LANGUE ЯЗЫК LENGUAJE SPRACHE 言語

Foreign Language Framework for California Public Schools

Kindergarten Through Grade Twelve

[Please note that the 2003 Foreign Language Framework is not aligned to the World Language Content Standards adopted by the State Board of Education in January 2009. The World Language Content Standards can be viewed and downloaded from the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf. This note was added February 2016]

Adopted by the California State Board of Education, May 2001
Published by the California Department of Education
Sacramento, 2003

Foreign Language Framework for California Public Schools

Kindergarten Through Grade Twelve

Developed by the
Curriculum Development and Supplemental Materials Commission

Adopted by the
California State Board of Education

Published by the
California Department of Education

Publishing Information

When the *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve* was adopted by the California State Board of Education on May 9, 2001, the members of the State Board were the following: Reed Hastings, President; Susan Hammer, Vice President; Robert J. Abernethy, Jacqueline C. Boris, Donald G. Fisher, Nancy Ichinaga, Carlton J. Jenkins, Marion Joseph, Vicki Reynolds, and Suzanne A. Tacheny.

The framework was developed by the Curriculum Development and Supplemental Materials Commission. (See pages vi–viii for the names of the members of the commission and the names of the principal writers and others who made significant contributions to the framework.)

This publication was edited by Allison Smith, working in cooperation with Arleen Burns, Consultant, Professional Development and Curriculum Support Division, and Christopher P. Dowell, Consultant, Curriculum Frameworks and Instructional Resources Division, California Department of Education. It was designed and prepared for printing by the staff of CDEPress, with the cover and interior design created and prepared by Juan Sanchez. Typesetting was done by Carey Johnson. It was published by the Department of Education, 1430 N Street, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2003 by the California Department of Education
All rights reserved

ISBN 0-8011-1570-1

Copies of this publication are available for $15.50 each, plus shipping and handling charges. California residents are charged sales tax. Orders may be sent to the California Department ofEducation, CDE Press, Sales Office, P.O. Box 271, Sacramento, CA 95812-0271; FAX (916) 323-0823. Current information on prices, credit card purchases, and shipping and handling charges may be obtained by calling the Sales Office at (800) 995-4099. Prices on all publications are subject to change.

An illustrated *Educational Resources Catalog* describing publications, videos, and other instructional media available from the Department can be obtained without charge by writing to the address given above or by calling the Sales Office at (916)445-1260.

Prepared for publication
by CSEA members.

Contents

Foreword v
Acknowledgments vi

1 **Rationale for Studying Foreign Languages 1**
Academic Achievement 2
Educational Reform 2
Leadership in the Global Economy 3

2 **Proficiency Levels 4**
Stages of Students' Progress 6
Language Learning Continuum Categories 9

3 **Content of the Foreign Language Curriculum 15**
Language Usage 16
Language Structure 17
Acquisition of a New Language System 18
Text Analysis and Response 21
Cultural Information 22
Comparisons of Language and Culture 23
Content and Instructional Relationships 24
The Development of Literacy 25

4 **Implementation of Curriculum and Instructional Practices 26**
The Use of Instructional Goals to Improve Programs 27
Guidelines for Systematic Instruction 27
Provision of Appropriate Resources 30
Library Media Connections to Foreign Language Instruction 30
Multiple Entry Points and Extended Sequence of Study 31
Universal Access to the Foreign Language Curriculum 32
Multiple Languages 34

5 **Assessment of Students and Evaluation of Programs 37**
Characteristics of Effective Assessment Strategies 38
Purposes of Assessment 38
Forms of Assessment 39
Grade-Level Considerations 42
Portfolios and Assessment 43
Heritage Language Assessments 44
Golden State Examination and *Advanced Placement* and *International Baccalaureate* Examinations 44
Program Evaluation 45

6 **Professional Development 46**
Long-Term Professional Development and Support 47
Professional Development and Retention of New Teachers 47
School District and Site Programs for Professional Development 48
Considerations in Designing Professional Development Programs 48
Undergraduate Preparation 50
The Individual Professional Development Plan 50

7 **The Role of Parents or Guardians, Administrators, and the Community 52**
Administrators 53
Counselors 53
School Boards 53
Students 53
Parents or Guardians 54
Local Communities 54
Businesses and Industry 55

8 **The Criteria for Evaluating Kindergarten-Through-Grade-Eight Foreign Language Instructional Materials 56**
Criteria Category 1: Foreign Language Content/Alignment with Curriculum 57
Criteria Category 2: Program Organization 58
Criteria Category 3: Assessment 59
Criteria Category 4: Universal Access 59
Criteria Category 5: Instructional Planning and Support 60

Selected References 61

List of Figures
1 Language Learning Continuum 10

Foreword

As California's importance in the global economy grows, so does the importance of the state's students becoming proficient in at least one language other than English during the kindergarten-through-grade-twelve educational experience. Acquiring a second language sharpens students' intellectual skills, increases their earning power, and broadens their cultural understanding. Every student deserves to be able to take advantage of these opportunities.

Americans recognize that the ability to communicate in a second language provides access to the world's marketplaces. Many career opportunities are available to people who communicate well in English and are proficient in other languages. Because of its position as a world economic leader and its key location on the Pacific Rim, California offers many jobs in business and government-related occupations. Success in these positions is enhanced by the ability to bridge language and cultural barriers.

Students who study additional languages also learn skills that help them succeed academically in other subjects. They become aware of the interconnectedness of all people and are motivated to learn more about the history, geography, art, and music of the people whose languages they are learning.

Moreover, to learn another language is to enter a new culture. California students often have a unique opportunity in this regard because this state is home to native speakers of many languages other than English. Students studying other languages can capitalize on diversity by interacting with native speakers.

Clearly, knowing languages in addition to English helps prepare students for life and for success in the twenty-first century. However, for students to become truly proficient, fundamental educational changes must be made. To reach that goal, this framework focuses on developing the highest levels of foreign language proficiency for our students so that they gain both the power and the pleasure of communicating effectively in languages other than English.

JACK O'CONNELL
uperintendent of P

REED HASTINGS
President, State Board of Education

Acknowledgments

The development of the *Foreign Language Framework* began in 1997 and required the efforts of many people and the perseverance of concerned persons who believe in the importance of foreign language instruction. The Curriculum Development and Supplemental Materials Commission (hereafter referred to as the Commission) began the development of the framework by convening the Foreign Language Curriculum Framework and Criteria Committee (hereafter referred to as the Framework Committee).

The Framework Committee developed a draft document that was distributed for field review in September and October 1999. The field review draft received many positive comments that pertained to the framework's treatment of assessment, professional development, the needs of heritage language learners, and the importance of learning a language in the appropriate cultural context. However, the field review draft contained standards, and the State Board of Education adopts standards only in those content areas for which the Board has been provided the statutory authority. Because no legislation requires the adoption of standards in foreign language, the Commission began revising the draft document.

The Commission recognized the need to provide flexibility for individual school district programs. Because students may begin their language study at different grade levels, the Commission also realized that the framework needs to provide guidance regardless of whether students begin their language studies at the elementary, middle, or high school level. To address this need the Commission adopted the Language Learning Continuum. A revised version of the draft framework was posted on the California Department of Education's Web site for 30 days before the Commission took action on March 15, 2001. Comments that aided in improving the document were sent to the Commission for presentation to the State Board of Education.

The Board received the draft framework in April 2001 and conducted hearings. Board members provided comments to strengthen the document and requested affirmation of research-based assertions. The framework was subsequently revised and adopted by the State Board of Education on May 9, 2001.

Special thanks are extended to **Monica Lozano,** former State Board of Education member, who provided insightful comments to the final draft of the framework.

The members of the Curriculum Commission when the framework was approved were:

Patrice Abarca, Chair, Curriculum Commission, Los Angeles Unified School District

Susan Stickel, Vice-Chair, Elk Grove Unified School District, Sacramento County

Roy Anthony, Grossmont Union High School District, San Diego County

Note: The titles and organizations of persons listed in this section were current when this publication was developed.

Catherine Banker, Strategic Technologies Partnership, Los Angeles County

Rakesh Bhandari, Los Altos, Santa Clara County

Mary Coronado Calvario, Sacramento City Unified School District

Edith Crawford, San Juan Unified School District, Sacramento County

Milissa Glen-Lambert, Los Angeles Unified School District

Lora L. Griffin (Retired), Sacramento City Unified School District

Viken Hovsepian, Glendale Unified School District, Los Angeles County

Veronica N. Norris, Education Law Attorney, Orange County

Janet Philibosian, Los Angeles Unified School District

Richard Schwartz, Torrance Unified School District, Los Angeles County

Leslie Schwarze, Trustee, Novato Unified School District, Marin County

Karen S. Yamamoto, Washington Unified School District, Yolo County

The members of the Curriculum Development and Supplemental Materials Commission's Foreign Language Subject Matter Committee (SMC) were:

Leslie Schwarze, Chair, Foreign Language SMC; Trustee, Novato Unified School District, Marin County

Mary Coronado Calvario, Vice-Chair, Foreign Language SMC; Sacramento City Unified School District

Rakesh Bhandari, Los Altos, Santa Clara County

Edith Crawford, San Juan Unified School District, Sacramento County

Susan Stickel, Elk Grove Unified School District, Sacramento County

The Foreign Language Curriculum Framework and Criteria Committee, which created the field review draft document, were:

Amado Padilla, Chair, Foreign Language Curriculum Framework and Criteria Committee; Stanford University

Peter Aguirre, Ventura Unified School District

June Ann Campbell, Sequoia Union High School District, San Mateo County

Margarita Gonzalez, Los Angeles Unified School District

Anne Jensen, Palo Alto Unified School District, Santa Clara County

Mary Lou Nava-Hamaker, Capistrano Unified School District, Orange County

Suzie Oh, Los Angeles Unified School District

Margarita Ravera, Ministry of Education, Spain

Patricia Rice, Office of the Kern County Superintendent of Schools

Joy Shiozaki-Kawamoto, ABC Unified School District, Los Angeles County

Alan Svidal, San Diego Unified School District

Russell Swanson, Los Angeles Unified School District

Marjorie Tussing, The California State University, Fullerton

The writer for the committee was **Sally Kiester,** Menlo Park, California.

The writer who initially revised the draft document following the field review was **Julian Randolph,** Professor Emeritus, San Francisco State University. In addition, he provided comments on later drafts that improved the framework.

Other contributors were:

Brandon Zaslow, California Foreign Language Project and Granada Hills High School, Los Angeles County, provided guidance on the intricacies and implications of the Language Learning Continuum.

Williamson Evers, Hoover Institution, helped to improve the academic soundness of the framework by providing his own analysis and by forwarding comments from linguists.

Duarte Silva, Executive Director, California Foreign Language Project, and **Hal Wingard,** Executive Director, California Language Teachers Association, read and commented on numerous drafts.

Kathleen Robinson, Past President of the California Classical Association-South, reviewed the text on classical languages.

The California Department of Education staff members who provided the necessary administrative support were:

Leslie Fausset, Chief Deputy Superintendent, Policy and Programs

Joanne Mendoza, Deputy Superintendent, Curriculum and Instructional Leadership Branch

The Department staff members overseeing the completion of the framework were:

Sherry Skelly Griffith, Executive Secretary to the Curriculum Commission and Director, Curriculum Frameworks and Instructional Resources Division

Thomas Adams, Administrator, Curriculum Frameworks Unit

Special acknowledgment is given to **Arleen Burns,** Consultant, Curriculum Leadership Unit, for her efforts in completing the framework.

Other Department staff members who helped at various stages of this project were:

Jacqueline Brownlee, Consultant, Special Education Division

Nancy Brynelson, Consultant, Curriculum Frameworks and Instructional Resources Unit

Mary Hull, Office Technician, Curriculum Frameworks and Instructional Resources Unit

Ron Kadish, Director, State Special Schools and Services Division

Christine Rodrigues, Consultant, Curriculum Frameworks and Instructional Resources Unit

Nancy Grosz Sager, Consultant, State Special Schools and Services Division

Lino Vicente, Analyst, Curriculum Frameworks and Instructional Resources Unit

Tracie Yee, Analyst, Curriculum Frameworks and Instructional Resources Unit

Chapter 1

Rationale for Studying Foreign Languages

Studying a foreign language completes and improves a student's education while providing the foundation for further personal enrichment, scholastic achievement, and economic opportunities. The need for California students to learn and understand a foreign language is more evident today than in times past. In recent years California has been transforming its education system so that children, the state's future leaders, are able to meet the challenges of the twenty-first century. This framework seeks to improve foreign language education by relying on the guidelines of the Language Learning Continuum (for more information, see Chapter 2, Figure 1). It describes what students

should know and be able to do as a result of learning a second language. The continuum sets clearly defined goals while allowing for flexibility in the local curricula. The need for foreign language instruction for all students is clearly evident in the context of academic achievement, educational reform, and leadership in the global economy.

Academic Achievement

The ability to communicate in a language other than one's own enables students to grow academically and personally. Competence in communicating in languages in addition to English enriches learning and creates a new foundation for intellectual growth that is unique to language studies. Students are not only mastering another subject but also creating a new source of academic and personal enrichment. The student of music who studies Italian learns the language of many nineteenth-century operas; the student of science who studies German finds an opening to another community of scientists; the student of economics who studies Chinese comes to understand the full effects of globalization. In short, learning a language opens new doors and expands a student's opportunities to learn.

The ability to communicate in a language other than one's own enables students to grow academically and personally.

Learning a new linguistic system means acquiring an objective view of one's native language and, indeed, of one's own culture. The structural elements of language, the range of ideas expressible in a language, the intense interdependence of language and culture—all these become apparent as the student becomes increasingly proficient in a new language. With these understandings comes a more sophisticated appreciation of the structures and the patterns of the new language as well as a better understanding of the learner's own language.

Rather than seeing foreign language studies as simply another area of study, foreign language stakeholders should see such studies as a vital partner in enhancing students' achievements in all areas.

Educational Reform

Support for studying foreign languages is to be found in the recent reforms in California's education system. In 1995 California began reforming its school system so that students would attain the knowledge and the skills that they will need to succeed in the information-based, global economy of the twenty-first century. The creation of academic content standards in language arts, mathematics, science, and history–social science established the overall goal of California's education system—international comparability. In advanced and developing countries, students are expected to become competent in one foreign language and to have studied a third language by the time they complete their secondary education. This framework seeks to promote foreign language instruction and acquisition and to assist California in reaching the international standard.

This framework supports another important reform—the extension of advanced placement opportunities. In 1998 Assembly Bill 2216 (Chapter 793) was signed into law by then-Governor Pete Wilson. This legislation seeks to create more opportunities for students, especially those in economically disadvantaged areas, to take advanced placement courses. The advanced placement program, which is overseen by the College Entrance Examination Board, gives students the chance to earn college credit in high school. Such courses are demanding, but they also create an expectation that students will be college bound. By relying on the Language

Learning Continuum, the *Foreign Language Framework* seeks to prepare more students at the elementary, middle, and high school levels for further foreign language studies, including advanced placement courses.

Leadership in the Global Economy

If California students are to become world-class business leaders, they will require an education comparable to their overseas peers. European and Asian students begin their foreign language education in elementary school. Educators and policymakers in their countries recognize that language instruction begun at an early age allows students more time to develop proficiency. In Germany children begin to study a foreign language in grade five; in Japan and South Korea, children begin in grade six. Consequently, in international business negotiations, most of today's business leaders in California know less about the Japanese culture and language than their Japanese counterparts know about English and the culture of the United States (*Restructuring California Education* 1988).

Communication across distances and cultures every day becomes more essential to global understanding and economic prosperity. Nowhere is this statement truer than in California, which has a dynamic international economy and a multiethnic population. In its report *Vision: California 2010,* the California Economic Development Corporation notes that the state is the sixth greatest economic power in the world and emphasizes that education must play the primary role if California is to sustain this position. The report strongly recommends that one strategy for higher education should be to "internationalize all curricula to provide greater understanding of our place in the global economy, through international studies and stronger requirements for foreign languages and cultures" (Saenger and others 1988, 30).

