# **WORLD LANGUAGES FRAMEWORK FOCUS GROUP REPORT**



A summary of oral comments received at the August through September 2018 focus group meetings regarding the revision of the *2020 California World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*

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## Introduction

The California Department of Education (CDE), Instructional Quality Commission (IQC), and State Board of Education (SBE) are commencing the process for revising the *California World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* *Framework* (*WL Framework*). California *Education Code* Section 60605.5 requires the Superintendent, in consultation with the IQC, to recommend to the state board a world languages framework aligned to the *WL Standards for California Public Schools* scheduled for adoption by the SBE in 2019. The CDE convened four public focus groups of educators in different regions of California and offered opportunities for public comment to provide input regarding the essential guidance that should be included in the *WL Framework* scheduled for completion in 2020. This report, along with the subsequent SBE-adopted guidelines (which will reflect current law and these comments), begin the work of revising the *WL Framework*. The *World Languages Framework Focus Group Report* encapsulates the comments from the focus group meetings, as well as public comment submitted directly to the CDE, and serves as a starting point for the revision of the2020 *California World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve*.

A list of questions that served as the basis for the focus group discussion and the responses, in both oral and written comments, can be found on page 5. The summary of the oral comments made by focus group members and members of the public at the four focus group meetings begins on page 8. Oral comments made by members of the public are briefly summarized in table format following the notes from each focus group meeting.

The focus groups were held on the following dates in the following locations:

**Focus Group 1: August 16, 2018, San Diego County Office of Education**

**Focus Group 2: August 22, 2018, Santa Clara County Office of Education**

**Focus Group 3: August 29, 2018, California Department of Education**

This location also hosted a videoconference that included Humboldt County Office of Education and Tulare County Office of Education.

**Focus Group 4: September 12, 2018, Los Angeles County Office of Education**

All of the meetings were audio recorded, and copies of those recordings are available from the CDE upon request.

## World Languages Framework Focus Group Discussion Questions

Discussion of the following questions will ensure that the revision of the *WL Framework* includes the voice of world language educators in California.

1. In what ways should the 2020 *WL Framework* support multilingualism for California’s unique and diverse student population?
2. In considering the acquisition of a new language, in what ways should the 2020 *WL Framework* address the unique features common to individual languages or subsets of languages?
3. How do the elements of communicative proficiency and intercultural competence link to college and career readiness and to global citizenship?
4. What specific guidance would you like to see in the 2020 *WL Framework* relative to the following:
   1. Building proficiency by fostering interaction with authentic resources?
   2. Culturally-appropriate language use in real-world settings?
   3. Implementing quality WL instruction—including professional learning, leadership, program supports, etc.?
5. Finally, what other recommendations do you have to ensure that California’s 2020 *WL Framework* will be a useful tool for California’s WL educators?

## Summary of Comments Provided at Focus Group Discussions

What follows is a brief summary of the oral and written comments provided by WL teachers and individuals with expertise in the instruction of world languages at four focus group meetings (at the San Diego County Office of Education on August 16, 2018; at the Santa Clara County Office of Education on August 22, 2018; at the California Department of Education on August 29, 2018—this location also hosted a videoconference that included Humboldt County Office of Education and Tulare County Office of Education; and at the Los Angeles County Office of Education on September 12, 2018). The insights gathered from these sessions highlight several key areas for further consideration. They also provide an important foundation that may inform the revision of the California 2020 *WL Framework*.

### Provide Examples for an Array of Languages, Including Samples, Graphics, Models, Snapshots, or Vignettes

The framework should include sample rubrics, assessments, instructional strategies, and engaging tasks in a variety of languages and registers within those languages. These examples should show the progression of student performance as they advance from one proficiency level to the next, be useful to both new and experienced teachers, and serve to illustrate what a quality language instructional program looks like. Show examples of programs and approaches that serve different kinds of students acquiring world languages (e.g., native, non-native, and heritage speakers). The suggestions to teachers should address how to engage students with a range of needs and ability levels in tasks conducive to the use of the target language. To convey this guidance, use graphics, models, snapshots, or vignettes.

