generators or good teaching techniques for adding variety and interest that are beneficial to many students and may be used with all language learners.** See Appendix D, Figures 44 through 47, for additional information and strategies regarding students with diverse talents.

### **Students with High Abilities (Exceptionally Able)**

Exceptionally able students excel in the ability to create as well as the ability to use higher-order thinking skills. These high-ability learners thrive on learning opportunities that effectively challenge them to achieve their potentials. See Appendix D, Figure 48, for strategies regarding these students. More comprehensive information may be found in part two of chapter 12.

### **Students with Disabilities (Special Education)**

Students with disabilities may be provided with special assistance to accommodate their needs. World language teachers can also use adaptive strategies to better meet their specific needs. See Appendix D, Figure 49, for strategies regarding students with specific learning needs and Appendix E, Figures 50 through 58, for examples of graphic organizers. Additional information is given in part one of chapter 12, which includes ideas for modifying instruction based on three learning scenarios found in this Framework.

## Students with Limited English Proficiency (LEP) and Students Who Are Bilingual

Limited English Proficient (LEP) students, who arrive at school with diverse levels of language proficiency in English, should be given the same opportunity as other students to learn world languages. These students are held to the same standards for mastery of world languages as their English-speaking peers, and thus, districts must have the same high expectations for them.

When feasible, LEP students should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Since bilingualism is the goal of a world language program, students who speak another language enter school with a great advantage. Taking affirmative steps to maintain and develop native-language skills ensures that such skills will not erode over time as English becomes their dominant language.

Alternatively, LEP and bilingual students should be provided with the opportunity to study a world language in addition to English. This is particularly relevant for LEP students who speak languages that are not offered for study in the school district. For example, a Chinese-speaking student in a district where Spanish and French are the world languages offered should have the opportunity to choose which language to study. Such students are often faster learners in a third language because they already know how to use the metacognitive strategies required for language learning.

*In short, educational programs for both language-majority and language-minority students that develop their home language along with a second language, or even a third language, are feasible and effective. These programs have the value-added benefit of developing second language and cross-cultural skills at no cost to other educational goals. These skills open employment opportunities and extend access to people, places, and information that are available only in other languages.*

(Genesee & Cloud, 1998, p. 63)

Whether limited English proficient or bilingual, students who speak a native language other than English should be considered as resources to the world language program. Students who speak a language that is offered as a world language in the district can provide a natural context for language practice for English-speaking students. Having opportunities to interact with native speakers of a language increases the potential for second language learners to approximate native-like fluency in the target language. By providing structured and unstructured opportunities for English speakers to interact with target-language-speaking peers, we not only motivate students to communicate but also create **opportunities for authentic, purposeful interaction**—an essential component of effective second language learning.

In addition, these native speakers can assist in providing information and accurate impressions of the foreign culture being studied. Students who represent different cultural backgrounds can enrich



a world language program by promoting cross-cultural discourse and fostering an appreciation and understanding of other cultures. Such students can provide a context for developing the cross-cultural attitudes and skills needed to relate to people from other cultures. By enhancing global as well as cultural awareness, successful interaction with students from other countries can foster an attitude of respect and understanding and can help lessen ethnocentric and prejudiced attitudes.

### **Students Who Are Deaf/Hard of Hearing**

The native language for students who are deaf/hard of hearing varies among students, depending upon their cultural and linguistic preferences. Some of these linguistic preferences may be:

- **American Sign Language (ASL)** as their **native** and **primary** language, and **English** as their **secondary** language;
- **English** as their **native language** and **ASL** as their **secondary** language; and
- **English** as their **native language** without the use of **ASL** or another sign system.

As with heritage language learners, these students whose primary language is ASL should be provided an opportunity for further study in ASL. They should demonstrate competencies for meeting the world language standards and cumulative progress indicators as outlined in chapter 4—with the exception of those that refer to oral speaking skills. The American Sign Language Rubrics (in Appendix B, Figures 8A and 8B) should also be utilized.

Students whose primary language is English and who use ASL as a second language, or students with no prior exposure to ASL, may continue to pursue studies in American Sign Language as an option for meeting the world language standards.