In the world marketplace, students in the United States compete with students from other countries who have been required to learn two or three languages (Pitkoff and Roosen 1994). The need to be competitive is expressed by the California Business Roundtable in its report *Restructuring California Education* (1988). California competes in the world economy with an increasing emphasis on the new markets of the Pacific Rim. If California businesses are to reach their global economic potential, their representatives will need to know the culture and the customs of business representatives from other countries with whom they are negotiating.

Communication across distances and cultures every day becomes more essential to global understanding and economic prosperity.

California reflects the realities of the global economy; its schools are the meeting grounds for the world's languages. More than 300 languages are spoken in the state's schools, and virtually all schoolchildren meet classmates whose home language is different from their own. Their careers, associations, and friendships will bring young Californians' into contact with diverse peoples, communities, and cultures. As noted by the business leaders, tomorrow belongs to those whose language skills enable them to build bridges to new peoples and cultures. Foreign language studies create a basis not only for understanding one's classmates but also for welcoming the opportunities of the international marketplace.

Tomorrow belongs to those whose language skills enable them to build bridges to new peoples and cultures.

Chapter 2

Proficiency Levels

Students in foreign language courses seek to attain proficiency in listening to, speaking in, reading in, and writing in another language or other languages. Teachers seek to impart necessary knowledge and skills to students who are discovering the joy of learning another language and culture. If teachers and students are to attain these goals, the goals of instruction must be clearly defined and explicitly stated. For too long, language students in California have been judged by the number of years they have spent in the classroom rather than by their actual performance in the target language. If second language instruction is to be effective, programs offered at different

levels—elementary, middle, and high school and beyond—must be carefully articulated. Benchmarks must be clearly stated for students who begin their study at specified points in the curriculum and who continue their studies for extended periods of time. Successful instruction is measured not simply by the amount of time spent in the classroom but also by the level of students' abilities in listening, speaking, reading, and writing. To that end the *Foreign Language Framework* relies on the model of the Language Learning Continuum (see p. 10).

The writers of this framework gratefully acknowledge the contribution to this publication of "Framework-Aligned Instruction," a document produced by Brandon Zaslow for use at the School of Education, University of California, Los Angeles (2002b). The writers are also deeply indebted to the efforts of the Articulation and Achievement Project for developing the Language Learning Continuum. The Articulation and Achievement Project was developed through the collaborative efforts of the College Entrance Examination Board, the American Council on the Teaching of Foreign Languages, and the New England Network of Academic Alliances. The project defined students' progress in learning a foreign language by "using clear, objective criteria, with the hope of transforming topic- and structure-based curricula and instruction into a coherent and realizable performance-based model" (*Articulation and Achievement* 1996, 16).

The Language Learning Continuum "describes what students . . . *should know and be able to do* as a result of" studying a second language. Although the continuum presents a model of stages of progression in the process of acquiring a second language, "diverse characteristics of individual classroom situations will influence learning outcomes at any particular stage" of instruction (*Articulation and Achievement* 1996, 16). A student's performance depends on such factors as the:

- "age of the learner,
- scheduling patterns of the language program,
- methodology employed,
- abilities and interests of the instructor,
- scope and sequence of the language program,
- abilities and interests of the learner,
- availability and use of technology,
- physical location and setup of the facilities provided for learning,
- authenticity of the cultural environment and materials, and
- exposure to native speakers and foreign travel" (*Articulation and Achievement* 1996, 18–19).

For too long, language students in California have been judged by the number of years they have spent in the classroom rather than by their actual performance in the target language.

These variables play an especially important role in California classrooms. For example, most students do not begin second language instruction until grade nine, and they will not progress as quickly on the Language Learning Continuum as they would have if they had enrolled in language instruction at an earlier age. At the same time, California's population is fast becoming a mirror of the linguistic and cultural diversity of the world outside the United States. California is home to many native speakers of languages other than English. The rich tapestry of our state's diversity creates exciting possibilities for enhancing foreign language education. Educators can capitalize on interaction with these community resources, thereby promoting students' advancement on the Language Learning Continuum. Examples of such endeavors are as follows:

California's population is fast becoming a mirror of the linguistic and cultural diversity of the world outside the United States.

- Students communicate on a personal level with speakers of the language through letters, e-mails, audiotapes, videotapes, and other electronic media.

- Students interview professionals to determine the role that the target language plays in the professionals' successfully carrying out their duties.
- Students render service in a community organization in which the clientele speak the target language.
- Students participate in appropriate career internships in which language use contributes to a successful experience.
- Students interact with peers who are native speakers of the target language in the classroom setting.

Stages of Students' Progress

This section describes the stages of students' progress along the Language Learning Continuum:

"**Stage I** begins when a student starts to learn a second language" and "may occur at any age; it may encompass a four- to five-year sequence that begins in the elementary or middle school, a one- to two-year high school program, or a one- to two-semester college or university program" (*A Challenge to Change* 1999, 22).

"Stage I Proficiency is characterized as the ability to comprehend and produce formulaic language (memorized words, phrases and sentences; in some instances paragraphs). Stage I language users deal with discrete elements of daily life in highly predictable common daily settings. When listening or reading, Stage I language users comprehend when memorized content (formulaic language) is well rehearsed and when speakers or writers are highly sympathetic. When speaking or writing, users functioning within this stage are unintelligible even to highly sympathetic listeners or readers unless the memorized content (formulaic language) is well rehearsed" (Zaslow 2002b, 2). Persons functioning within Stage I of the Language Learning Continuum can comprehend a list of goods from a target culture and purchase desired goods with the appropriate currency.

Stage II represents "a progression in terms of gradually increasing vocabulary acquisition, fluency, aural and reading comprehension, and sophistication in written and oral expression. The Stage II student may be in middle or high school at the traditional levels 1, 2, or 3, or a college or university student in a second-semester course" (*A Challenge to Change* 1999, 26).

"Stage II Proficiency is characterized as the ability to comprehend and produce created language (sentences and strings of sentences). Stage II language users deal with everyday courtesy requirements and topics related to self and the immediate environment in some informal and transactional settings. When listening or reading, Stage II language users comprehend sympathetic speakers or writers using created language. When speaking or writing, users functioning within this stage are intelligible to sympathetic listeners or readers when using created language"

(Zaslow 2002b, 3). Persons functioning within Stage II of the Language Learning Continuum can understand a job advertisement from the target culture and explain why they should be considered for employment.

"**Stage III** is a pivotal stage, as students move from the comfort of learned material to the challenging world" of creating with the language. Students begin to adapt vocabulary to personal needs and to pursue their own interests in the language; in short, they become independent users of the language. The students' repertoire of vocabulary and grammatical structures increases, but as students attempt more original and complex tasks and communications, their accuracy often decreases (*A Challenge to Change* 1999, 30–31).

"Stage III Proficiency is characterized as the ability to comprehend and produce planned language (paragraphs and strings of paragraphs). Stage III language users deal with concrete and factual topics of public interest (the external environment) in most informal and some formal settings. When listening or reading, Stage III language users comprehend non-sympathetic speakers or writers using planned language. When speaking or writing, users functioning within this stage are intelligible to non-sympathetic listeners or readers when using planned language. . . . Individuals functioning within Stage III on the Language Learning Continuum can understand the explanation of a work-related process provided by a target-culture employer and describe the results when the required task is completed" (Zaslow 2002b, 3).

"It is at Stage III that the relationship of classroom study to genuine language acquisition becomes problematic. . . . [M]any students of Stage III (generally those in the third or fourth year of language study) . . . [can demonstrate] their knowledge of the rules and structure of the language and . . . [can read] materials appropriate to their level of study . . . [but are] simply unable to put it all together when asked to speak and write." Many of these students subsequently are not encouraged to continue their studies in the language, even though they were quite successful at Stages I and II. "The time needed to successfully complete the outcomes specified for Stage III varies considerably among individual learners . . . [and] successful completion of Stage III generally requires more than a traditional third-year high school course or a third or fourth semester of college or university study" (*Articulation and Achievement* 1996, 19–20).

"Within Stage III, learners possess very different backgrounds and profiles. At the high school level, many have successfully completed first- and second-year courses . . . while at the college level, students enter Stage III by several routes—most commonly from beginning college or university courses or by having completed three or four years of high school study. However, some students enter Stage III courses with other backgrounds, which may include:

- an extended sequence of language instruction that began in elementary or middle school,
- immersion or intensive programs in the United States and/or other countries, and
- a home background in the language chosen for study" (*A Challenge to Change* 1999, 31).

"**Stage IV** students tend to be risk-takers, willing to make mistakes and to self-correct. These students explore topics that are less familiar, experiment with more complex structures associated with advanced functions, and engage in more

elaborate, extended, and well-organized discourse. . . . Students who achieve Stage IV outcomes are likely to have completed four to six years of middle and high school foreign language study, or five to eight semesters of college or university study. Additionally, these students may have spent significant time in a country where the target language is spoken" (*A Challenge to Change* 1999, 37).

"Stage IV Proficiency is characterized by the ability to comprehend and produce extended language (oral and written essays). Stage IV language users deal with unfamiliar, abstract, practical, social, and professional topics in most formal and informal settings and problem situations. When listening and reading, Stage IV language users comprehend non-sympathetic speakers or writers using formal, extended language. When speaking or writing, users functioning within this stage are intelligible to non-sympathetic listeners or readers when using formal, extended language. . . . Individuals functioning within Stage IV on the Language Learning Continuum can comprehend a non-technical lecture in a target-culture university setting and discuss the information gained during the presentation to a target-culture colleague" (Zaslow 2002b, 3).

"**Stage V** is truly a very specialized stage in language development. Not all students will aspire to this stage, and it is a rare occurrence at the secondary level. However, with sufficient time, opportunity, and practice, nonnative speakers should be fully capable of realizing Stage V outcomes. . . . Nevertheless, at the present time, it appears that few students . . . actually reach this stage" (*A Challenge to Change* 1999, 41).

"Stage V Proficiency is characterized by the ability to comprehend and produce most forms and styles of extended language tailored to various audiences from within the target-culture framework. Stage V language users deal with all topics and in all settings pertinent to professional needs. When listening or reading, Stage V language users comprehend non-sympathetic speakers or writers using tailored, extended language. When speaking or writing, users functioning within this stage are intelligible to non-sympathetic listeners or readers when using tailored, extended language. . . . Individuals functioning within Stage V on the Language Learning Continuum can understand the point of view of a representative of a target-culture government, interpret for dignitaries," and conduct business negotiations with representatives of the target culture (Zaslow 2002b, 3).

"The Stage V student is likely to be highly motivated and interested in pursuing further education and/or career opportunities where knowing a second or third language is a distinct advantage. Although some high school students with immersion experience may reach Stage V, the majority of Stage V learners are at the college and university level. The Stage V outcomes are included in the Language Learning Continuum for the following reasons:

- Some students who are already beginning to function at Stage V need a challenge beyond the Stage IV outcomes.
- Although not all students will be able to achieve Stage V outcomes, they still need opportunities and practice at this level so that a strong foundation is provided for those who wish to move beyond Stage IV" (*A Challenge to Change* 1999, 41, 43).
- "It is likely that, as stronger elementary and middle school foreign language programs are developed, the number of Stage V students will increase" (*Articulation and Achievement* 1996, 21–22).

- "College and university colleagues who teach world literature in the target language may find Stage V descriptions useful as a bridge between the Language Learning Continuum and the competencies necessary for the advanced study of literature. In the interest of a more coherent curriculum, dialogues between specialists in language acquisition and specialists in literature should continue.

"Unlike the earlier stages, Stage V has no ceiling. The learning outcomes presume a wide focus that is not limited to literary content. Business and other professional endeavors, study abroad experiences, and a variety of graduate courses may all serve as points of departure for achieving Stage V outcomes" (*A Challenge to Change* 1999, 43).

Language Learning Continuum Categories

Each stage of the Language Learning Continuum comprises five categories—function, context, text type, accuracy, and content. A description of each of these categories is provided below:

- "**Function:** what a student can do with the language at a given stage. Functions are specific language-based tasks normally performed in the course of daily life, such as relating an event, giving advice, reading for information, listening to a news report, and communicating ideas in writing.
- **Context:** the settings in which students can reasonably be expected to perform the functions described for a given stage. Context refers to the settings or situations in which a particular function may take place. For example, greeting and leave-taking generally occur in the context of a face-to-face meeting and conversation. Context provides a delivery system, answering the questions: 'where?' 'when?' and 'with whom?'
- **Text type:** the structure of written or spoken language as it occurs at various stages in students' language development. In the Language Learning Continuum, text type refers to the kind of sentence structures students normally use at a given stage. While exceptions occur, typical students progress from single words and short phrases to sentences and paragraphs. Naturally, the age of students and their level of sophistication in the use of their primary language is a significant factor in the consideration of text type.
- **Accuracy:** the degree to which student performance is structurally and sociolinguistically correct. Accuracy is the term that qualifies the linguistic behavior of language learners and answers 'how well?' Sociolinguistic factors, vocabulary, syntax, pronunciation, and fluency interact closely in the consideration of accuracy, and all play an important role.
- **Content:** the subjects about which a student at a given stage is able to communicate. Content refers to the relative complexity of the information understood or conveyed by learners—what topics of discussion students are able to understand, and talk and write about. Examples include familiar topics such as school and family, as well as more advanced topics such as current events, history, art, and literature. Content is the substance of communication" (*A Challenge to Change* 1999, 21–22).

Figure 1 describes the expected learning outcomes at each stage in terms of the five continuum categories.

Figure 1

Language Learning Continuum
STAGE I

FUNCTION

Students develop the ability to:

- greet and respond to greetings;
- introduce and respond to introductions;
- engage in conversations;
- express likes and dislikes;
- make requests;
- obtain information;
- understand some ideas and familiar details;
- begin to provide information.

CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs and short narratives;
- when writing notes, lists, poems, postcards, and short letters.

TEXT TYPE

Students can:

- use short sentences, learned words and phrases, and simple questions and commands when speaking and writing;
- understand some ideas and familiar details presented in clear, uncomplicated speech when listening;
- understand short texts enhanced by visual clues when reading.

ACCURACY

Students:

- communicate effectively with some hesitation and errors, which do not hinder comprehension;
- demonstrate culturally acceptable behavior for Stage I functions;
- understand most important information.

CONTENT

Stages I and II often include some combination of the following topics:

- ***the self:*** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- ***beyond self:*** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

Figure 1 (Continued)

Language Learning Continuum
STAGE II

FUNCTION

Students expand their ability to perform all the functions developed in Stage I. They also develop the ability to:

- make requests;
- express their needs;
- understand and express important ideas and some detail;
- describe and compare;
- use and understand expressions indicating emotion.

CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction;
- when listening, in social interaction and using audio or video texts;
- when reading, using authentic materials, e.g., short narratives, advertisements, tickets, brochures, and other media;
- when writing letters and short guided compositions.

TEXT TYPE

Students can:

- use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening;
- create simple paragraphs when writing;
- understand important ideas and some details in highly contextualized authentic texts when reading.

ACCURACY

Students:

- demonstrate increasing fluency and control of vocabulary;
- show no significant pattern of error when performing Stage I functions;
- communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions;
- understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions.

CONTENT

Stages I and II often include some combination of the following topics:

- ***the self:*** family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, size and quantity, and pets and animals.
- ***beyond self:*** geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

Figure 1 (Continued)

Language Learning Continuum
STAGE III

FUNCTION

Students expand their ability to perform all the functions developed in Stages I and II. They also develop the ability to:

- clarify and ask for and comprehend clarification;
- express and understand opinions;
- narrate and understand narration in the present, past, and future;
- identify, state, and understand feelings and emotions.

CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction and in simple transactions on the phone;
- when listening, in social interaction and using audio or video texts;
- when reading short stories, poems, essays, and articles;
- when writing journals, letters, and essays.

TEXT TYPE

Students can:

- use strings of related sentences when speaking;
- understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when listening;
- create simple paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

ACCURACY

Students:

- tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning;
- generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words, as well as patterns of mispronunciation and intonation;
- generally use culturally appropriate behavior in social situations;
- are able to understand and retain most key ideas and some supporting detail when reading and listening.

CONTENT

Content includes cultural, personal, and social topics such as:

- history, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields;
- career choices, the environment, social issues, and political issues.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

Figure 1 (Continued)

Language Learning Continuum
STAGE IV

FUNCTION

Students expand their ability to perform all the functions developed in Stages I, II, and III. They also develop the ability to:

- give and understand advice and suggestions;
- initiate, engage in, and close a conversation;
- compare and contrast;
- explain and support an opinion.