### Include Compelling Language Regarding the Value of Acquiring World Languages, Developing Intercultural Competence, and Becoming a Global Citizen

There is an urgent need to include compelling language that asserts the value of acquiring world languages, developing intercultural competence, and becoming a global citizen. The world languages classroom offers opportunities where students can connect to and enhance their knowledge and skills in other subject areas and develop essential, life-long aptitudes. This guidance of the framework should be clear to all educators and stakeholders so that they might be persuaded to introduce and support language learning early in the elementary schools, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond.

### Provide Clear Descriptions of Various Forms of Assessment and Their Connection to Supporting Communicative Proficiency in a Variety of Settings

The framework should provide clear guidance on the shift in the world languages classroom toward task- and performance-based assessment to better gauge communicative proficiency in a variety of settings. Include a variety of examples for assessing students with a range of backgrounds, needs, and ability levels. It is also important to include cautions (e.g., assessments for different languages or from different sources may not equitably assess the same skills) and other suggestions that may help teachers create and employ assessments judiciously.

### Include Guidance on How to Place, Teach, and Assess Native Speakers and Heritage Speakers

The framework should include clear guidance on effective ways to place, teach, and assess native speakers and heritage speakers. Current and upcoming initiatives (e.g., the State Seal of Biliteracy, Global California 2030) recognize the linguistic and cultural knowledge and skills that native speakers and heritage speakers possess. Maximizing the potential of these students may entail growing the opportunities schools and districts currently offer. The guidance should discuss how these students are singularly positioned to acquire multiple languages.

### Make Explicit Connections to Resources and Associations with Resources Aligned to the Guidance in the World Languages Framework

Make connections to state and national organizations—and their resources—to ensure teachers using this framework are confident that the guidance is aligned to such associations as the American Council on the Teaching of Foreign Languages (ACTFL). Include hyperlinks or encourage readers to access reputable online resources that may offer additional guidance, tools, or research aligned to current California standards and the *WL Framework*.

### Provide Specific Guidance on Using the Target Language

The framework should emphasize the importance of using the target language in world languages classroom, a practice the ACTFL has recommended. Provide guidance on ways to use the target language with students at different levels of proficiency. Include suggestions and techniques that foment the development of students’ communicative skills.

## San Diego County Office of Education

AUGUST 16, 2018

**Focus Group Members Present**

| **NAME** | **AFFILIATION** |
| --- | --- |
| Ken Leber | Corona-Norco Unified School District |
| Cecile Nedellec | San Diego Unified School District |
| Carolyn Swaney | Poway Unified School District |
| Luz Vicario | National School District |

### Focus Group Discussion Notes

**QUESTION 1**

In what ways should the 2020 WL Framework support multilingualism for California’s unique and diverse student population?

* The framework should ensure that there is a disposition in schools to understand this is important. For years and years, especially in the elementary school, there has been a push for English only. And in high school there is a push for a second language.
* Schools and administrators do not recognize the importance of multilingualism. There needs to be a component to educate those who do not understand the importance of being a learner of a second language or adequately recognize the students in our classrooms who are multilingual.
* In San Diego a lot of our languages are disappearing because there is such a push for Spanish bilingual programs. French and German are going away. There is a lack of education among administrators, people in charge, and boards of education at different districts.
* In some districts they have dual immersion programs, but only in one school. In many schools, the second language option is funded by families. Teachers are overextended, and as a result students get about 20 minutes of contact per week. That is more exposure than learning.

**QUESTION 2**

In considering acquisition of a new language, in what ways should the 2020 WL Framework address the unique features common to individual languages or subsets of languages?

* I think it's really important to look at levels of communication or ability to proficiency and communication as the goal, considering that some languages that are not written the way that they're spoken. So we have to consider the ability to move through proficiency levels based on the level that you're taking in the course versus looking at all students completing level one of any language. It’s just not realistic.
* Placing an emphasis on the different pronunciation or dialects might be important.
* The framework needs to emphasize authentic and natural communication in the class, which of course is a school-based, unnatural situation. We can take kids into thematic learning and learning about the world around them, rather than flipping pages in a textbook and talking about somebody's shirt, the color of their shirt, no matter what the language is that they’re speaking. We need to take it to a level where students are learning based on worldwide themes or can participate in natural conversation.
* I think that you can't get away from language acquisition. And it has to apply to individual languages or subsets and so understanding that the language acquisition needs to be well understood and obviously also that there's assessment incorporated into the acquisition.
* The framework simply needs to allow for colloquialisms and different forms of speech, in terms of regional dialects, etc. To say that the formal Queen's or King’s Spanish or the RAE (Real Academia Española) dictionary is the only correct version... I think we have to simply allow for individual differences or regional differences to make sure those are inclusive.
* Instead of “allow,” we should encourage the inclusion of colloquialisms to really give kids a better picture of what the world looks like around them. They don’t even necessarily know the differences with English between Australian English and Irish English, American English, Texan English… We have so many nuances here that it would be a step further to ensure that teachers are delivering that information to students.