Students who are deaf/hard of hearing may also have the option of pursuing any other world language offered. The student's individualized education program (IEP) should address the assessment of the student's competencies in the world language (i.e., whether the student has the ability to be assessed in the speaking component of the world language assessment, or if the assessment will involve only reading and writing).

Students who are hearing may choose ASL in order to fulfill the world language requirement for acquiring a second language. Progress could be assessed according to the American Sign Language Rubrics in Appendix B, Figures 8A and 8B.

All students who are deaf/hard of hearing, regardless of their linguistic preference, will be expected to meet the requirements in the Language Arts Literacy content area. Fluency in ASL should not be considered a substitution for fluency in English competency skills.



Chapter 8

**PROFESSIONAL  
EDUCATORS/  
LIFELONG LEARNING**



## PROFESSIONAL DEVELOPMENT

*If the new standards are to have a significant impact on the foreign language profession, language teachers who are currently in the classroom must play a key role in bringing about the necessary reform. Many studies dealing with the implementation of the standards cite professional development as one of the most important vehicles for helping teachers to deal with changing educational needs of the American public.*

(Glisan, 1996, p. 57)

The information in this section has been adapted from the *Standards for Professional Development for Teachers of Foreign Languages*, 1997. According to that document, professional development for teachers should be analogous to professional development for other professionals. **Becoming an effective world language teacher is, therefore, a continuous process that begins from preservice education and extends throughout a teaching career.** As the languages and cultures of all nations are rapidly changing, teachers will need ongoing opportunities to enhance personal language skills, further their cultural understanding, and keep abreast of the latest language theory and methodology. In order for world language programs in New Jersey to embrace the philosophy and fully realize the goals set by the *Core Curriculum Content Standards*, professional development must be a priority.

**Collaborating language organizations** (i.e., American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Spanish and Portuguese, and American Council on the Teaching of Foreign Languages) **have identified the following five standards for improving teacher competence and student learning.** These standards are followed by recommended professional development activities for attaining each standard.

**Professional Development Standard 1**

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*Teachers of foreign languages are committed to the success of all students and their learning.*

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**Professional development activities for attaining this standard.** To attain this standard, language teachers formally study issues related to learner diversity, cognitive styles, affective dimensions of learning, and levels of intellectual development. They should be knowledgeable about national and state student standards and be able to demonstrate how they orient instruction toward those standards. They also develop courses and materials that are responsive to all learners and provide instruction that is coordinated with the total school curriculum. In addition, they offer individual assistance and other forms of active support for learning, and in cooperation with colleagues, they strive to provide an articulated curriculum of sequential study.

**Professional Development Standard 2**

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*Teachers of foreign languages know the foreign language and culture and know how to teach them.*

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*Note: Four aspects of this standard (A, B, C, and D) will be discussed separately.*

**A. Teachers of language know the foreign language.**

**Professional development activities for attaining this standard.** Study, work, residence, or travel in the target-language areas are ideal ways to develop competence in the language. Teachers can also enhance language competence by participating in immersion activities that will help maintain or improve language skills, taking postbaccalaureate courses or seminars conducted in the language, and engaging in independent study or interaction with other speakers of the target language. Other opportunities for maintaining and improving skills include interaction with other speakers of the language and independent activities involving target-culture reading, listening, and viewing materials.

**B. Teachers of foreign languages know and understand the cultures in which these languages are used.**

**Professional development activities for attaining this standard.** The desired cultural knowledge and understanding are usually gained through a program of study that includes a coherent set of courses in the humanities, social sciences, and arts, along with courses that promote an understanding of the influences of economics, science, and technology. Repeated and extended stays in the target-language cultures, combined with formal study and reflection, are likely to be the most

beneficial experiences for broadening and deepening cultural understanding. Professional development activities in support of this standard may also include participation in seminars, workshops, conferences, and programs in the United States and in other countries, as well as independent study.

**C. Teachers of foreign languages know how to teach the language.**

**Professional development activities for attaining this standard.** A variety of preservice and in-service experiences contributes to the necessary growth in this area. Examples include ongoing participation in courses, conferences, workshops, and seminars in language acquisition and pedagogy, curriculum design, assessment, and the integration of language and content. Teachers also remain current in the above areas through professional reading and dialogue.