CONTEXT

Students can perform these functions:

- when speaking, in face-to-face social interaction, in simple transactions on the phone, and in group discussions, prepared debates, and presentations;
- when listening, in social interaction and using audio or video texts, including TV interviews and newscasts;
- when reading short literary texts, poems, and articles;
- when writing journals, letters, and essays.

TEXT TYPE

Students can:

- use simple discourse in a series of coherent paragraphs when speaking;
- understand most authentic spoken language when listening;
- create a series of coherent paragraphs when writing;
- acquire knowledge and new information from comprehensive, authentic texts when reading.

ACCURACY

Students:

- can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary;
- demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate;
- are able to understand and report most key ideas and some supporting detail when reading and listening.

CONTENT

Content embraces:

- concepts of broader cultural significance, including institutions such as the education system, the government, and political and social issues in the target culture;
- topics of social and personal interest such as music, literature, the arts, and the sciences.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

Figure 1 (Continued)

Language Learning Continuum
STAGE V

FUNCTION

Students expand their ability to perform all the functions developed in Stages I, II, III, and IV. They also develop the ability to:

- conduct transactions and negotiations;
- substantiate and elaborate opinions;
- convince and persuade;
- analyze and critique.

CONTEXT

- Students can perform these functions in almost any context, including many complex situations.

TEXT TYPE

- Students can perform these functions in extended discourse when appropriate.

ACCURACY

Students:

- use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses;
- comprehend significant ideas and most supporting details.

CONTENT

Content embraces:

- concepts of broader cultural significance, including social issues in the target culture, such as the environment and human rights;
- abstract ideas concerning art, literature, politics, and society.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 14–18. Copyright © 1999 by College Entrance Examination Board. Reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

The continuum provides clear benchmarks by which instructors can monitor students' progress.

The concepts embodied in the Language Learning Continuum illustrate a marked departure from the manner in which foreign languages traditionally have been taught in California. Instead of merely relying on the amount of time students study the target language, the continuum provides clear benchmarks by which instructors can monitor students' progress. It assists teachers in measuring students' learning on the basis of the students' abilities to perform in the target language in culturally appropriate ways. Using the Language Learning Continuum presents a major challenge to California's language instructors. Moreover, it has broad implications for curriculum planning, assessment, and professional development. These areas are discussed in subsequent chapters of this document.

Chapter 3

Content of the Foreign Language Curriculum

A major goal of foreign language instruction in California is to increase students' literacy in languages other than English, thereby also increasing their literacy in English. The concept of literacy encompasses the students' ability to read with understanding, to write with clarity and accuracy, to understand what is heard, and to speak comprehensibly with accurate grammar and pronunciation.

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. To communicate successfully in another language, students develop facility with the language,

familiarity with the cultures that use the language, and an awareness of the ways in which language and culture interact in society. Students then apply this knowledge as they express ideas in a foreign language. Reaching this goal is central to developing literacy in any language.

Learning another language allows students to gain a knowledge and an understanding of the cultures that use that language. It can be said that students who master the cultural contexts in which the language occurs truly master the language. Moreover, learning languages provides connections to bodies of knowledge unavailable to monolingual English speakers. Language students develop a greater insight into their own language and culture through comparisons and contrasts with the languages they learn. These elements of language acquisition enable students to participate in multilingual communities both at home and around the world in a variety of contexts and in culturally authentic ways.

Learning another language allows students to gain a knowledge and an understanding of the cultures that use that language.

Students need to be able to use the target language for real communication by speaking; understanding what others are saying; reading; and interpreting written materials—all in the target language. In enabling students to progress toward the achievement of literacy in a foreign language, teachers provide direct instruction in each of four modes of expression: listening, speaking, reading, and writing.

Language Usage

Learning a language is a complex process, whether the language is acquired in infancy as a first language or later in life as a second or third language. In either case the learning process consists of acquiring a language system rather than learning a series of disconnected components. A language system consists of not only grammar rules and vocabulary but also such elements as gestures and other forms of nonverbal communication. In addition, a language system includes discourse, whereby speakers learn what to say to whom and when.

Knowing a language involves being able to carry out a large variety of tasks in the language learned. It involves knowing which sounds are used in the language and which are not, knowing that certain sound sequences make up meaningful words, and being able to combine words to form phrases and phrases to form sentences. It means having a command of the linguistic system—the phonology, orthography, morphology, syntax, and semantics—of a language.

The specific elements of the language system to be learned in a foreign language classroom will naturally vary by language. For example, some languages will require students to learn entire new alphabets, whereas other languages will present learners with modifications of a few letters. Some languages will have vastly different sentence structures; others will appear to be more familiar. Familiarity with the language system alone is not enough to enable students to engage in successful communicative activities. Learners also acquire, through specific and focused instruction, the strategies that assist them in bridging communication gaps that result from differences of language and culture. Examples of these strategies are circumlocution (saying things in different ways), using context clues, understanding, interpreting, producing gestures effectively, and asking for and providing clarification.

Teachers assist their students in achieving literacy in another language by planning direct instruction that is based on appropriate learning strategies. Such learning strategies consist of focusing students' attention on learning; teaching students

how to organize in advance by previewing, skimming, or reading to glean basic information; aiding students to summarize what they have just learned; and teaching students specific questioning strategies to ask for clarification or explanation. Students are able to apply these learning strategies to tasks in other disciplines in effective ways. In turn, students are able to apply the strategies that work best for them, long after they leave the classroom, for a lifetime of learning.

Language Structure

Students acquiring a new language learn how the language works. They learn the syntax of the language. Students learn how words are combined into larger units, such as sentences, to achieve intended meanings. They learn how to produce strings of words that conform to the syntactic rules of the language, or grammatical sentences. Students learn the correct pronunciation of the written language. They learn that punctuation in other languages can differ from punctuation in English. For example, students learn that in Spanish the question mark not only follows a question but also precedes the question in an inverted form. They learn the phonology, morphology, and semantics of the language. In short, students learn the grammar of the new language while learning how to communicate.

Students learning a new language learn the sound patterns, or *phonology,* of a language and the spellings that represent these sounds. For example, in some languages students learn sounds that do not exist in English. Students of French learn to produce nasalized vowels in such words as *vin* (wine), *an* (year), and *brun* (brown), and they learn how these sounds are represented in writing. In using a language for communication, speakers relate the sounds that they produce and hear to the language system being used to convey meaning. For example, some languages, such as Chinese, are tonal. In acquiring these languages, students learn that the same sounds may have different meanings when the sounds are produced in a low, medium, or high pitch or in a falling or a rising pitch. In some languages written meaning is transmitted through pictographs rather than through an alphabet. Students then learn a writing system that is completely different from English.

In languages that are not tonal, students learn that pitch still plays an important role. For example, in English one can say, "He bought the book." One can also ask, "He bought the book?" Whether the sentence is said as a statement or as a question depends on a rising or a falling intonation at the end of the sentence. In addition, students learn stress patterns that are different from those in English. Stress patterns relate to individual syllables in multisyllabic words and to individual words in complete utterances.

Students acquiring a new language learn how the language works.

Students who are learning a new language learn the *morphology,* or the rules by which words are formed. They learn how suffixes and prefixes influence the meaning of words. For example, in Turkish, the suffix *–ak* is added to a verb to make a noun: *bat* means "to sink," and *batak* means a "sinking place" or "marsh/swamp." Some languages, such as Bontoc, a language spoken in the Philippines, have infixes. An *infix* is a component that is added to the middle of a word to change its meaning. In other languages inflectional endings are used to indicate tense.

Students who are learning a new language learn the *semantics,* or the meaning of words. For example, they learn *homonyms*—different words that are pronounced the same way but that have different meanings. They also learn

synonyms—words that have the same or nearly the same meaning. And they learn *antonyms*—words that have opposite meanings. In addition, students learn *idioms*—fixed phrases that have meanings that cannot be inferred by knowing the meanings of the individual words or phrases whose syntax is different from the usual syntax.

In addition to learning how words are formed and how they relate to meaning, students learn how context influences the way sentences are interpreted. For example, in French one can say, "Elle est belle." This can mean, "She is pretty," or it can mean, "It is pretty." The context in which the sentence is used determines which meaning is appropriate. (In French, *elle* is a feminine pronoun that can refer to an object or to a female person or animal.) Since words are limited in their meanings by context, the range of referents in translating does not always match across languages.

To develop this literacy in a foreign language, students gain knowledge about the new language system and become able to use that knowledge to communicate.

Acquisition of a New Language System

The effective use of language can be viewed as combining individual words in specific ways to make phrases, combining phrases into sentences, and combining sentences into paragraphs. When a person implements this process effectively, he or she is thought to be literate in a language. To develop this literacy in a foreign language, students gain knowledge about the new language system and become able to use that knowledge to communicate. Such knowledge and abilities can be achieved through direct instruction and guided practice orchestrated by a teacher. In presenting such activities, the teacher considers three essential components: function, topics, and context.

Function. Function refers to linguistic tasks that students perform, such as asking for and responding to information, narrating past activities, describing events, expressing preferences, and persuading. Function plays a significant role in determining appropriate content. Indeed, it is the foundation on which lessons and units of instruction are built. The teacher determines the function or functions to be learned as a first step in implementing any lesson or unit of instruction. Next, the teacher decides on the topics, or subjects, to be learned and the specific vocabulary and language structures that are appropriate for the students' level of maturity, cognition, and language proficiency. By using appropriate instructional materials and other resources, the teacher provides direct instruction that gives students the opportunity to practice the specific language elements to be learned.

Content. A variety of content topics may be used as the focus of instruction at any given level, except when specific vocabulary or specific language structures are beyond the cognitive development of the learners. For example, beginning students of Spanish can practice reflexive verbs in such topics as "getting ready for school" or "visiting the doctor." At the same time, the topic of "getting ready for school" could be the focus of instruction in intermediate and advanced classes, in which case the language itself would become appropriately more complex.

Examples of appropriate topics as students progress are geography, cultural and historical figures, careers, places, and events. Topics appropriate for language learning in the school setting are of two kinds: social and academic. Social language is language that students use to communicate their interests. Academic language is more formal and relates to the vocabulary and language structures that

students need to succeed in their academic studies. As students advance in attaining proficiency, it is important that topics requiring academic language are increasingly used. Although the focus at the beginning level may be placed more on social language, academic language also needs to be introduced. At intermediate and more advanced levels, the focus is increasingly placed on academic language and a more sophisticated development of social language.

Context. Context comprises the settings in which one uses language. Examples of contexts are formal or informal settings. Whether oral or written, language conveys meaning best when the situation and the setting in which it is used are known. Context also helps define and clarify the meaning of a language that is new to the learner. There are elements of language that are appropriate in some contexts but inappropriate in others. For example, such languages as French and Spanish have more than one form of the pronoun "you." In these languages one form is used to address elders while another is used to address children. In Asian languages an honorific system designates the use of different forms, depending on the status of the person being addressed. Knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate.

Vocabulary and Concept Development

Vocabulary and concept development is another important component of acquiring a new language system. For infants and young children who are learning their first language at home, the development of vocabulary and language structure occurs as an integral part of the development of concepts. For example, when a young child learns to say "Dada work," he or she is associating these words with the concept of parents or guardians being away from home. By the time children attend school, they have already acquired a rich reservoir of concepts associated with the home language. When these children learn another language, their process entails associating the new language with concepts previously acquired.

The primary use of language is to convey concepts and meaning; therefore, it is essential that foreign language teachers

provide direct instruction to ensure that students understand the meaning of the vocabulary and the structures that they are learning to use. In addition to knowing the denotation of words and phrases, students need to understand the meaning of idiomatic expressions. Direct instruction on the relationship of root words to word families assists in this endeavor. As students become increasingly proficient, they learn the etymology of key words, especially as this information relates to the English language. In this context the study of Latin aids students in developing proficiency in English.

Modes of Expression

Four modes of expression—listening, speaking, reading, and writing—constitute the paths by which information and concepts are transmitted from one person to another. Listening and reading are receptive skills; speaking and writing are productive skills. Teachers need to be sure that students understand the new utterances that they hear before the students try to produce those utterances comprehensibly. It is clear that students cannot create the language they are learning; they must first receive input from the teacher, recordings, or text material. At each level of proficiency, students who are literate in the language being studied are able to comprehend what they hear and read. They are able to express themselves comprehensibly through speaking and writing. Proficiency in each of these modes reinforces proficiency in the others. All four modes of expression are important elements of the foreign language curriculum.

In addition, three categories of discourse describe language use on the basis of receptive and productive skills; the categories are *interactive comprehension and production, receptive comprehension,* and *comprehensible production.* In using the first category of discourse, *interactive comprehension and production,* students communicate during many activities with peers or with adults on topics that relate to their lives. This communication can be oral, such as in telephone conversations, or written, such as in correspondence with friends through e-mail. These activities provide for an exchange of ideas. If one party does not understand the interchange, it is relatively simple to achieve understanding by seeking clarification. The interactive comprehension and production category of discourse is common in the social use of language.

The second category of discourse is *receptive comprehension.* Reading a book and viewing a documentary, activities that preclude seeking clarification from the author or narrator, exemplify this category. In such cases the reader or listener relies solely on his or her reservoir of concepts and language decoding skills for comprehension.

The third category is *comprehensible production.* Examples of activities that exemplify this category are completing a job application and delivering a speech to the student body as a part of a school campaign for elective office. During such activities the writer or speaker makes a presentation that precludes any seeking of clarification of meaning by the reader or listener. Such circumstances place a responsibility on the writer or speaker to use language with clarity and accuracy. The comprehensible production category of discourse is common in the academic use of language.

Heritage language learners (see p. 35) may bring strong communication skills in their home language to the classroom in the interactive comprehension and production category. Nonetheless, these learners still must develop the ability to use the language in the second and third

language discourse categories—receptive comprehension and comprehensible production. Such learners may also need to develop skills in using a more formal register in the classroom than they use at home. Direct instruction by teachers allows these students to improve existing strengths in the language at more sophisticated levels and to develop strengths in areas for which the home background has already provided support. In addition, heritage language learners acquire literacy skills that contribute to their overall academic experience.

Text Types

A *text type* is a language unit with a formal structure, such as a word, a phrase, a sentence, and a paragraph. Knowledge of text types constitutes another important element of acquiring a new language system. The foreign language curriculum's content enables students to progress systematically from simple to complex and from brief to extensive expressions of language.

Specifically, the process of language development consists of a progression of three stages. At first, students use and comprehend unanalyzed language units, such as words, phrases, and some sentences—both orally and in writing. Next, students break apart and analyze language samples and recombine them to create their own sentences. In addition, ideas may begin to flow across sentences. This stage occurs both orally and in writing. Finally, students organize created utterances into paragraphs, thereby expressing more complex meaning. In addition, ideas may begin to flow across paragraphs. This stage occurs both orally and in writing.

Language learning proceeds along a continuum on which learners progress at different rates, regardless of course boundaries. It is important for students and teachers to understand this continuum. By being aware of these progressive stages, both students and teachers are able to monitor progress in light of expected outcomes at various stages of language learning. Such awareness also assists instructors in planning direct instruction that continually moves students forward along the continuum.

Accuracy

To be considered literate in a foreign language, learners must exhibit a high level of accuracy in that language. Such a level of literacy includes being able to use the new language with increasing grammatical accuracy in ways that are contextually and culturally authentic. Accuracy pertains to the precision of the message in terms of fluency, grammar, vocabulary, pronunciation, and socioliguistic competence. When language practice is contextualized and reflects real-world use, it forms the foundation for developing proficiency. All models of language presented to students must be grammatically correct, situationally appropriate, and culturally authentic. Such models include not only the language used by the teacher but also the language used in text materials, periodicals, and audio and video recordings presented in the classroom. In addition, the teacher must provide direct instruction that focuses on form and structure, appropriateness to context, and cultural authenticity. The teacher continuously monitors performance in these areas and provides corrective instruction as necessary.

To be considered literate in a foreign language, learners must exhibit a high level of accuracy in that language.