**QUESTION 3**

How do the elements of communicative proficiency and intercultural competence link to college and career readiness and to global citizenship?

* If we want to produce global citizens and 21st-century learners, communicative proficiency and intercultural competence absolutely prepare students for the world.
* The framework should be clear and direct so that each individual teacher can understand what it means to be career ready. Career readiness can mean so many things in the technological world. At the same time, it needs to allow for a range of possibilities inclusive of technological aspects and all types of careers. We are a single a global community now, so we need to make sure a lot of things are done in a group setting. Students need to cooperate and interact with a person from another country and be able to address their cultural understandings as well as what it means to run that business.
* The framework should encourage educators to continue to grow as a staff or as a teacher to stay current. For example, kids now don't email. We email as adults. Kids don't email. They have everybody's phone number and if it's not the text message it's a direct message on Instagram or whatever the new platform is. Use some kind of language that keeps it evergreen in terms of using up-to-date technological practices. As a counterexample, some people on my staff are teaching the word “videocassette.”
* The framework should clearly state that students need to develop skills and learn how to collaborate in order to be a global citizen. At a job you have to interact, and even when you interact through your phone you still need to have proper knowledge of culture and respect. It’s problematic, in a text message, to use acronyms that half of us do not understand or do not translate from one language to the other—or even within the same language. Depending where that language is spoken, it can be seen as rude. So the notion of collaboration and teaching collaboration within the language learner, teaching our students to also learn from each other and not just depend on the adult in the room is important because when they go to college they're going to have to rely on themselves.
* The framework should encourage teachers to give students a chance to show what they can do, to make mistakes so that they learn that together and to move forward to become global citizens.
* The framework needs to embrace and illustrate that technological language changes over time. For example, in Spanish word *email* versus *correo electrónico.* There are many students that just use the word *email* now, regardless of where they're from. So the framework should clarify whether it is okay for world language learners to use email or whether teachers should insist on words like *correo electrónico*.
* It would be nice to see a push for multilingualism, to recognize all of the languages spoken, languages beyond Spanish. The framework should recognize that the word bilingual, even if you live in California, doesn't necessarily mean that you're a Spanish speaker.
* The framework should encourage the development of language courses with a career-readiness focus. Students can learn vocabulary and phrases in the target language that deal with up-and-coming technologies and careers, such as for medicine, technology, building, or manufacturing. These courses would promote career pathways by including the lexicon related to a career that students may want to go into in the future.

**QUESTION 4**

What specific guidance would you like to see in the 2020 *WL Framework* relative to the following:

1. Building proficiency by fostering interaction with authentic resources?

* In the framework I'd like to see guidance for specific opportunities for students to be able to communicate with peers from other parts of the world either through Google Hangouts, Skype, or platforms like that, to work on real-world solutions. I’m thinking of STEM schools, being innovators communicating with people from other places of the world, developing a relationship or a partnership, and coming together to discuss and speak using the language in an authentic situation to solve a problem.
* The framework should provide curated, easy-to-access links to word language teachers to resources. This might be especially useful to new teachers. They know what it means to build proficiency, they know they need authentic resources… But they also need to set up their classrooms, they need materials, they need access to different things, so they need guidance regarding where to find those resources quickly.
* The framework should include some examples for each of the proficiency levels. Illustrate, for example, what it should look like as a novice learner to be using an authentic resource. At the novice level, a student can work with an infographic that has minimal language and pictures to illustrate. The framework can point out the features that teachers might look for and how they can support kids in using their ELA skills to be able to negotiate meaning from those particular documents. If students are reading an infographic, how do they go about finding cognates? How do they identify vocabulary and those sorts of things? There should be almost like a template or a map of how to use those authentic resources, including video and audio materials.
* The framework should make clear that authentic resources should not just be printed text. They should also be some form of audio, audiovisual, or visual so that we're teaching all students and not just students that are visual learners and read well. This would support teaching kids to understand how much you can see based on what a video shows or what you hear in someone’s tone of voice.