**D. Teachers of foreign languages know how to teach the target culture(s).**

**Professional development activities for attaining this standard.** Professional development activities in support of this standard include participation in appropriate courses, seminars, workshops, and conferences that focus on the concept of culture through multidisciplinary perspectives and explore a pedagogy of teaching for cultural awareness and sensitivity. They include study in the target culture and/or travel abroad.

### Professional Development Standard 3

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*Teachers of foreign languages manage and monitor student learning effectively.*

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**Professional development activities for attaining this standard.** A variety of preservice and in-service experiences contribute to the necessary growth in this area. Examples include workshops and courses on curriculum content and design, learning styles, multicultural education, technology, and language assessment. Also useful are participation in faculty discussion groups, peer observation and mentoring, and task forces that address the alignment of learning outcomes, instruction, and assessment. Continuing dialogue with teachers at all levels of instruction is critical for the realization of an articulated sequence. Additionally, teachers can gain knowledge through professional publications and by information conveyed through other media.

### Professional Development Standard 4

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*Teachers of foreign languages reflect on their practice and learn from experience.*

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**Professional development activities for attaining this standard.** Sustained interaction with other teachers and experience in teaching a variety of courses and levels help foreign language teachers

reach this standard. They take additional courses related to language acquisition, language teaching, and the study of the target language and its cultures. Teachers maintain a current professional library of books, periodicals, and other media that focus on language, culture, and pedagogy. They are involved in professional organizations and interact with colleagues in both formal and informal settings.

## **Professional Development Standard 5**

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*Teachers of foreign languages are members of teaching and learning communities.*

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**Professional development activities for attaining this standard.** Examples of professional development activities for attaining this standard include ongoing participation in disciplinary and interdisciplinary faculty development opportunities; mentored development of teacher competency and personal leadership skills; experience gained through participation, service, and leadership in school, community, and professional organizations; and regular collaboration in curriculum development with colleagues in the target language, as well as colleagues of other disciplines.

**These five professional development standards should be of interest to several audiences concerned with the quality of world language instruction:**

- A first audience includes educators in postsecondary language departments and departments and colleges of education. The document suggests guidelines for the development of programs for the preparation of foreign language teachers as well as for their in-service development.
- A second audience includes school administrators, supervisors, and curriculum planners who can derive from these standards criteria for the hiring, retention, and promotion of foreign language teachers, as well as guidelines for teachers' continuing in-service development.
- The third audience consists of present and future teachers of languages at all levels.

## TEACHER PREPARATION

Due to reform efforts taking place within the profession, **the need to reflect on current teacher preparation programs, past certification practices, and recertification programs has never been greater** (Nerenz, 1993, p. 159). Students who are presently in teacher preparation programs and new teachers entering the profession are caught up in a period of transition impacted by the shift to proficiency-oriented teaching, learning, and assessment, and the inclusion of all students in the world language classroom. The formal preparation of teachers must lay a solid foundation to prepare future language educators for this new paradigm in world language education.

Experts in the field have come to a consensus that the preparation of world language teachers must consist of several **interrelated components** (Nerenz, 1993, p. 171):

- a thorough knowledge of subject matter as defined by state, national, and professional guidelines and standards;
- general and content-specific pedagogies (*general pedagogical knowledge* refers to the characteristics of effective teaching across disciplines, and *content-specific knowledge* refers to the “new” model of language instruction and assessment); and
- reflective decision-making processes needed to design, implement, and adapt curriculum in culturally authentic contexts.

This *Framework* envisions the ideal New Jersey world language educator of the 21st century as a well-trained professional who possesses the ability to use language in real-life contexts, both social and professional, and who is able to facilitate high-quality language instruction using an interdisciplinary approach. Classroom teachers, nonspecialists, or volunteers who provide world language instruction should also be offered opportunities for professional development. The teacher’s pedagogical knowledge and skills encompass the following:

- recent research in second language acquisition and on the working of the brain;
- theories on childhood development;
- learning theories based on the cognitive approach and instructional methodology dealing with diverse learning styles;
- new assessment initiatives;
- the integration of current cultural practices and products into language learning; and
- the use of multimedia and computer technology.

See Appendix F, Figures 59 and 60, for key terms regarding teacher preparation.