Text Analysis and Response

Learning to analyze both oral and written texts is an important aspect of becoming literate in a language. Although this process occurs automatically for fluent or

native speakers of a language, students of the language rely on the explicit assistance of the instructor. Even during early stages of language learning, senders and recipients of messages need to analyze the denotations and connotations of words and phrases. The depth and extent of this process increase with advanced language proficiency.

Text can be oral or written and can include articles, poems, or proverbs. Such texts can be presented through textbooks, tapes, or videotapes. The teacher helps students to comprehend the main ideas through direct instruction. For example, in a chapter dealing with travel, learners might listen to a public service announcement that gives advice to travelers, read an advertisement on taking a cruise, or listen to a story about a family vacation. Vocabulary and grammar, of course, are appropriate to the topic. In this way initial authentic contexts contain examples of structures and words used naturally. For example, teaching the chapter on travel outlined above in a Spanish class could incorporate the future tense, the prepositions *por* and *para,* and the subjunctive used with adverbial expressions.

California students need to develop an awareness of other people, the people's unique ways of life, and their contributions to the world.

Teachers assist students as they begin to make meaning of the text. Beginning with explicit and systematic guidance and instruction, teachers give students tasks for demonstrating their understanding of main ideas or particular details. Such tasks consist of selecting the main idea from a list of alternatives, creating a different title for the text, responding to true-false questions, and finding specific pieces of information. The teacher can lead the class in discussion for the purpose of relating new information to information learned previously as well as for increasing students' understanding of the text.

Cultural Information

In addition to gaining experience with language systems, studying other languages provides students with knowledge of the richness of the cultures of the languages being learned. Connections between language and culture can be understood only by those persons who possess knowledge of both. California students need to develop an awareness of other people, the people's unique ways of life, and their contributions to the world. By learning a foreign language, students gain knowledge of social, political, and economic institutions, great figures of history, literature, and the fine arts. They also gain knowledge of everyday life in many countries of the world.

The cultural conventions of a country united by the same language are manifested in two distinct ways: (1) the society's production of art, music, and literature; and (2) the social conventions of that society's members. These two aspects of culture are appropriate for inclusion in the foreign language curriculum. Teachers present a culture's products as information to their students. For example, there are many topics that enable students to gain information about the culture of the language that they are learning, such as holidays, institutions, and family life. In addition, students may be assigned research projects that provide cultural information not only from countries outside the United States but also from the ethnic communities here at home. Some students are fortunate enough to have direct access to multilingual communities through their home backgrounds; all students benefit from an awareness of the many communities in California in which English and other languages, such as Chinese, Russian, Hmong, Korean, and Spanish, are spoken.

The teacher also presents lessons on the society's social conventions. The specific elements of culture to be learned will vary by language, and even within languages, as is the case with the many distinct cultures of speakers of Spanish or French. Because of the strong link between language and culture, it is essential that language be modeled by the teacher and expressed by the students in culturally authentic ways. Examples of demonstrating language accuracy in appropriate contexts are using the formal or informal forms of speech in a Spanish or French class and using appropriate gestures, such as bowing, in a Japanese class.

Comparisons of Language and Culture

The nature of the language being learned and the culture identified with that language lend themselves to comparison with the English language and American culture. The expected outcome of such comparisons is not only students' increased knowledge of grammar and proficiency in the new language but also students' increased knowledge of and proficiency in English. An objective of the foreign language curriculum is to help students develop an awareness of languages as systems. Direct instruction focusing on the similarities and differences between the language system being learned and the language system of English allows students to gain insights about language that contribute to increasing literacy in both English and the target language. Students benefit from language learning by discovering different patterns among language systems and cultures.

By engaging in comparisons between their language and the language learned, students develop a greater understanding of their own language. By struggling with how to express particular meanings in a foreign language, how to encode them structurally, and how to be sensitive to norms of politeness in another culture, students gain awareness of the nature of language itself. For example, students who assume that all languages are alike may soon discover categories that exist in other languages (e.g., neuter gender or word endings) that do not exist in their own. This discovery not only enhances students' ability to use the target language but also provides insights into the strategies that students' own language uses for communicating meaning.

Because of the complexity of the interaction between language and culture, foreign language study provides comparisons between cultures as well as between languages. The study of a foreign language and the resulting intercultural exploration expands learners' views of the world. The long-term experience of studying another language leads students to discover that other cultures view the world differently. When students understand that the target culture assigns new associations to a word, they begin to realize that language is not simply a matter of learning different vocabulary words but a matter of acquiring a new set of concepts associated with the words.

By engaging in comparisons between their language and the language learned, students develop a greater understanding of their own language.

Students may assume that the culture of the language they are learning is the same as their own culture. By providing direct instruction in comparing the culture of the language being learned with the culture of English speakers, the teacher provides students with the basis for linking language to the appropriate cultural setting. It is important for a teacher to point out that the purpose of comparing cultures is not to decide which culture is better than the other. Rather, the purpose is to develop understandings that enable a student to develop literacy in a new language as well as in English.

Content and Instructional Relationships

The basic content of foreign language instruction is the language itself—its use in culturally appropriate contexts. However, for every language there is relevant content that can be used to enhance the process of achieving literacy in that language. For example, content in a Spanish course may include information on countries in which the language is spoken, the geography of those countries, and the historic events leading to Spanish having become the language of much of Latin and South America.

Since it expands access to information, foreign language learning expands the educational experience of all students.

Since it expands access to information, foreign language learning expands the educational experience of all students. This expansion opens doors to learning that enriches a student's school experience and life experience. Foreign language learning also provides learners with skills that last beyond the limits of their formal education. Language acquisition is, thus, a continuous process that contributes to life-long learning. For example, students may watch news programs from other countries, listen to interviews with foreign nationals before or during the translation, or gain access to vast stores of information from around the globe through connections to the Internet in their homes. The teacher prepares students to gain access to a variety of sources in the other language. These sources include books, magazines, dictionaries, and technological resources.

Foreign language studies build on the knowledge that students acquire in other subject areas. Students can relate information mastered in other content areas to their learning in the foreign language. The new information and concepts presented in one class become the basis for continued learning in the foreign language classroom. For example, students in the elementary grades may be introduced to science vocabulary related to weather, seasons, and temperatures. At the same time, the foreign language teacher presents the months of the year, seasons, and weather vocabulary in the target language. A comparison of weather conditions in the foreign country with those at home serves to deepen the understanding of previously

learned information. Heritage language learners bring additional linguistic and cultural experiences to their classrooms; teachers can build on that knowledge.

Such reinforcement also occurs at higher levels of instruction. For example, the foreign language teacher makes links to a history class by introducing students to journalistic accounts of historical events or literary depictions of individuals. Having studied certain artists and scientists, students read documentation in various reference materials. Having discussed works of literature in the English class, students have a better understanding of various genres and literary conventions on encountering similar texts in the language classroom. Foreign language acquisition, then, contributes to the entire educational experience of students by encouraging the transfer, enrichment, and strengthening of concepts acquired in other subject areas.

The Development of Literacy

An important goal of foreign language study is developing literacy in a language in addition to English. Language students need to comprehend both spoken and written language. They need to participate appropriately in face-to-face interactions with members of other societies, and they also need to understand the concepts and ideas expressed by members of those societies through their media and their literature.

When students are able to communicate in another language, they are able to successfully convey and receive many different types of messages. These students can use the language to participate in everyday social interactions and to establish relationships with others. They can converse, argue, criticize, request, convince, and explain effectively. In so doing they take into account the age and familiarity of the persons with whom they are engaged in conversation. They also use the language to obtain information from written texts and media, taking into account the style, context, and purpose of the communication. Through combining knowledge of the language system with knowledge of cultural and discourse conventions, California students will develop literacy in a foreign language.

An important goal of foreign language study is developing literacy in a language in addition to English.

Chapter 4

Implementation of Curriculum and Instructional Practices

Districts aiming to improve foreign language programs must undertake a systematic review of current programs. Specifically, districts must review the goals, curricula, and instructional strategies and practices in place. Working collaboratively, curriculum leaders modify goals and expected outcomes for students as necessary.

The Use of Instructional Goals to Improve Programs

The suggested goals and benchmarks found in Chapter 2 and Chapter 3 of this document should assist educators in the review process. In implementing this process, educators may find it helpful to take the following steps:

1. Begin with the end in mind. Effective curriculum planning begins by looking at the program as a whole. Establish expected student outcomes at the main junctures in the program, such as at the end of the first year and at the end of the second year. Planners should ask a series of questions to narrow the focus of the planning, such as what should students know and be able to do:
   - At the end of the entire language program?
   - At the end of each course?
   - At the end of each unit?
   - At the end of each daily lesson?
2. Define appropriate objectives that will enable students to learn a new language.
3. Identify expected student outcomes on which to focus the entire program, units of instruction, and individual lessons.
4. Define key benchmarks for expected student outcomes.
5. Decide on instructional strategies. Effective teachers use a combination of proven successful teaching practices to enable students to communicate in another language.
6. Decide on methods of assessment (see Chapter 5). The teacher needs to determine to what degree the students have learned and can perform the skills or demonstrate the knowledge presented. Three critical purposes are met through assessment:
   - By using entry-level assessment for instructional planning, teachers can determine the students' skill levels through the use of indicators of foreign language proficiency before instruction.
   - By using progress-monitoring methods, teachers can determine whether students are making adequate progress toward acquiring the skills and the concepts described in instructional objectives.
   - By using summative assessment, teachers can determine the effectiveness of instruction and students' proficiency after instruction.
7. Select appropriate instructional materials. The textbook is the core of the program.
8. Include supplemental resources, such as age-appropriate fiction and nonfiction literature; newspapers; magazines; television programs; realia (objects used to relate classroom teaching to real life); the Internet; videos; and dictionaries in the foreign language.
9. Verify articulation. Curriculum leaders should be aware of the connections between elementary school, middle school, and high school language programs. In addition, curriculum leaders should foster connections between teachers at the same site who are teaching at the same levels of instruction and should assist foreign language teachers in knowing what is being taught in other content areas.

Guidelines for Systematic Instruction

Instruction in foreign language classes must be systematic. Systematic instruction

involves a carefully planned program, delivery that implements the objectives to be learned, and selection and placement in sequence of the essential skills and strategies that are necessary to achieving those objectives. In implementing systematic instruction, teachers should:

- Allocate sufficient time to essential skills.
- Organize information to minimize confusion that learners may experience.
- Introduce new information in manageable and sequential units.
- Identify prerequisite skills and build on the prior knowledge of the learner.
- Review previously taught skills.
- Integrate old knowledge strategically with new knowledge.
- Progress from skills in more easily managed contexts to more complex contexts.
- Include modifications, as necessary, for students who have special needs.

It is important for teachers to provide foreign language students with ample opportunity to practice communication.

Through systematic instruction teachers provide comprehensible input and model the target language while using appropriate materials. They then lead students in guided practice of the content and grammar. Teachers monitor students' performances by checking for students' understanding when they provide comprehensible input, when they lead students in guided practice, and when they assess students' responses.

Comprehensible Input

Teachers model language in a way that is appropriate to a unit by telling stories, by demonstrating activities, and by using visuals. The students' role is to listen, to comprehend, and to respond appropriately. Three major aspects of language comprehension are vocabulary (words, phrases, idioms); ways of expressing language functions (requesting, apologizing, showing anger, complimenting); and cultural conventions (taboo words, euphemisms, culture-specific connotations). Students learn to comprehend a wide range of content and functions more quickly than they learn to produce the same range of language. Therefore, students' understanding of the language is always ahead of their ability to produce the language.

Guided Practice

During guided practice, students participate in listening, speaking, reading, and writing activities that the teacher closely supervises. The teacher guides the practice on the basis of the students' performance. The result may prompt the teacher to give assistance to those students who are having difficulty, to provide information and explanation to some or all students, to change the activity or pace, and to change the focus of communication. Exercises and drills are organized around a given situation and are designed to lead to communication tasks as quickly as possible.

Interactive Communication Activities

It is important for teachers to provide foreign language students with ample opportunity to practice communication. Through such practice students can make significant progress in dealing with everyday situations in the target language. The language practiced by students should be appropriate to cultural situations. In structuring interactive communication the teacher supervises small-group activities. In doing so the teacher must ensure that:

- The objectives are precisely stated.
- The directions for the learning tasks are clear.
- Materials called for are readily accessible. Such materials can be tapes,

cassettes, films, filmstrips, video components, books, magazines, charts, maps, pictures, realia, and handouts.

The Monitoring of Students' Performances

Students cannot apply, use, or extend skills that they do not possess. Students' performances can be monitored in many ways. For example, while providing comprehensible input, the teacher verifies that students understand. During guided practice the teacher corrects students' pronunciation and grammar. During interactive communication activities, the teacher evaluates students' performances in relation to established benchmarks and performance guidelines. Students are evaluated to determine whether the objectives of a lesson have been adequately achieved. The teacher evaluates the extent to which students' performances achieve clearly stated objectives. An analysis of students' performance data, including curriculum-embedded test results, aids the teacher in identifying those students who have achieved mastery and those students who have not. In this way the teacher is aware of which students require further instruction in the material. If students cannot perform as expected, teachers may need to provide additional language instruction and schedule more language practice using different approaches. It is important that teachers monitor students' performances on an ongoing basis.

Extended Learning Opportunities

The foreign language teacher structures extended learning opportunities beyond the classroom. Examples of extended learning opportunities are engaging in service learning activities, completing homework, using the Internet, interacting with businesses and the community, and participating in exchanges. Educators should comply with the applicable policies of their school districts regarding Internet resources.

By engaging in service learning activities, older students who are proficient in the target language become mentors to younger students who are learning the language. During such projects students enrolled in language immersion programs often become mentors to elementary school students.

The foreign language teacher structures extended learning opportunities beyond the classroom.

Teachers assign homework that allows students to practice and reinforce skills acquired in the foreign language class. Homework can consist of reading (if sufficient preparation has been given); writing letters; summarizing reading material; writing a television weather report; listening to extra dialogues, books on tapes, anecdotes, advertisements, telephone calls, and instructions; learning and practicing newly introduced vocabulary, orally and in writing; learning idioms; performing recorded guided practice tasks; performing grammar, syntax, and sentence structure drills; practicing communication with peers or native speakers, in person or over the phone; and listening to foreign language songs and memorizing lyrics.

Teachers assign projects for finding information on the Internet, either as a part of a lesson or as research at home. Examples of such projects are connecting with classrooms around the world in which the target language is spoken; comparing the use of technology in California with its use in another country in which the target language is spoken; writing a story in the target language; using audiovisual technologies to correct or enhance pronunciation of words in the target language; and conducting research online about the target culture. Teachers arrange for students to intern for local agencies or businesses whose clientele speaks the target language, thereby improving students'

language skills. Teachers assign research projects in the communities in which the target language is spoken. They arrange exchanges of messages in the target language through the Internet.

Extended learning opportunities also consist of the exchange of students between countries. Such exchanges provide students with the opportunity to communicate with native speakers of the language and to experience firsthand the culture they have studied. Persons interested in exchange programs can contact the following agencies for further information:

- Council on Standards for International Educational Travel <*http://www.csiet.org*> [Link is invalid]
- Council on International Educational Exchange <*http://www.councilexchanges.org*>[Link is invalid]
- NAFSA: Association of International Educators <*http://www.nafsa.org/*> [Link is invalid]
- Institute of International Education <*http://www.iie.org*> [Link is invalid]

The community is an important resource for foreign language students.

Provision of Appropriate Resources

The most important resource in the foreign language class is a competent teacher. Competence is demonstrated when teachers possess content knowledge, a high level of proficiency in the language, information about the culture to be learned, and the skills necessary to deliver effective instruction. To hone these skills, teachers must have access to ongoing professional development.

Technology enhances language learning and aids students in strengthening linguistic skills, establishing relations with peers, and learning about contemporary culture and everyday life in countries in which the target language is spoken. Examples of the use of technology are showing diagrams on an overhead projector, playing audio recordings, producing a video, teleconferencing, and holding a multilingual videoconference by satellite. Teachers identify the available technologies, determine the applications they may have, and then decide how best to incorporate them into the instructional program. Technologies that may be appropriate are computer-assisted instruction, interactive video, CD-ROM, e-mail, and the Internet.