1. Culturally-appropriate language use in real-world settings?

* The framework should include guidance to help teachers recognize that language evolves. That's something that teachers are going to have to make sure that their students understand.
* The framework should include language that is accepting of slang, colloquialisms—things of that nature. One example is how a lot of students use language from the world of hip-hop music, which may be ungrammatical. As language evolves a lot of these words are starting to make their way into the language, and they have come to be accepted.
* We need to make sure that students understand what culturally-appropriate language, when it comes to addressing a doctor or a nurse, or addressing their friend.
* The framework should include examples to illustrate this point in a few languages. For instance, I have a photo of graffiti that I show my students that was taken in Argentina, so the language that's used there in the second person is different than the second person in other parts of the world. Someone defaced this particular piece of art. They crossed out in red spray-paint one part and changed the grammar so that it fit with Argentinian Spanish. It would be valuable to include examples like that, that are not necessarily long articles, but snapshots that explain the use of *vosotros* in Spanish. The framework should include ideas for showing kids what exists.
* One thing to stress is that as teachers we're going to teach the type of French, say, that we learn. We're going to speak to our students and that's what they're going to acquire. To ensure students experience a range of uses of the target language, it would be good if teachers throughout the state of California had access to some compilation of activities that we use now demonstrate to students the use the target language.
* Additional ideas for culturally appropriate language might include ads from a variety of countries. One activity might be to have students compare how they might be selling the same thing but in a slightly different format or way.

1. Implementing quality WL instruction—including professional learning, leadership, program supports, etc.?

* It would be valuable to include a continuum to show what a beginning level of implementation would look like, up to what complete implementation would look like. This could be presented in a rubric format to show the role and progression of professional learning and leadership programs. Also include examples of what it would look like when you're evolving and then as you move on in the continuum of implementation to illustrate what a quality language instructional program looks like.
* It's going to be crucial that the framework include some sort of rubric/survey/evaluation/demonstration of teacher knowledge of second language acquisition, which is lacking in many schools.
* There should be guidance on mentor programs, or some way for teachers to shift from the memorization flashcard or an overreliance on textbooks to proficiency-based instruction. This shouldn't be that difficult since the College Board has accepted the national standards and the exam is based almost completely on proficiency-based interactions. That would be a great way to show examples that would guide teachers into the direction of where students should be at the end of program and then backtrack as you go to see what kids are producing.
* The framework should refer to the California World Language Project. They list all the different organizations throughout California for educators to know if they need to further develop their craft then I can refer and check with this association.
* The framework should state and emphasize the importance of using the target language. ACTFL (American Council on the Teaching of Foreign Languages) has published quite a few articles in the past two or three years pushing for 90% of the time speaking in the target language and moving away from the textbooks. Since we don't have any resources, we are moving away naturally from the textbooks. This point has to be stated.
* The framework needs to address the disconnect that we see in current school systems between the grammar people that support the grammar perspective versus what evidence has shown in the last 40 years of proficiency utilizing other techniques. These techniques include tasks-based activities in the target language, speaking to students in the target language, gestures, or games. It would be useful to have some kind of language within the framework that includes a continuum of what a novice level student would be required to understand; in terms of a teacher, it would be useful to have language about what they are expected to speak in terms of the target language—say beginning with 70% at level 1, moving up to 90% at the higher levels. Having a visual or illustrating this point would be important. Also, cite evidence from what the last 40 years of language acquisition shows that a teacher should be focused on, versus a grammar-based, antiquated system. Let's focus more on the actual communicative aspect of the language itself.
* There needs to be some language in the framework that describes the effects of different approaches. When I taught from the more grammar-based place, I saw accuracy and memorization improve, and my students’ language looked good. But then when my colleagues and I were doing similar benchmark assessments, my students looked very basic in their learning. I realized the kids that were learning to memorize did great—they had really great language on an essay. My students were way more basic, but they could also speak what they were saying. They could understand what I was saying. And they had cultural understanding. So the framework really needs to paint a picture of the differences in student progress when different approached are used.
* The framework needs to make the point that implementing quality word language instruction requires getting the buy-in to from the school boards and from the districts. It’s important to have staff to support these shifts. Also, for places that lack funds or staff, be specific about ideas on where to find materials, what to assess. The state needs to come down hard on our boards at the districts because they keep eliminating word language programs. They only keep the focus on Spanish. You're not creating global citizens if you're not allowing others to develop their own language.
* The language of the framework should include evidential support regarding the distinction between the grammar instruction and the language acquisition that illustrates which is a better methodology and recommends where we need to go. Maybe there could be links that show that evidence is showing that this is where we need to go as language teachers.
* There needs to be a discussion regarding how universities can make sure that they enhance their world language programs. A lot of universities are still working from a grammar translation approach, even when many universities around the country are moving toward a communicative-based curriculum and teaching that to their students.
* The framework should include a discussion of ways to improve methods courses in universities. It’s one thing to take a language course and develop your linguistic knowledge, but it’s another to understand how you ensure the acquisition of a world language.
* The framework could also serve professors and students at universities by offering ideas on how to implement language acquisition. As an adjunct instructor, I saw that progress was being made because professors had written some books which leaned on both grammar and language acquisition. However, there's still some resistance in terms of not wanting to let grammar go. Slowly they're moving that arena over to language acquisition, but they're not fully bought in yet.
* The framework should acknowledge that there needs to be some sort of understanding of when grammar is appropriate and how it is appropriately taught. I think that one of the biggest mistakes that we make is that we start teaching grammar at the low levels and think we should wait until the kids are in the advanced levels and to work on fluency, when they can handle it.