Other resources are text materials, both basic and supplemental. Supplemental materials are fiction, nonfiction, poetry, drama, essays, advertisements, articles, films, and multimedia written originally in a language other than English for native speakers and readers of that language. Finally, the community is an important resource for foreign language students: students can interact with native speakers and learn about their cultures firsthand without ever leaving California.

Library Media Connections to Foreign Language Instruction

Ongoing collaborative efforts between foreign language teachers and library media teachers facilitate the integration of foreign languages into the curriculum. Such efforts provide students with opportunities to discover quality literature and other resources in the language learned.

The specialized training of library media teachers in selecting quality books and other library resources is critical to developing the library collection. School library collections provide students with access to foreign language dictionaries and reference books that contain information about various cultures. Examples of other materials found in the library media center are audio resources (music, folksongs, and stories narrated in the various languages);

videos; realia from various cultures for display and study; and magazines and newspapers in the target language.

Partnerships between foreign language teachers and library media teachers also foster the integration of the instruction and the practice of information literacy skills with content-rich research projects, thereby enabling students to become effective users of information. Research projects are an effective means of providing this instruction and practice. In addition, using a school library media center to display students' projects created in foreign language classes serves to promote foreign language programs and to stir interest in these courses. One example of a possible research project involves students in a French class who plan an imaginary trip to Paris. Each student researches information about a particular part of the city to present to the class. Students find historical facts, descriptions of important sites, and information on costs. The class produces a videotape, narrated in French, as a travel guide to Paris.

In short, foreign language teachers and library media teachers should use their shared talents to foster students' learning, improve academic achievement, and create new possibilities of personal enrichment.

Multiple Entry Points and Extended Sequence of Study

Foreign language programs in California begin at various grade levels, devote various amounts of time to instruction, and extend for various lengths of time. For example, many districts introduce foreign language learning in middle school and continue instruction into high school. Elsewhere, programs may begin in elementary school. Some districts offer dual-immersion programs beginning at the kindergarten level as permitted by law. In these programs, English- and non-English-speaking students are taught both in English and in the second language. Individual school programs will use the framework to fit local circumstances.

The *Education Code* stipulates that foreign languages be offered no later than grade seven: "The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study. . . . Foreign language or languages, beginning not later than grade 7, designed to develop a facility for understanding, speaking, reading, and writing the particular language" (sections 51220 and 51220c).

Nevertheless, most California students begin foreign language study in high school. A smaller number of students begin in grades five through eight, and the fewest number of students begin in the primary grades. Students study English–language arts, mathematics, science, social studies, and the arts throughout their school careers; they need to have the same sustained opportunity for attaining foreign language proficiency through an extended sequence of study.

Universal Access to the Foreign Language Curriculum

The diversity of California students presents unique opportunities and significant challenges for instruction. Students come to school with a variety of skills, abilities, and interests as well as varying proficiencies in English and other languages. The wider the variation of the student population in each classroom, the more complex the teacher's role becomes in organizing high-quality curricula and instruction in foreign languages and in ensuring that each student has access to instruction on the basis of the student's current stage on the Language Learning Continuum. Through implementing the Language Learning Continuum in foreign language classrooms, California is creating programs that will allow all students to progress in their study of languages as far as they desire. Achieving this goal requires high-quality curricula and instruction.

The diversity of California students presents unique opportunities and significant challenges for instruction.

This framework emphasizes systematic and explicit instruction, frequent progress-monitoring assessment, and appropriate modification of the curriculum for all students of foreign language. Within this context, universal access demands that teachers receive assistance in assessing students' achievement accurately at the entry level. By using the results of the assessment, teachers can ensure that:

1. All students and classes receive instruction in a rigorous foreign language curriculum that enables them to progress most efficiently along the Language Learning Continuum.
2. Effective grouping strategies meet the instructional needs of all students.
3. Other instructional strategies are implemented and specialized support and assistance are provided to meet the needs of special education students, advanced learners, and English learners.

Instruction of Special Education Students

Special education students have specific needs that are outlined in an individualized education program (IEP). Teachers should review each special education student's IEP to become aware of the support services that are necessary to ensuring the student's access to the instructional program, including any assistive technology that may be specified.

Specific learning disabilities that manifest as deficits in students' use of their primary language may also create difficulties in students' learning a second language. Some students who have learning disabilities may have difficulty in processing oral or written language. For these students a thorough review of the processing difficulty will typically have been performed by the IEP team and the results and recommendations will be reflected in their IEPs. With the assistance of learning specialists, foreign language teachers can implement specific strategies for special education students that might consist of changes in the sequence of instruction, the methods of instruction, the pacing of

instruction, or the instructional materials used. The strategies might also encompass variations in assessment techniques (e.g., providing additional time to take tests). Regardless of the modifications made, however, educators should always place their attention on helping special education students progress along the Language Learning Continuum as far as possible.

Specific strategies to meet the needs of special education students should be embedded in instructional materials to help ensure that instruction is most effectively delivered. To establish successful instructional programs not only for special education students but also for the whole of the student population, teachers should:

- Establish a safe and supportive environment in which the students are encouraged to talk and ask questions freely when they do not understand.
- Use a variety of ways to explain a concept or an assignment. When appropriate, the concept or the assignment may be depicted in a graphic or a pictorial form, with manipulatives, or with real objects to accompany oral and written instructions.
- Provide assistance with specific and general vocabulary before each lesson begins and after the lesson ends, then provide for reinforcement and additional practice time.
- Monitor resources and instruction for ambiguities or confusing language, such as idioms.
- Provide tutoring situations that offer additional assistance. Tutoring by a properly credentialed teacher is optimal. Peer or cross-age tutoring should be designed so as not to detract from the instructional time of either the tutor or the student being tutored and should be supervised by a properly credentialed teacher.
- Enlist the help of parents or guardians whenever possible.
- Establish special sessions to prepare students for unfamiliar testing situations.
- Ask each student frequently to communicate his or her understanding of the concept or assignment. Students should be asked to verbalize (orally or in writing) what they know, thereby providing immediate insight into their thinking and level of understanding. In addition, students should be encouraged to confer among themselves, comparing their understandings of concepts being learned, class work, and homework assignments.
- Check frequently for understanding in a variety of ways. When a student does not understand, analyze why.
- Allow students to demonstrate their understanding and abilities in a variety of ways while reinforcing modes of communication.
- Vary strategies to ensure that curriculum and instruction are appropriately challenging. Pacing, an approach through which the teacher slows down or speeds up instruction, can be a simple and effective strategy.
- Focus on the key concepts and eliminate confusing activities or variables. Lessons should be organized and sequential to ensure that instructional time is used to help students understand the fundamental concepts and develop needed skills.

Educators may visit the following Web site to obtain information about understanding and assisting students who have special needs: California Special Education Programs: A Composite of Laws Database, <*http://www.cde.ca.gov/spbranch/sed/lawsreg2.htm*>. [Link is invalid]

Instruction of Advanced Learners

At any given stage of the Language Learning Continuum, students will display a range of performance. Advanced learners are students who perform or are capable of performing in a foreign language at levels that are significantly above the performance levels of their peers at the same stage of the Language Learning Continuum. Advanced learners may be students who have been formally identified by a school district as gifted and talented as defined in the *Education Code* (beginning with Section 52200). They may also be students who have not been formally identified as gifted and talented but who demonstrate outstanding capacity or performance in a foreign language. Progressing rapidly along the Language Learning Continuum, studying topics in more depth, and studying related topics that are not covered in the regular curriculum increase advanced learners' academic achievements in foreign languages.

Local educational agencies should offer to their students as many foreign language options as possible.

Advanced students often benefit from a variety of teaching strategies that make curriculum and instruction appropriately challenging. The strategies for modification of curriculum and instruction for advanced learners may consist of pacing, depth, complexity, and novelty. The pace of instruction for an advanced learner can be accelerated if assessment indicates the student has mastered significant portions of the foreign language curriculum being studied at his or her stage on the Language Learning Continuum. Modifying the complexity of instruction requires more training and skill on the part of the teacher in designing activities as well as the availability of instructional materials. For advanced learners such modification means enriched instruction that encourages students to go into more depth by addressing topics, time periods, or connections across disciplines not normally expected at that level of language development. For example, advanced learners may become more involved in the culture and the novelties of the language being studied by reading appropriate literature or other resources that teachers may select and by attending plays and concerts that highlight the culture of the target language.

Instruction of English Learners

English learners benefit from foreign language instruction. They should have the opportunity to study their heritage language in a formal, academic setting or to learn a third or fourth language in addition to English.

Given students' differing academic backgrounds and the possible similarities or differences between the heritage language and the foreign language, some students will progress quickly along the Language Learning Continuum. Other students may require additional language support. Teachers should be aware of students' knowledge of English and students' transfer of language skills, such as reading, from one language to another. Instructional programs should be planned on the basis of the students' proficiency in English, in the heritage language, and in the foreign language.

English learners enrolled in heritage language programs have usually attained a high level of listening and speaking skills, but they often need to improve their skills in reading and writing. Instruction may need to focus on academic vocabulary, linguistic structures, and language conventions.

Multiple Languages

Local educational agencies should offer to their students as many foreign language options as possible. The wider the choices, the more likely that California will pro-

duce high school graduates who have progressed to the higher stages of the Language Learning Continuum in second and even third languages. These students will also have knowledge of more than one culture.

Classical Languages

Learning classical languages is a valuable experience for California students of all ages and backgrounds. The works of Greek and Roman philosophers, poets, historians, and playwrights help students understand the intellectual and literary roots of American government and society. Classes in Latin are a vital component of many foreign language programs in California.

Learning classical languages involves the same skills as learning modern languages, but the prioritizing of classical language skills differs markedly. Reading becomes the primary objective and is supported by limited skills in listening, speaking, and writing. Grammar is taught formally, and the structure of the target language is emphasized and compared with English. Emphasis is placed on reading comprehension and interpretive skills and less on interpersonal communication. Therefore, the important goals of classical language study are the development of reading skills in the target language, the close study of works of ancient literature, and the creation of a deep understanding of the target culture.

When students read Latin literature, they are communicating with the ancient world in the most direct way possible. Latin provides a useful base for learning how many European languages work. Approximately 70 percent of the vocabulary of formal English and 90 percent of the vocabulary of Spanish are based on Latin. Students increase their vocabulary in a systematic manner by learning the principles of word building and by studying the derivation of words and common prefixes and suffixes. In addition, many students who study a classical language often become proficient in one of the modern languages. Spanish-speaking or French-speaking students can learn the linguistic heritage of their native language. Exploring the interrelationships of the languages also strengthens proficiency. Students of classical languages develop a powerful array of communicative competencies and gain much broader access to information and ideas.

Heritage Languages

In many schools the presence of large groups of students with home backgrounds in such languages as Spanish, Chinese, Vietnamese, and Korean has led to the establishment of special courses designed to develop and maintain the language abilities of these students. Instruction in heritage languages is also supported by local community efforts, such as Saturday programs and after-school programs that offer courses in Chinese, Japanese, Arabic, and Hebrew.

Language courses that help to strengthen the heritage of persons and community members living in California merit consideration as a part of the foreign language curriculum. Although it is crucial for students who speak a heritage language to develop proficiency in English, it is also beneficial for them to continue developing skills in the heritage language and even in a third language.

Students who do have well-developed oral language skills but underdeveloped literacy skills in a heritage language do not benefit greatly from an introductory course in that language. Rather, these students would profit more from heritage-language development courses for a variety of reasons. First, such courses help these

students make the transition from a colloquial to a more formal command of the heritage language. Second, the courses help raise students' self-esteem not only when students increase competency in the language spoken in family settings but also when they realize that such competency is valued by respected educational institutions. Finally, the courses provide the opportunity for heritage language speakers to help other foreign language students improve their speaking and listening skills.

American Sign Language

American Sign Language (ASL) is recognized as a distinct language and a foreign language within the context of this framework. It is a rule-governed language that has the system and the scope of any oral language; it has its own complex morphology, syntax, and structure of discourse.

American Sign Language courses are open to all students regardless of hearing status. As competency in ASL becomes greater in the general population, deaf or hard of hearing students become less isolated from the social and economic mainstream, their confidence and self-esteem grow, and the full range of their communication needs can be better considered (see *Education Code* Section 56341.1[b][4]). Students who are not deaf or hard of hearing also gain a valuable skill with career potential (e.g., sign language interpreting) and learn general lessons about the nature of language as a communication tool.

The major objectives of instruction in ASL resemble those of any language: to enable students to communicate well in the target language and to become aware of its history and cultural implications.

The *Education Code* (Section 51225.3) stipulates that taking ASL courses counts toward graduation requirements:

> (a) Commencing with the 1988-89 school year, no pupil shall receive a diploma of graduation from high school who, while in grades 9 to 12, inclusive, has not completed all of the following:
>
> (1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified. . . .
>
> (E) One course in visual or performing arts or foreign language. For the purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

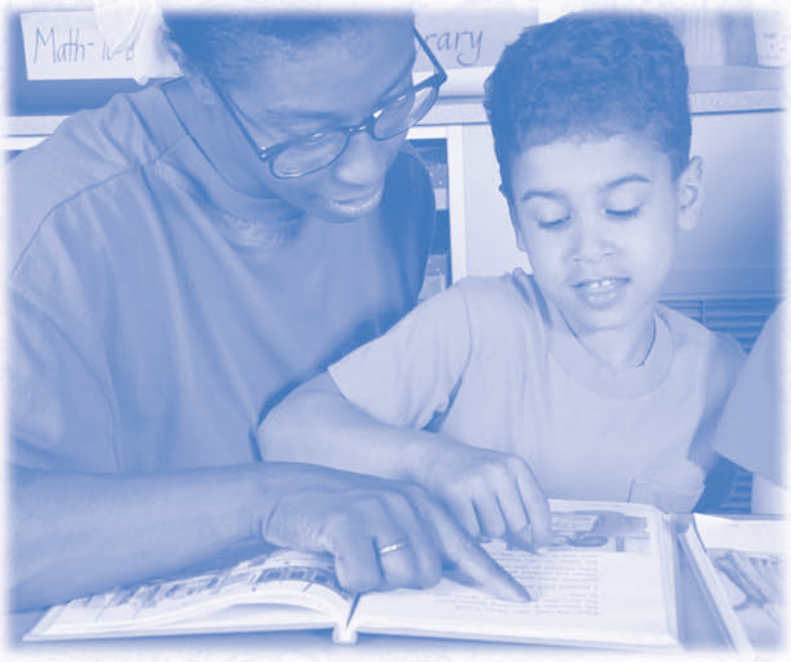
American Sign Language also meets the foreign language entrance requirement of The California State University and the University of California systems (*Futures: Making High School Count!* 2002).

Less Commonly Taught Languages

Many people throughout the world speak such languages as Chinese, Japanese, Korean, and Russian. These languages are spoken in countries that are of strategic importance to the United States and that have economic ties to California. They are being taught more frequently in California today than in the past. However, progressing along the Language Learning Continuum in these languages can take longer than making progress in other languages because, in significant part, English speakers find it especially challenging to learn a language with a writing system that is completely different from that of English. Therefore, students may need extended study in the less commonly taught languages.

Chapter 5

Assessment of Students and Evaluation of Programs



The successful implementation of instruction can be measured by the assessment of students' progress and the evaluation of program effectiveness. It is important that assessment efforts reflect coherence between the teacher's, the school's, and the school district's instructional goals.

Characteristics of Effective Assessment Strategies

The major goal of foreign language instruction is to enable students to develop proficiency in a language other than English. Measuring students' progress through the stages of the Language Learning Continuum (see Chapter 2) is essential. Effective assessment strategies:

- Have a clear purpose that is readily communicated to teachers, students, administrators, and parents or guardians.
- Provide information to guide the teacher in planning instruction.
- Measure how well students perform in listening, speaking, reading, and writing.
- Have clear and concise criteria.
- Include instruments that provide representative samples of what students know and are able to do.
- Integrate listening, speaking, reading, and writing skills.
- Include a wide range of strategies that allow for a variety of responses.
- Provide students and parents or guardians with ongoing information on the students' progress.
- Allow students to monitor and adjust their individual learning.
- Employ the various forms of assessment described later in this chapter.

Purposes of Assessment

Assessment of students' learning at different levels provides information that teachers can use to design lessons and develop appropriate curricula.

Entry-Level Assessments

Entry-level assessments analyze students' abilities to communicate in a foreign language as a basis for placing students at appropriate levels of instruction in an established foreign language program. In a well-articulated program in which students move sequentially through foreign language instruction from elementary school to high school, entry-level assessment is used to determine how best to place students. Students who transfer into such a program and who have test scores, portfolios of written work, and oral assessment results provide teachers with documentation showing the levels of competency that the students have attained in the target language.

Difficulties arise in placing students who have moved into a system from outside the school district or who speak a language other than English at home. In these cases teachers can use informal interviews with students to assess their oral work and a writing sample to assess their general literacy skills. With this information the teacher, the counselor, and the parents or the guardians can decide together the most appropriate placement level. When a school district has a large population of heritage language students, it may establish a standard set of open-ended questions to assess students' competency.

Progress-Monitoring Assessments

Progress-monitoring assessments gather evidence about students' progress toward achieving objectives as measured in relation to the stages of the Language Learning Continuum (see Chapter 2). These ongoing assessments may occur at any point during an instructional sequence except at the end of the course of study. In addition to giving important information about students' progress, these assessments help teachers make periodic adjustments in instruction and program planning.

Summative Assessments

Summative assessments evaluate students' achievements at the end of a unit, a chapter, or a course of study. These assessments may be made at the end of a school year or a semester and are usually comprehensive in nature. In addition to being developed by teachers and publishers, summative assessment instruments are also developed by local, national, or international language associations and by language researchers. Such assessments are the *Golden State Examination* and the *Advanced Placement* and *International Baccalaureate* examinations.

Forms of Assessment

The forms of assessment most likely to be used are achievement tests and performance-based assessments. Achievement tests are the most familiar type of assessment that classroom teachers administer. These tests use specific materials to assess what students have learned by measuring students' mastery of specific vocabulary, structures, and content. Students are able to study for achievement tests, and test results can be used to compare students' performances on norm- or criterion-referenced tests.

Performance-based assessments measure what students know and how they apply their knowledge when communicating in various situations and with different people. Completing performance-based tasks may require more sophisticated communication skills than taking an achievement test. These assessments are often used at the end of a period of instruction. Some examples of performance-based assessments that are compatible with the Language Learning Continuum are the *Classroom Oral Competency Interview (COCI);* the *Classroom Writing Competency Assessment (CWCA);* the *Classroom Receptive Competency Matrix (CRCM);* the *Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM);* and Articulation and Achievement Project assessments.

The *Classroom Oral Competency Interview*

The *Classroom Oral Competency Interview* was developed by the California Foreign Language Project (CFLP). (More information is available on the CFLP Web site [Invalid link removed Jan 2017] It "is an interactive, holistic assessment of oral performance conducted in a natural conversation-like exchange between an interviewer . . . and a second-language learner. It takes into consideration the context of the communicative foreign language classroom at the secondary level where teachers need a process for evaluating oral language in a manner that is administered, scored, and interpreted rapidly and easily. The COCI targets a relatively restricted scope of language performance, and divides this language use into three major ranges: formulaic, created, and planned language" (*Classroom Oral Competency Interview* 1993, 8).

Within the first range, *formulaic language,* student performance is limited to the "comprehension and production of unanalyzed *chunks* of language or memorized formulas." Within the second range, *created language,* student performance involves "rearranging and recombining" language components to "create utterances" and statements in sentences that express personal meaning. Within the third range, *planned language,* students demonstrate their ability to "coordinate created utterances" and statements beyond sentences into paragraphs (*COCI* 1993, 5–6).

Within those three major ranges, the *COCI* focuses on a student's ability to use the language, and it characterizes language use in three subcategories for each of the ranges: low, mid, and high. The assessment takes approximately five minutes to seven minutes to administer, and it takes the student from a "warm-up" to a dialogue that is intended to establish a range and is aided by probing questions to a "wind-down" (*COCI* 1993, 8–9).

The *Classroom Writing Competency Assessment*

The *Classroom Writing Competency Assessment* was developed by the California Foreign Language Project to "offer teachers an integrated process for creating and assessing writing tasks." This process provides teachers with indicators for measuring the competency of students' writing. The test also "provides learners with numerous opportunities to develop their writing as they integrate, apply and extend their language in response to the demands of various tasks" (*CWCA* 1996, 5–6).

The *Classroom Writing Competency Assessment* divides language use into the three major ranges described above: formulaic, created, and planned language. Students produce a writing sample following a given prompt. Prompts must be created on the basis of context, text type, function, and content. "Prompts should be designed so that the writer receives a clear understanding of the context for writing" (e.g., an exchange student coming to the United States has sent a letter containing a request for information about what to expect on arrival); the text type to be produced (e.g., a letter); the function (e.g., providing information to complete a task); and the content area to be explored (e.g., family life) (*CWCA* 1996, 39).

The creators of the *COCI* and the *CWCA* recommend that these assessments be administered after the student completes two years of language study at the secondary level. Because ratings on oral assessment instruments are more reliable when the assessment is administered by someone other than the students' teacher, it is advisable that schools and teachers collaborate to create a schoolwide or districtwide oral proficiency assessment project (Huebner and Jensen 1992). The California Foreign Language Project offers training in the *COCI* and the *CWCA* to all foreign language teachers in California through its regional professional development programs.

The *Classroom Receptive Competency Matrix*

To develop the ability to produce a language, students must internalize the language. The *Classroom Receptive Competency Matrix* was designed by the California Foreign Language Project to validate a student's growth in receptive competency. The matrix complements the *COCI* and the *CWCA* "by using similarly constructed prompts and rating criteria." It measures receptive competency according to the following ranges: the formulaic range, or "the ability to understand learned formulas"; the created range, or "the ability to understand sentence-level relationships"; the planned range, or "the ability to understand paragraph-level relationships"; and the extended range, or "the ability to understand relationships in language beyond the paragraph" (Zaslow 2002a, 1–2).

"Listening and reading prompts from the *CRCM* may be administered frequently and be included in individual portfolios or be used for program evaluation. . . . Three elements must be considered in constructing prompts to develop and assess receptive competency: (1) the oral or written text to be understood; (2) the tasks to be carried out on the text; and (3) the context in which this is to occur" (Zaslow 2002a, 1–2).

The *CRCM* assesses the development of listening and reading proficiencies that are necessary to attaining the outcomes described in the Language Learning Continuum, as can be seen by the following descriptions contained in the document (Zaslow 2002a, 5):

- Learners functioning within Stage I of the Language Learning Continuum "can identify memorized words, phrases, sentences (formulas) in unfamiliar texts within highly predictable common daily settings."
- Learners functioning within Stage II of the Language Learning Continuum "can understand the overall meaning, key ideas, and some supporting details (sentence-level relationships) in texts related to self and the immediate environment within some informal and transactional settings."
- Learners functioning within Stage III of the Language Learning Continuum "can understand the main ideas and most supporting details (paragraph-level relationships) in texts on concrete and factual topics of public interest within most informal and some formal settings related to the external environment."
- Learners functioning within Stage IV of the Language Learning Continuum "can understand the ideas and most supporting details (relationships in language beyond the paragraph) in texts on unfamiliar, abstract, practical, social and professional topics within most formal and informal settings and problem situations."

Teachers learn to create *CRCM* prompts and to administer a sufficient number of them to identify a student's stage of performance along the Language Learning Continuum.

The *Foreign Language Oral Skills Evaluation Matrix*

The *Stanford Foreign Language Oral Skills Evaluation Matrix* was developed by the School of Education at Stanford University. It is designed to provide a global rating of the foreign language learner's ability "to comprehend, to speak, and to be understood by others" (Padilla, Sung, and Aninao 1994, 1). This matrix is similar to the *Student Oral Language Observation Matrix (SOLOM)* because it makes it possible to assign a global rating in the

areas of comprehension, fluency, vocabulary, pronunciation, and grammar. (However, *SOLOM* has been used largely with English learners.)

Each category of *FLOSEM* contains six possible levels at which students can be rated, ranging from "extremely limited ability" (Level 1) through "native-like ability" (Level 6). A description of the general criteria for assessing students' abilities at each level is available in the *FLOSEM* assessment package.

The matrix can be administered at any level, kindergarten through grade twelve. It may be used as both a pretest and a post-test. However, because mastering foreign language oral skills takes time and practice, administering *FLOSEM* on a high-frequency basis (e.g., once a week) may not necessarily yield useful information. The creators of *FLOSEM* recommend that it be administered two or three times in a school year: once after a month of initial instruction, at the end of the first semester, and again at the end of the school year. They also recommend that raters "observe the learners' performance over a range of language-use tasks and over an extended period of at least one month" (Padilla, Sung, and Aninao 1994, 3).

Finally, *FLOSEM* creators recommend that classroom teachers administer *FLOSEM* because they are the most informed about students' communicative abilities.

Articulation and Achievement Project Assessments

In addition to the performance-based assessments mentioned above, sample assessments have been developed by the Articulation and Achievement Project to support the Language Learning Continuum (see Chapter 2). Included in the sample assessments are examples of both oral and written assessments, sample portfolio templates, and rubrics for holistically scoring students' work.

Example of a written assessment for Stage II French:

Student # _____ STAGE II French

Directions: Before beginning to write, think about what you want to say in order to write a well-organized letter. Leave time at the end to look over your work and to make corrections if necessary. You will have 30 minutes to complete this assignment.

Write a short letter to your pen pal in Québec or another French-speaking part of Canada. Tell him or her that your close friend is going to travel there during the school vacation. Describe your friend as fully as possible. You may want to write about age, appearance, likes, and dislikes. You may also add any information about your friend you think your pen pal will find interesting.

Source: *A Challenge to Change: The Language Learning Continuum.* 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, p. 147. Copyright © 1999 by College Entrance Examination Board. All quotations reprinted with permission. All rights reserved. *www.collegeboard.com.* [Link is invalid]

Grade-Level Considerations

The Language Learning Continuum presents foreign language acquisition in terms of stages. As noted in Chapter 2, some stages can occur at different grade levels. For example, assessment for Stage I may occur at the elementary school, middle school, and high school levels. Assessment for Stage II would most likely occur at the middle school and high school levels. Assessment should be aligned to the pertinent stage of the continuum and should be sensitive to the grade-level abilities of the students. In

other words students at different grade levels may attain similar levels of proficiency, but academic content and contexts will be different for students at different ages and grade levels. Therefore, students at different grade levels may be performing at the same stage along the continuum.

Although grade-level considerations are necessary in constructing appropriate assessments, the overall goal is language proficiency. Two variables shape foreign language assessment: the students' stage on the Language Learning Continuum and the students' grade level. An assessment activity requiring students to create and present a story in the target language can differ markedly on the basis of these two variables. For example, third-graders at Stage I on the continuum would most likely create a story by using very simple language with such a topic of interest as a birthday party. The language of students in grade nine at Stage I would most likely lack sophistication, but the topic would be of interest to students at that particular grade level (e.g., music).

In contrast, sixth-graders at Stage II who have had extensive foreign language education would probably create a linguistically sophisticated story, and the topic would be of interest to students at that particular grade level (e.g., shopping). For high school seniors at Stage II, the language of the story would probably be more sophisticated than that produced by ninth-graders, and the topic would probably be of interest to students about to graduate from high school (e.g., college or career prospects).

During students' first three years of school (kindergarten through grade two), teachers conduct most foreign language assessments orally. As students learn to write, teachers evaluate their writing skills in the foreign language. Teachers of students in grades three through five administer a variety of assessments. Additional sources for assessment instruments that are appropriate for elementary school students are available to teachers:

- Instructor-developed summative instruments (Curtain and Pesola 1994)
- Summative instruments developed by the Center for Applied Linguistics (see <*http://www.cal.org*>).[Link is invalid]

Assessment at the middle school level becomes more extensive and sophisticated than at the elementary school level. For example, a progress-monitoring assessment at the end of a chapter or a unit of study at this level involves testing for formal knowledge (e.g., gender, tense, and idiomatic expressions). It also measures how well students use the language in hypothetical situations, such as ordering from a restaurant menu or writing a letter to a pen pal.

Students at different grade levels may be performing at the same stage along the continuum.

At the high school level, assessment mirrors the increased complexity of objectives. Assessments provide teachers with information about the ability of students to analyze language elements, such as tense; to reflect on relationships between word order and meaning; and to recognize phrases and idioms that do not translate directly from one language to another. At this level teachers strive to "create an examination that will require students to show how well they can use specified features of the language and to demonstrate that they understand how such features function within naturalistic discourse" (Omaggio-Hadley 1993, 413).

Two variables shape foreign language assessment: the students' stage on the Language Learning Continuum and the students' grade level.

Portfolios and Assessment

Portfolios may be used as another classroom indicator of students' progress and growth. They may provide information that can be used for assessing students'

progress or placement at appropriate levels of instruction (Padilla, Aninao, and Sung 1996). Portfolios may also be used by students for self-assessment or for meeting school district requirements at the classroom level. Portfolios may contain the following samples of students' work that are useful for assessment purposes:

- Copies of students' projects and creative writing
- Results of writing competency assessments
- Videorecordings of presentations that demonstrate students' skills and knowledge of the target language and culture
- Audiocassettes of oral proficiency assessments that record the students' performance from year to year

Heritage Language Assessments

Many students entering California schools who speak a language other than English display varying abilities and skills in their heritage language. After they complete both oral and written assessments, these students can be placed in a language program. It is important to ensure that both oral and written assessments are conducted in the native language of these students and, when possible, the students should be placed in classes that address their needs. These students should be assessed annually with the appropriate instruments for their level. In addition, such assessments may require specially designed measures because the skills of heritage language students may exceed the level of most instruments used with nonnative speakers in foreign language classes.

Golden State Examination and *Advanced Placement* and *International Baccalaureate* Examinations

Several types of examinations exist that are appropriate for students who have completed four years to six years of language study. Many high school foreign language students and heritage language speakers choose to take the College Board's *Advanced Placement (AP)* tests, which are given in May. These tests measure students' competency in listening, speaking, reading, writing, and literature, and they are scored by readers who have received extensive training from the Educational Testing Service (see <*http://www.ets.org*>).[Link is invalid]
Students who score a 3, 4, or 5 on the 0–5 *AP* scale receive transfer-able college credit, thus validating their high school studies or heritage language knowledge. Scores on the *AP* tests help teachers evaluate their programs in rela- tion to national norms and standards.

The *Golden State Examination (GSE)* was developed and is administered by the California Department of Education (see <*http://www.cde.ca.gov/statetests/gse/gse.html*>). [Link is invalid]
The *GSE* consists of two 45-minute sessions, one that focuses on lis- tening and reading and one that focuses on writing; students demonstrate compe- tency in the language they are studying by responding to listening selections and to reading prompts. The *GSE* is given to assess students' level of competency at the end of the second year of high school instruction or its equivalent. Students scoring at level 4, 5, or 6 are awarded recognition, honors, and high honors, respectively. Students scoring at level 3 and below are acknowledged for their participation.

Students who are enrolled in one of the approximately 1,000 high schools around the world that are certified by the International Baccalaureate Organization (IBO) take examinations in two languages as a required part of the IBO two-year, comprehensive curriculum. They receive a score of 1 (lowest) to 7 (highest) on a criterion-referenced examination that is graded by examiners who are trained by IBO (see <*http://www.ibo.org*>).[Link is invalid] Some universities offer advanced standing or course credit to students who score well on these examinations.

Program Evaluation

The success of any foreign language program is demonstrated by the extent to which students achieve expected levels of proficiency. Other indicators of a program's success are as follows:

- The results from the *COCI, CWCA, CRCM,* and *FLOSEM*
- The number of students who complete two years of foreign language study
- The number of students who continue to study a foreign language at each subsequent level
- The number of students who meet performance and content expectations

Other factors also contribute to the success of a foreign language program:

- The number of teachers holding foreign language credentials
- The number and variety of foreign languages offered
- The degree of involvement of the foreign language teacher in a sustained program of professional development
- The support accorded the language program by local school and district administrators and elected officials
- The degree of support from parents or guardians and community organizations for the foreign language curriculum
- The amount of teacher-led travel to countries where target languages are spoken

Persons who are interested in foreign language programs use these indicators to discover program strengths and to identify areas that need improvement.