**QUESTION 5**

Finally, what other recommendations do you have to ensure that California’s 2020 WL Framework will be a useful tool for California’s WL educators?

* The World Languages Framework should be as integrated as the Science Framework. There is a cohesive message regarding what we know now about how students learn best when things are integrated. When the NGSS standards were written they brought in portions of the ELA/ELD Framework. Hopefully there will be some crossover, some integration among the World Languages Framework and other California frameworks.
* It is important to discuss how the discussions in the framework—what instruction should look like or what language acquisition should look like in a world language classroom—align with the guidance of the College Board, ACTFL, the national standards, and other similar organizations.
* The framework should acknowledge that if we are moving away from a grammar-based classroom, it means that there may be additional demands on a world languages teacher who may need to teach about architecture in the target language and know nothing about it. So the framework should provide some guidance for teachers to learning about the environment, art, architecture, and all these things that are such a huge piece of what the kids are going to be learning. The guidance should focus on involving students in learning something that they're not learning elsewhere but that they can connect to their learning in another course.
* The framework should include—in addition to the already-mentioned rubrics and examples of assessments—examples of tests and guidance in how to assess native speakers and heritage speakers.
* There also needs to be guidance regarding assessments for languages other than English so that they are equitable in regards to what is being assessed. I have noticed that assessments for different languages don’t assess the same skills. While a test for Spanish may assess reading, listening, writing, and speaking, a test for French may only assess listening and reading. So they're not fully assessing other communication skills.
* The framework should clearly explain what language proficiency is and describe what levels of proficiency are attainable for a range of world languages over time.
* It would also be helpful to discuss assessment of language acquisition in terms of students being able to complete tasks, instead of only the more traditional take on what assessments are. Present this guidance in terms of: A student is ready to move from level 1 to level 2 when they can do these tasks… The task can be a communicative activity, listening and understanding, or being able to speak or to write something. The writing task could be something in the form of an email or something that pertains to how career-minded people and how people in the real world write to communicate these days.
* The framework should look to the resources from ACTFL to provide guidance on the difference between being a native speaker of English and learning Spanish versus being the native speaker of English and learning French, where the spelling is much more complex; being a native speaker of English and learning an Asian language that's also much more complex; or being a native speaker of English and learning less commonly taught languages like Arabic.
* The framework should provide guidance on how to promote the Seal of Biliteracy for languages other than Spanish.
* The framework should include an overview of possible topics to address as students engage in the target languages. Beyond describing what students are expected to be able to do communicatively, describing for school boards and decision-makers can see that we're no longer teaching “white house,” “green shirt”—we are teaching kids what damage plastic does the world or why we should consider where we buy our clothes because they it literally kills people in other countries who make 25 cents an hour making them. The message for a board member should be that California students are going to be learning about real topics, not just grammar lessons. This message should compel parents to want their children to enroll their children in world languages classes because that is where students become global citizens, where students become more informed about different cultures and become more compassionate.
* After the framework is published, there should be workshops to assist educators, district members, administrators in interpreting the guidance of the framework.