The success of any foreign language program is demonstrated by the extent to which students achieve expected levels of proficiency.

Chapter 6

Professional Development

Teachers' knowledge and abilities are the most important factors in promoting students' learning. Teaching is a knowledge-based profession, and teachers, like other professionals, must remain informed about the latest developments in content and teaching strategies. Staying current is especially important for foreign language teachers, given the rapid developments in cognitive research, particularly in second-language acquisition.

Teachers are responsible for teaching the rich and intellectually challenging content required by this framework. The goals of professional development are to provide classroom teachers with the knowledge and

the skills they need to implement the state's guidelines and to ensure that prospective teachers will be prepared to effectively teach courses in foreign languages. Assistance in achieving these goals is provided through the topics discussed in this chapter: long-term professional development and support, professional development and retention of new teachers, school district and site programs for professional development, considerations in designing professional development programs, undergraduate preparation, and teachers' responsibilities for creating an individual professional development plan. This framework provides a basis for addressing all six of these aspects of professional development as they concern foreign language teachers.

To meet their professional development needs, teachers can attend short courses and workshops that are offered by local educational agencies, colleges, universities, independent providers, and professional organizations. Programs for teachers should be carefully evaluated to determine their usefulness; an important aspect of such evaluation is the measure of their contribution to improving students' achievements.

Long-Term Professional Development and Support

Participating in professional development is the responsibility of all foreign language teachers. Teachers must continually sustain and increase their knowledge of a foreign language, its target cultures, and foreign language teaching strategies. To support teachers, school administrators and representatives of state and national foreign language interests must expect, actively encourage, and reward long-term professional development. Support from institutions of higher education and other institutions whose representatives have expertise in foreign languages and foreign language education must be enlisted in an effort to make high-quality learning environments available to all foreign language teachers. It is important for foreign language teachers to develop collegial relationships with experts in second language acquisition in universities and other institutions. Over the years every foreign language teacher should have an opportunity to engage in exchanges and field work in the countries and communities in which the target language is spoken.

Long-term professional development programs in foreign languages should be routinely subject to external assessment to ensure that they achieve their goal of enhancing the skills and knowledge of teachers. Teachers should be encouraged to share the benefits of their long-term professional development, as appropriate, with their colleagues in local in-service training programs and through teacher networks. Teachers' leadership and participation in national and local professional organizations that support students' learning and achievement of the goals of the Language Learning Continuum should be valued as hallmarks of the teachers' professionalism.

Teachers must continually sustain and increase their knowledge of a foreign language, its target cultures, and foreign language teaching strategies.

Professional Development and Retention of New Teachers

Because they do not have the benefit of experience, new teachers may need additional professional development assistance. School administrators and the teachers' colleagues must assist the new teachers in succeeding in the classroom. Careful placement and active mentoring can often

help alleviate isolation, which can be a problem for all teachers but is most acute during the first year of teaching.

Administrators should set up activities that provide new teachers with ongoing collegial support. The focus of this support may be for teachers to share successful lessons and teaching approaches and to coach one another in ways to improve students' achievements. Experienced teachers play an important role in offering mentoring and collegial support not only in schools but also in districts and through professional networks. A link between experienced teachers and new teachers can be made by providing both with the time to discuss strategies for teaching the content of the framework, opportunities to observe experienced colleagues' classrooms, and practice in the use of district-adopted curricular materials and lessons. Administrators can also bring in qualified foreign language specialists to help with these activities. In such ways new teachers receive support in instruction and classroom management and gain confidence by receiving assistance in improving lessons.

School District and Site Programs for Professional Development

School districts have the responsibility for providing teachers with opportunities to participate in professional development activities and the resources for doing so. School districts can support professional development by:

- Organizing and implementing specific activities appropriate for foreign language teachers
- Providing funds for teachers' participation in professional development activities that are sponsored by the school district; county offices of education; universities; and special projects, such as the California Foreign Language Project
- Developing an annual schedule of professional development activities
- Providing release time for teachers to participate in professional development activities
- Providing in-service activities that assist teachers in more effectively implementing instructional materials
- Providing workshops on gathering and analyzing data on student performance

Considerations in Designing Professional Development Programs

Professional development is essential to implementing the Language Learning Continuum that is outlined in this framework. Therefore, a variety of considerations should be examined when professional development activities are designed. A professional development program may be able to deal with only a few considerations each year. In deciding how to balance these considerations, teachers and school district administrators must have a clear understanding of the school's or the district's goals for professional development. The following sections of this chapter cover the considerations that play an important role in planning professional development programs.

Implementing the Language Learning Continuum

All professional development programs in foreign languages should emphasize the effective implementation of the content and the Language Learning Continuum presented in this framework. Persons who

provide professional development programs must be willing to demonstrate the effectiveness of their recommendations for the typically diverse California classroom. They must be competent in a foreign language and competent teachers of teachers. They must also be competent in managing classrooms effectively and in helping teachers learn effective instructional strategies. Such competencies come from experience, demonstrated success teaching students, and academic preparation and study. Programs are more likely to have a lasting influence if they have sustained support and are locally based and if teachers play a role in planning and evaluation.

Maximizing Instructional Time

Effective professional development enables teachers to maximize instructional time. It can help teachers to resolve language-specific classroom management issues (e.g., structuring interactive communication activities) and more generalized management concerns (e.g., dealing with inappropriately high levels of classroom noise, frequent tardiness or absences, or students' inattention). Program activities may be structured to raise teachers' proficiency in a foreign language. As their proficiency increases, teachers find that their comfort levels in using the target language also increase as does their use of a variety of instructional strategies and assessments.

Meeting Diverse Students' Needs

Professional development programs should be designed to help teachers and administrators expand their understanding of students' similarities and differences, of students' diverse cultures, and of the instructional implications resulting from such differences. In meeting the diversity of students' needs, teachers must know on which aspects of the Language Learning Continuum they need to spend more time. Students' previous knowledge and experience in foreign languages are significant factors in deciding which aspects of the continuum to emphasize, which aspects to revisit, and which topic or function to spend more time on. Therefore, professional development programs should focus on both foreign language proficiency for students and the instructional strategies that best achieve it (see Chapter 4).

Professional development programs should focus on both foreign language proficiency for students and the instructional strategies that best achieve it.

Involving Parents or Guardians

The extent to which parents or guardians are involved in and knowledgeable of a school's foreign language program influences the extent to which students

succeed. Therefore, it is valuable to provide teachers with staff development programs that help them develop various strategies to assist parents or guardians in becoming effectively involved in the foreign language education of their children.

Assessing Students' Progress

Teachers should be able to use various forms of assessment, including methods for monitoring students' progress. When such assessments reveal that students are not progressing at expected stages along the Language Learning Continuum, teachers should employ appropriate strategies. Professional staff development activities can provide teachers with a repertoire of such strategies, and adopted instructional materials should include recommended strategies.

Teachers of foreign languages need professional development experiences that will deepen their knowledge of a foreign language and its culture or cultures.

Articulating Instruction

Teachers need to understand the way in which the content they are teaching is related to the content that was taught at previous stages and how the current content will prepare students for foreign language instruction at later stages. Well-designed instructional materials will greatly facilitate the articulation process (see Chapter 8). At the same time, in-service training or other professional development activities should show teachers how their teaching is an integral part of the Language Learning Continuum. Such training should also show teachers how they can develop strategies for linking their teaching to materials of earlier and later stages (e.g., identifying review materials for improving students' foundational skills).

Undergraduate Preparation

Young adults who excel in their study of foreign languages are candidates for becoming foreign language teachers. Recruitment of new teachers requires support through preservice preparation. Given the shortage of highly trained foreign language teachers in California, schools and undergraduate institutions must actively encourage talented foreign language students to enter teaching careers. Undergraduate internships in kindergarten-through-grade-twelve classrooms, followed up with guided reflection and discussion, can be an effective recruitment tool and can enhance the value of an undergraduate foreign language education. Student teachers can enhance their preparation by collaborating with master teachers.

The Individual Professional Development Plan

Teachers of foreign languages need professional development experiences that will deepen their knowledge of a foreign language and its culture or cultures. Teachers need professional development experiences that will improve their abilities to manage and to monitor students' learning. Foreign language teachers need time to reflect on their practices and to learn from experience. They need to become members of teaching and learning communities. Within the range of professional development resources, teachers have a responsibility to create an individual professional development plan. To create such a plan, teachers may choose from a wide range of activities. For example, teachers may:

- Participate in workshops on providing instruction that reinforces the total school curriculum.
- Participate in workshops on providing an articulated curriculum of continuous and sequential study.

- Study, work, reside, or travel in the target language areas.
- Take postbaccalaureate courses or seminars conducted in the language.
- Interact with other speakers of the target language.
- Interact extensively with native speakers.
- Participate in seminars, workshops, conferences, and programs in the United States and in other countries.
- Participate in cultural exchange programs to gain new insights into the culture studied.
- Attend workshops and courses on curriculum content, intercultural education, technology, and language assessment.
- Participate in faculty discussion groups, peer observation and mentoring activities, and task forces that address learning outcomes, instructional approaches, and assessment techniques.
- Dialogue with teachers at all levels of instruction.
- Take additional courses related to language acquisition, language teaching, and the study of the target language and its cultures.
- Maintain a professional library of books, periodicals, and other media that focuses on language, culture, and methodology.
- Engage in appropriate research activities and collect and analyze data to inform instructional practices.
- Participate in departmental and interdisciplinary faculty development opportunities, especially in the local district or region.
- Participate in programs for the development of teaching competency and leadership skills.
- Gain experience through participation, service, and leadership in school, community, and professional organizations.
- Assume various roles in professional organizations.
- Participate in local, regional, and statewide education reform efforts.

Chapter 7

The Role of Parents or Guardians, Administrators, and the Community

Strong foreign language programs result from the combined efforts of school and district administrators, counselors, school boards, state agencies, and the public. The quality of the students' classroom experiences depends on how successfully these members of the academic and local communities work in their diverse capacities to nurture foreign language instruction. The most important support that can come from all groups is a genuine conviction that languages are of such critical value to California and to individual students that all students are strongly encouraged to learn at least one language in addition to English and their native language.

Administrators

To build a strong foreign language program, school and district administrators should:

- Align their foreign language improvement efforts with the state's framework and textbook adoption cycle.
- Allocate a fair proportion of available funds for staffing properly foreign language departments, purchasing learning materials and equipment, and providing staff development.
- Recruit a well-qualified curriculum specialist who understands and supports foreign language education.
- Establish conditions whereby only teachers who are competent in languages and teaching are recruited, hired, assigned, and retained.
- Evaluate foreign language teachers by using criteria primarily based on the attainment of program objectives.
- Inform the governing board about critical foreign language needs.

Counselors

To support and encourage students' enrollment in foreign language courses, counselors should:

- Recognize the rapidly increasing career value of studying a foreign language.
- Encourage all students to begin the study of a second language as early as possible and to continue the study for as long as possible.
- Consult with the language staff about the placement of students in language classes.
- Advise students early regarding foreign language requirements for high school graduation and college or university entrance.

School Boards

To build a strong foreign language program, local school boards should:

- Recognize the value of providing foreign language opportunities for all students.
- Provide support for expanding foreign language programs until they span all grade levels in the district.
- Establish programs in languages not commonly taught, especially those of the Pacific Rim.
- Establish and support heritage language programs.
- Support professional growth by providing teacher incentives, such as recognition and financial assistance.
- Ensure that hiring practices place only qualified teachers in foreign language classrooms.
- Furnish adequate funding for expanding programs and enrollment and for ensuring reasonable class size.
- Facilitate and approve students' participation in worthwhile learning experiences that may require travel.

Students

The opportunity to study at least one foreign language needs to be made available to all students. All students are capable of mastering another language. Students must recognize that learning and progressing in the study of a foreign language requires dedication and determination. Mastering another language may not be easy, but its rewards are great and always evident whenever the student hears, speaks, reads, and writes the language. Students can contribute to the effectiveness of the foreign language program by:

- Participating in class
- Attending all classes and completing all assignments

Native speakers of the target language often volunteer to help in classrooms.

- Being determined to learn the language
- Supporting other students and cooperating with the teacher
- Being responsible for their own learning
- Making full use of community resources, including language groups, native speakers, and peers who speak the target language
- Listening to, speaking in, reading in, and writing in the language at every opportunity

Parents or Guardians

Parents or guardians provide the most vital link between students and the community. Parents or guardians can contribute to the effectiveness of the foreign language program by:

- Encouraging their children to study at least one language other than their own and supporting such study
- Providing diverse linguistic and cultural models based on their own background
- Encouraging the establishment and growth of a variety of language programs at each grade level
- Advocating support of foreign language instruction in their own community and in their professional and political organizations

Local Communities

Many communities have resources that are valuable to language students and teachers. Native speakers of the target language often volunteer to help in classrooms. They coach students, converse in the target language, give talks, lead and stimulate small-group activities, and accompany classes on field trips. Teachers can encourage members of the community to:

- Serve as members of language booster groups.
- Help teachers prepare instructional materials.
- Serve as classroom aides.
- Sponsor and help with extracurricular language activities.
- Host visitors and exchange students from other countries.
- Encourage public officials to support foreign language programs.
- Serve on school-organized task forces that are formed to make recom-

mendations about language instruction.
- Help students with homework assignments.
- Persuade community organizations and service clubs to sponsor, support, or publicize projects benefiting foreign language education.
- Serve as resources that provide authentic target-language experiences.

Businesses and Industry

Support of foreign language programs and international education programs is in the best interests of most businesses and industries. Foreign language programs in the schools can become more effective when their representatives take the initiative in forming alliances with firms located in the community. Cooperative efforts lead to:

- Technical assistance and equipment for classroom use
- Financial support for scholarships, language camps, field days, and student-exchange programs
- Internships for foreign language students and native language speakers
- Public awareness campaigns to advocate additional study of foreign languages and cultures
- Contacts with agencies and people in other countries
- Invitations to speakers who will motivate and inform language students
- Support for foreign language education at local, regional, and state levels

Support of foreign language programs and international education programs is in the best interests of most businesses and industries.

Chapter 8

The Criteria for Evaluating Kindergarten-Through-Grade-Eight Foreign Language Instructional Materials

These criteria evaluate the alignment of instructional materials with the Language Learning Continuum, the content of the framework, and the quality of those materials in the areas of program organization, assessment, universal access, and instructional planning and support. They will guide the development and govern the adoption cycle of kindergarten-through-grade-eight instructional materials beginning in 2003. They do not recommend or require one particular pedagogical approach. The numerical order of the criteria within each category does not imply relative importance; all criteria must be addressed. They may also be used by publishers and local

educational agencies as a guide for the development and selection of instructional materials for grades nine through twelve.

These criteria are organized into five categories:

1. **Curriculum Content:** The content as specified in the *Foreign Language Framework*
2. **Program Organization:** The sequence and the organization of the foreign language program
3. **Assessment:** The strategies presented in the instructional materials for measuring what students know and are able to do
4. **Universal Access**: The information and ideas that address the needs of special student populations, including students eligible for special education, advanced students, students who are studying a heritage language, and students whose achievement in reading/language arts is either below or above that typical of the class or grade level
5. **Instructional Planning and Support:** The instructional planning and support information and materials, typically including a separate edition specially designed for use by the teacher, that assist teachers in the implementation of the foreign language program

Foreign language materials must support teaching aligned with the framework. Materials that fail to meet the foreign language content criteria will not be considered satisfactory for adoption. Only those programs determined to meet criterion category 1 need to be evaluated under criteria categories 2 through 5.

In an effort to create focused foreign language instructional materials, publishers are asked to concentrate on the content as described in the framework. Extraneous content is fundamentally contrary to and detracts from the ability of teachers to teach readily and students to learn thoroughly the content specified by the Language Learning Continuum and the *Foreign Language Framework.*

Criteria Category 1: Foreign Language Content/Alignment with Curriculum

Instructional materials support teaching and learning the skills and knowledge called for at the different stages as outlined in the Language Learning Continuum and that are appropriate for the designated grade levels. Materials are fully aligned with the content of the framework. The materials must facilitate and enable students to communicate in the language. Programs with consistent inaccuracies and a large number of errors will not be considered for adoption.