### Public Comment

**San Diego County Office of Education**

| **Name** | **Affiliation** | **Summary of Comments** |
| --- | --- | --- |
| Sally Fox | San Diego County Office of Education | As a past member of the standards Advisory Committee, it's so important to have the guidance from the field and all the educators and interested parties to be able to include your ideas and the final product. I also support the idea of making the World Languages Framework similar in whatever ways possible to the really excellent work done in the ELA/ELD Framework and the NGSS Science Framework because that really was cutting-edge work in terms of great research and the latest technology of how do we make learning accessible to all kinds of kids so that everyone has an opportunity to reach high levels of academic achievement. In the world language setting we have an especially important role to play with our students who are English learners. If we can make sure that that somehow is addressed in the framework, perhaps even with its old chapter, How English Learners’ Home Languages can be Developed in Schools. Whether it's in a dual language program or if it's later in their career in a secondary setting, how can we make those kinds of courses more accessible to kids who come to school already having some communicative competence in the language, though maybe not literacy. I think it's also really important that we make assessment as authentic as possible. The idea of can-do statements is a good one that maybe would be addressed in the assessment chapter. Making connections to other groups like the College Board and ACTFL I think are also important. We also made a lot of connections in the standards with the old way of teaching and the new way of teaching. We really tried to help teachers make that paradigm shift in their instruction. |
| Claire Arias Kassir | San Diego Unified School District | I agree that we need to have resources to give ideas to have people utilize the World Languages Framework and also with the point of educating our boards and top management on the importance of a world language and what it means to be multilingual/bilingual. It is also important to emphasize that we have other world languages; perhaps some districts tend to focus on only one language. We need to involve also our community so they feel valued or validated. I feel like the part of the quality instruction is the use of an assessment—we need an assessment that measures proficiency. If we're going to start to assess students to see where they are and I like using tasks instead of saying you were going to give you another test. It is important to know more than one language, so we should discourage the practice of testing out of world languages courses. It's important to make school boards aware, as well as top management, that world languages are like another core class—like taking English or math—especially if we're saying our students need to be global citizens and be able to compete globally. We need to do more alignment, like we have done with the ELA/ELD Framework and the Science Framework, with career readiness. This would allow for students to learn some technical terms for a profession they seek, instead of using the old way of here's your grammar now memorize it. Now it's more actually using that language in the real world situation and perhaps setting up those partnerships with businesses for the career readiness piece for students are at that level, so they can be exposed to that. |
| Ana Maria Flores | Sweetwater Union High School District | One area of interest for me is that the dual language programs are equally supported, those with heritage populations where they're keeping their language, whereas it is have been my experience that many of the programs are more additive for English only populations. When it comes to financing, there's a lot more support there, so that's a concern. As for the intercultural competence area, when people do business in different countries, a lot of times the language is not sufficient for effective communication but rather an understanding that one doesn't talk business right away because it's considered inappropriate. Those kinds of nuances are important to address. Lastly, a great concern of mine is that when we teach students to write well in a world language, I think we teach them to write in the target language in English. One of the highest measure we have is the advanced placement exam, and I always tell my students, “You’ve got to learn to write in Spanish in English because the Spanish speaker doesn't write that way.” That's a concern I have. |
| Korchenko [Inaudible] | San Diego State University in the College of Education | Regarding multilingualism, I highly urge that the framework include sections on multidialectalism, understanding that there are different varieties of the language—not just varieties of languages across the world, but also there are different registers and different functions to understand that language exist within a social context. There should be consideration about the role of translanguaging, where in fact students might be using their native languages for making clarifications even though the target language for me back to you as the instructor may be in your target language. They may need some time in the beginning stages to be able to make sense of the target language by their own understanding of their use of language. In regard to the second question, I wanted to talk about the importance of art and artifacts and traditions. I would urge that there would be a connection back to VAPA. The VAPA Standards tell us again that the arts is a means by which we can teach content and there would be a great link for us when we try to create authentic cultural experiences within our classroom. Regarding questions three, career tech education is a big deal now in our society in our state, so there are possible links there. With globalism and international business, understanding that in fact there could be courses that would be offered that would be taking the language to a different degree of use because students are learning something that is actually a career-bound immediately within a secondary context. In response to question four, I would urge that there would be some consideration about assessments and in a really strong way, that there would be a description of summative, interim, and formative assessments just as the grounding of understanding of all the top types or that are out there. |
| Korchenko [Inaudible] [continued] | San Diego State University in the College of Education | Back to the ELA/ELD Framework—there ought to be a chapter that's dedicated where in fact we might see some sample assessments, an identification of the AP or SAT to things that are required so that teachers are aware of what kids are being held responsible for. There could be vignettes and snapshots that include performance tasks and proficiency language examples. That would be very useful to teachers. There are resources out there and here at San Diego State University. There's the test called the LOTE, languages other than English, and that's used to actually decide if the native speaker should be bypassing the world language class. In regard to question number five, there is a real important consideration because the standards don’t allude to the fact that the students have to perform at grade level on a passage that is equivalent to grade level complexity. So there ought to be some consideration of text complexity, the understanding of language proficiency versus literacy, so right now from the Common Core we know that text size, qualitative, quantitative, reader, and text features and those understandings of text complexity are very critical when teachers are evaluating progress. |
| Svetlana Lazarova | Palm Springs Unified School District, California World Language Project | I noticed as a leitmotif the focus on assessment. The concept of assessment went through all questions and sub-questions for discussion, and that tells us that assessment is such an important part of both proficiency and performance based instruction, content-based instruction, and standards-based instruction. The idea of having vignettes, but also having rubrics, and having examples of what an assessment would look like, is remarkable. The whole concept of how many times we heard that we need to have examples of what it will look like—that makes the framework a very practical document. And that is what the writing team and the writing committee should be striving for. The other impressive thing was the fact that there was a very strong connection among instruction, performance, and proficiency—and that naturally led into the discussion of integrating world languages with all the other subject areas. And we do become the world because we teach not just the language. The language is simply the vehicle. But we teach architecture, we teach art, we teach medicine, we teach health, we teach who we are… We are psychologists 24/7. I am happy that we also talked about the soft skills, if you will, the concept of working on the disposition that learning a language is important. |
| Tonja Byrom | n/a | I just wanted to just say thank you to those of you who took the time I to fill out the application and be so incredibly thorough, thank you and for your input and for making the time to come and be part of this process. |