To be considered suitable for adoption, instructional materials in foreign language will provide:

1. A list of evidence, with page numbers and/or other appropriate references, that demonstrates alignment with the stage(s) of the Language Learning Continuum
2. All content as specified at each stage of the continuum that is supported by topics or concepts, lessons, activities, examples, and/or illustrations, and so forth as appropriate
3. Accurate content to support foreign language instruction in the areas of listening, speaking, reading, and writing
4. Foreign language content that is presented in interesting and engaging ways to students

5. Grammar and vocabulary appropriately used and accurately defined
6. Listening, speaking, reading, and writing activities in a foreign language that are grammatically accurate and culturally appropriate
7. Listening, speaking, reading, and writing opportunities in a foreign language through direct instruction and activities, such as conversations, reading and writing assignments, and listening exercises and essays, that focus on the student's improving and demonstrating proficiency
8. Instruction that is culturally appropriate and develops listening, speaking, reading, and writing in a foreign language
9. Opportunities for students to increase their knowledge and understanding of a foreign language through the study of the literature, art, history, philosophy, and culture(s)
10. Opportunities for students to use technology to practice communication in the language and access information about the language

11. Practice in listening, speaking, reading, and writing activities that improve language proficiency and lead to student attainment of the designated stage of the Language Learning Continuum
12. Materials that enable students to communicate in the language

Criteria categories 2 through 5 shall be considered after a program has been determined to have the necessary content. A program meeting criteria categories 2 through 5 will be approved, and a program failing to meet one category of the criteria will not be approved.

Criteria Category 2: Program Organization

Sequential organization of the foreign language program provides structure related to what students should learn each year and allows teachers to convey the foreign language content efficiently and effectively. The program will be well organized and presented in a manner consistent with providing all students an opportunity to achieve the essential knowledge and skills described in the Language Learning Continuum. A program must designate which stage(s) of the Language Learning Continuum is/are being addressed.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Instructional resources, aligned with the Language Learning Continuum, that introduce new knowledge and skills at a reasonable pace and depth of coverage and explicitly prepare students for later stage(s)
2. A logical and coherent structure that facilitates efficient and effective teaching and learning within a lesson, unit,

and year aligned with the Language Learning Continuum

3. Clearly stated student outcomes and goals that are measurable and framework-based
4. An overview of the content in each chapter or unit that designates how the lesson supports the Language Learning Continuum
5. A well-organized structure that provides students with the opportunity to listen, speak, read, and write in the language and build on knowledge and skills obtained through other language studies and/or immersion
6. Activities and texts that organize the content in a logical way such that prerequisite skills and knowledge are developed before the more complex concepts and understandings that depend on them
7. Tables of contents, indexes, glossaries, content summaries, and assessment guides that are designed to help teachers, parents or guardians, and students

Criteria Category 3: Assessment

Assessment should measure what students know and are able to do. Instructional resources should contain multiple measures to assess students' progress. Assessment measures should reveal students' knowledge and understanding of the language. Assessment tools that publishers include as a part of their instructional material should provide evidence of students' progress toward meeting the proficiency levels of the Language Learning Continuum. Assessment tools should provide information teachers can use in planning and modifying instruction to help all students meet or exceed the proficiency levels for the designated stage of the Language Learning Continuum.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Strategies or instruments teachers can use to determine students' prior knowledge
2. Multiple measures of the individual student's progress at regular intervals to evaluate his or her attainment of the appropriate stage
3. Guiding questions for monitoring students' comprehension when listening, speaking, reading, and writing
4. Performance assessments and accompanying rubrics that can be used to evaluate and improve the quality of students' work

Assessment measures should reveal students' knowledge and understanding of the language.

Criteria Category 4: Universal Access

Instructional materials should provide access to the curriculum for all students, including those with special needs.

Instructional materials should provide access to the curriculum for all students, including those with special needs: advanced learners, heritage language learners, students with learning difficulties, and special education students. Programs must conform to the policies of the State Board of Education as well as other applicable state and federal guidelines pertaining to diverse populations and students with special needs.

To be considered suitable for adoption, instructional materials in foreign language must provide:

1. Suggestions based on current and confirmed research for ways to adapt the curriculum and the instruction to meet students' identified special needs
2. Strategies to help students who are below grade level in reading/language arts understand the foreign language content

3. Suggestions for advanced learners that allow students to study content in greater depth
4. Strategies and suggestions to help heritage language learners to learn and understand all aspects of the language

Criteria Category 5: Instructional Planning and Support

Teacher support materials should be built into the instructional materials and should specify suggestions and illustrative examples of how teachers can use the Language Learning Continuum. Assistance should be designed to help teachers implement the program in a way that ensures the opportunity for all students to learn the essential skills and knowledge called for in the curriculum. These criteria do not recommend or require one particular pedagogical approach. Publishers should make recommendations to teachers regarding instructional approaches that fit the instructional goals. Programs should provide teachers with a variety of instructional approaches that might include, but are not limited to, direct instruction, assigned reading and writing, conversations with native speakers, and presentations of authentic and accurate cultural situations.

To be considered suitable for adoption, planning and support resources in foreign language must provide:

1. Clearly written and accurate explanations of listening, speaking, reading, and writing in the language being studied
2. Strategies to address and correct common student errors
3. A variety of pedagogical strategies for flexible grouping of students
4. Lesson plans and suggestions for organizing resources in the classroom and ideas for pacing lessons
5. A list of materials that support the Language Learning Continuum
6. Suggestions and information on how to use authentic and accurate conversations and written communications to promote instruction in the language
7. Suggestions for how to use student assessment data within the program for instructional planning purposes
8. Technical support and suggestions for appropriate use of audiovisual, multimedia, and information technology resources associated with a unit
9. Suggestions for activities and strategies to inform parents or guardians about the foreign language program
10. References and resources for the teacher to provide further study of the language
11. Demonstration of electronic resources for teachers (e.g., audiotapes, videotapes, and other electronic media) that depict appropriate techniques and teaching suggestions
12. Homework assignments that support classroom learning and are written so that parents or guardians who are knowledgeable of the language can easily help their children
13. Suggestions that are tied to the Language Learning Continuum and that allow students to study content in greater depth
14. Teacher's editions that include ample and useful annotations and suggestions on how to present the content in the student edition and ancillary materials

Selected References

ACTFL Performance Guidelines for K–12 Learners. 1998. Yonkers, N.Y.: American Council of Teachers of Foreign Languages.

Altman, Charles. 1988. *The Video Connection: Integrating Video into Language Teaching.* Boston: Houghton Mifflin Company.

Approaches to Computer Writing Classrooms: Learning from Practical Experience. 1993. Edited by Linda Myers. Albany: State University of New York Press.

Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language. 1996. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 16, 18–22. Copyright © 1996 by College Entrance Examination Board. All quotations reprinted with permission. All rights reserved. www.collegeboard.com. [Link is invalid]

Articulation of Language Programs: Recommendations for Implementation Within and Among California's Elementary, Secondary, and Post-Secondary Educational Segments. 1994. Edited by Hal Wingard. San Diego: California Language Teachers Association.

Assessing Foreign Language Proficiency of Undergraduates. 1991. Edited by Richard V. Teschner. Boston: Heinle Thomson Learning.

Note: The publication data in this section were supplied by the Curriculum Frameworks and Instructional Resources Division, California Department of Education. Questions about the data should be addressed to that division, telephone (916) 319-0881.

Bamford, K. W., and D. T. Mizokawa. 1991. "Additive-Bilingual (Immersion) Education: Cognitive and Language Development," *Language Learning*, Vol. 41, No. 3, 413–29.

Bringing the Standards into the Classroom: A Teacher's Guide. 1997. Ames: National K–12 Foreign Language Resource Center, Iowa State University.

Bruck, M.; W. E. Lambert; and R. Tucker. 1974. "Bilingual Schooling Through the Elementary Grades: The St. Lambert Project at Grade Seven," *Language Learning*, Vol. 24, No. 2, 183–204.

Burke, K.; R. Fogarty; and S. Belgard. 1994. *The Mindful School: The Portfolio Connection.* Palatine, Ill: IRI/Skylight Publishing.

California Special Education Programs: A Composite of Laws (Twenty-fifth edition). 2003. Sacramento: California Department of Education.

Challenge for a New Era: Nebraska K–12 Foreign Language Frameworks. 1996. Lincoln: Nebraska Department of Education.

A Challenge to Change: The Language Learning Continuum. 1999. Edited by Claire W. Jackson. New York: College Entrance Examination Board, 21–43, 147. Copyright © 1999 by College Entrance Examination Board. All quotations reprinted with permission. All rights reserved. www.collegeboard.com. [Link is invalid]

Classroom Oral Competency Interview. 1993. Stanford, Calif.: Leland Stanford Junior University Board of Trustees.

Classroom Writing Competency Assessment. 1996. Stanford, Calif.: Leland Stanford Junior University Board of Trustees.

Curtain, Helena. 1993. *An Early Start: A Resource Book for Elementary School Foreign Language.* Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics, ED 353 849.

Curtain, Helena, and Carol Ann Pesola. 1994. *Languages and Children. Making the Match.* White Plains, N.Y.: Longman.

Defining and Developing Proficiency: Guidelines, Implementations, and Concepts. 1998. Edited by Michael D. Bush and Robert M. Terry. The American Council on the Teaching of Foreign Languages (ACTFL) Foreign Language Education Series. Lincolnwood, Ill.: McGraw Hill/ Contemporary.

Developing Communication Skills: General Considerations and Specific Techniques. 1978. Edited by Elizabeth G. Joiner and Patricia Westphal. Rowley, Mass.: Newbury House.

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve. 1989. Sacramento: California Department of Education.

Foreign Language Proficiency in the Classroom and Beyond. 1998. Edited by Michael D. Bush and Robert M. Terry. ACTFL Foreign Language Education Series. Lincolnwood, Ill.: McGraw Hill/ Contemporary (out of print).

Fromkin, Victoria; Robert Rodman; and Nina M. Hyams. 2002. *An Introduction to Language* (Seventh edition). Boston: Heinle Thomson Learning.

Futures: Making High School Count! 2002. Sacramento: California Education Round Table.

Goals 2000: Educate America Act. 1994. HR 1804. <*http://www.ed.gov/legislation/GOALS2000/TheAct/*>. [Link is invalid]

"A Guide to Aligning Curriculum with the Standards." 1996. Ames: National K–12 Foreign Language Resource Center, Iowa State University. This publication is available only online at <*http://www.educ.iastate.edu/nflrc/publications/stds.htm#guide*>.[[Link is invalid]

Hakuta, Kenji. 1986. *Cognitive Development of Bilingual Children.* Los Angeles: University of California, Center for Language Education and Research. ERIC Document Reproduction Service No. ED 260.

Hakuta, Kenji. 1990. "Bilingualism and Bilingual Education: A Research Perspective," *NCBE Focus: Occasional Papers in Bilingual Education* (Spring), 1.

Handbook for Planning an Effective Foreign Language Program. 1985. Sacramento: California Department of Education.

Hertz, Robert M. 1987. *Computers in the Language Classroom.* Menlo Park, Calif.: Addison-Wesley Publishing Company.

Huebner, Thom, and Anne Jensen. 1992. "A Study of Foreign Language Proficiency-Based Testing in Secondary Schools," *Foreign Language Annals*, Vol. 25 (April), 105–15.

LaReau, Paul, and Edward Vockell. 1989. *The Computer in the Foreign Language Curriculum*. Santa Cruz, Calif.: Mitchell Publishing (out of print).

Massachusetts Foreign Languages Curriculum Framework. 1999. Malden: Massachusetts Department of Education.

Modern Media in Foreign Language Education: Theory and Implementation. 1998. Edited by Michael D. Bush and Robert M. Terry. ACTFL Foreign Language Education Series. Lincolnwood, Ill.: McGraw-Hill/ Contemporary.

Modern Technology in Foreign Language Education: Applications and Projects. 1989. Edited by William Flint Smith. ACTFL Foreign Language Education Series. Lincolnwood, Ill.: National Textbook Company (out of print).

Moskowitz, Gertrude. 1978. *Caring and Sharing in the Foreign Language Class: A Sourcebook on Humanistic Techniques.* Boston: Heinle Thomson Learning.

A Nation at Risk: *The Imperative for Educational Reform.* 1983. A report to the nation and the Secretary of Education, United States Department of Education, by the National Commission on Excellence in Education. Washington, D.C.: National Commission on Excellence in Education.

National Standards in Foreign Language Education Project. 1999. *Standards for Foreign Language Learning in the 21st Century.* Lawrence, Kans.: Allen Press.

National Standards in Foreign Language Education Project. 1996. *Standards for Foreign Language Learning: Preparing for the 21st Century.* Lawrence, Kans.: Allen Press.

New Perspectives and New Directions in Foreign Language Education. 1998. Edited by Michael D. Bush and Robert M. Terry. ACTFL Foreign Language Education Series. Lincolnwood, Ill.: McGraw-Hill/Contemporary.

Omaggio-Hadley, Alice. 1993. *Teaching Language in Context: Proficiency-Oriented Instruction* (Second edition). Boston: Heinle Thomson Learning.

Oral Communication Testing: A Handbook for the Foreign Language Teacher. 1977. Edited by Cathy Linder. Lincolnwood, Ill.: National Textbook Company (out of print).

Oxford, Rebecca L. *Language Learning Strategies.* 1990. Boston: Heinle Thomson Learning.

Padilla, A. M.; H. Sung; and J. C. Aninao. 1994. *Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM).* Stanford, Calif.: Leland Stanford Junior University Board of Trustees.

Padilla, A. M.; J. C. Aninao; and H. Sung. 1996. "Development and Implementation of Student Portfolios in Foreign Language Programs," *Foreign Language Annals,* Vol. 29, No. 3, 429–38.

Pitkoff, Evan, and Elizabeth Roosen. 1994. "New Technology, New Attitudes Provide Language Instruction," *NASSP Bulletin,* Vol. 78, No. 563, 36–43.

The Power of CALL. 1996. Edited by Martha C. Pennington. Houston: Athelstan Publications.

Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve. 1999. Sacramento: California Department of Education.

Restructuring California Education: A Design for Public Education in the 21st Century. 1988. Sacramento: California Business Roundtable.

Rosenbusch, M. H. 1991. "Elementary School Foreign Language: The Establishment and Maintenance of Strong Programs," *Foreign Language Annals,* Vol. 24, No. 4, 297–314.

Saenger, T. J., and others. 1988. *Vision: California 2010, A Special Report to the Governor*. Sacramento: California Economic Development Corporation.

Science Framework for California Public Schools, Kindergarten Through Grade Twelve. 2003. Sacramento: California Department of Education.

Shrum, Judith L., and Eileen W. Glisan. 1994. *Teacher's Handbook: Contextualized Language Instruction.* Boston: Heinle Thomson Learning.

Simulation, Gaming, and Language Learning. 1990. Edited by David Crookall and Rebecca L. Oxford. Boston: Heinle Thomson Learning.

Teacher Preparation in Languages Other Than English: Quality and Effectiveness Standards for Subject Matter Programs in California. 1994. Handbook for Teacher Educators and Program Reviewers. Sacramento: Commission on Teacher Credentialing.

Teaching Languages with Computers. 1989. Edited by Martha C. Pennington. Houston: Athelstan Publications.

Technology-Enhanced Language Learning. 1998. Edited by Michael D. Bush and Robert M. Terry. ACTFL Foreign Language Education Series. Lincolnwood, Ill.: McGraw-Hill/ Contemporary.

Trayer, Marie. 1997. "Foreign Language Standards: The Nebraska Story," *ACTFL Newsletter,* Vol. IX, No. 3 (Spring), 10.

Weatherford, H. J. 1986. "Personal Benefits of Foreign Language Study," *ERIC Digest*. Washington, D.C.: ERIC Clearinghouse on Languages and Linguistics. ERIC Document Reproduction Service No. 276 305.

Zaslow, Brandon. 2002a. "The Classroom Receptive Competency Matrix." Stanford, Calif.: California Foreign Language Project (unpublished document).

Zaslow, Brandon. 2002b. "Framework-Aligned Instruction." Los Angeles: School of Education, University of California (unpublished document).

01-023 103-0046-01 5-03 30M