## Santa Clara County Office of Education

AUGUST 22, 2018

**Focus Group Members Present**

| **NAME** | **AFFILIATION** |
| --- | --- |
| Yo Azama | Salinas Union High School District |
| Anne Cappiello | Santa Cruz City Schools |
| Cameron Chien | Salinas Union High School District |
| Denise Eachus | East Side Union High School District |
| Laurel Garceau | Campbell Union High School District |
| Elizabeth Matchett | Palo Alto Unified School District |
| Pauline Nguyen | East Side Union High School District |
| Mio Nishimura | Salinas Union High School District |
| Zehra Otus | Mount Diablo Unified School District |
| Jennifer Shuen | San Ramon Valley Unified School District |
| Yo Azama | Salinas Union High School District |
| Anne Cappiello | Santa Cruz City Schools |

### Focus Group Discussion Notes

**QUESTION 1**

In what ways should the 2020 WL Framework support multilingualism for California’s unique and diverse student population?

* The framework should include suggestions or guidance for teachers on ways to validate our students’ cultural background and language. I know there's a culture comparison part embedded, and that's where teachers can get a cue to take this opportunity to validate the students’ culture(s). Instead of focusing on differences, there should be guidance to focus on similarities and common ground to connect student cultures instead of focusing on differences.
* I also agree that the validating what students bring is very important, and I think there's a history still of multilingualism or not being a native English speaker in our school system that has a derogatory tinge to it. I think adopting the State Seal of Biliteracy has been great to counteract that, and I was glad to see that it was mentioned. I think it could be highlighted even more so that we reward multilingualism and encourage the use of the target language in the classroom rather than using what's perceived as the dominant language for translations or explanations to really limit that.
* Emphasize that attaining the Seal of Biliteracy is our focus.
* I think this is important. The examples given in this framework are related to “my name, my identity.”
* Acknowledging that the lack of that language competency can act as a barrier. That fact makes multilingualism incredibly important. Focusing on the learning outcomes—what the student can understand and produce—is of the utmost importance.
* It would be very helpful for educators if there are more resources and links in this framework. For teachers that teach languages that are not popular, it is very difficult to follow the framework sometimes because often we have to create our own resources. If possible, we should have some resources for every language that schools in California are teaching.
* All of the movements lately have been for STEAM and STEM, and not everybody is going to be an engineer. I just feel like language has just been pushed aside and I want to bring it back. They need to get it sooner. ACTFL standards need to be intertwined.
* One suggestion is that the examples and terminologies used in this framework should align with ACTFL so that teachers don't struggle between the two. What is stage 4, stage 3? If they can we align them together, that will be very helpful to teachers.
* What I would like to see the framework do is provide multiple pathways and multiple entry points for students—regardless of how old they are, regardless of where they come from, regardless of what languages they bring—and make clear to the districts and to the teachers that the kids can show the proficiency that's good enough for whatever it is that's required to achieve their dreams. Right now what's happening in California is every district’s doing its own thing. A lot of times kids who are bringing languages with them are multilingual already. It’s not honored, and there's no particular way to do that, so I'd like to see the framework help with that.
* I support offering multiple entry points, early language acquisition, and getting on board with initiatives like Global California 2030. If that's something that is a goal in California, the framework needs to be working in conjunction with that. Including a rationale for language learning early in the elementary schools might persuade administration or school boards or districts understand this goal and so they can help us get there.
* Language should be taught earlier. We as language teachers know that the best time for language acquisition are ages 2 through 7, when the brain is ready to accept another language. Most of my students don't learn a new language until they enter high school. That's not necessarily too late, but it's later than it should be.
* I'd like to also see support for students with learning disabilities and heritage or native speakers of other languages. A suggestion for those multiple points of entry could be the teaching of other subjects in those students’ home languages or offering of those kinds of courses so that students can continue to develop their home language.
* About the multiple entry points and having heritage teacher classes, it would be nice, especially for new teachers like myself, to have even more specifics on what we can expect out of a heritage speaker class versus a non-native speaker class. This guidance can be connected to the Global California 2030 initiative.
* Multilingual means not just two languages, but maybe three. Native speakers can be encouraged to take maybe one more language. Teachers can prompt students to consider what they can use of benefit from being either bilingual or multilingual.

**QUESTION 2**

In considering the acquisition of a new language, in what ways should the 2020 *WL Framework*address the unique features common to individual languages or subsets of languages?

* Similar to the national standards, there should be there addenda, appendices, or a supplementary book that gives people some idea of either how to address the unique features common to individual languages or subsets of languages or where to go to find specific information on the way to teach characters in Mandarin and American Sign Language, or how to teach pronunciation…all the different things particular to different languages. Especially for those of us who teach Romance languages, we may not think about the differences required in teaching other content. It's not just unique features of languages, but how you teach little kids as opposed to how you teach older kids, how you make sure you serve kids who have a special education background or a 504, and what to do with an English language learner from Korea placed in your Spanish class. There are people in California who reach all these different people, so we have to tap into that knowledge and somehow get that wisdom into the framework.
* For German we have this huge network of online support systems and having something like that for every language would be a nice way to focus on the unique needs of the different languages.
* We need further discussion of what is attainable in our classrooms in California, like what is discussed in the standards regarding the Defense Language Institute's ranking of languages. This would be more valuable, and maybe suggest different resources. The different settings are very important because we need to consider how large the classes are, the students’ age and background. Address situations more akin to what we experience in the classroom.
* Provide an example for two extremes: advanced and disadvantaged populations. Some disadvantaged students might not be able to perform all the different modes and all the abilities, but they can do some part of it and they should be able to move forward. For example, we have students who cannot write. For them, to learn Chinese, it's fine if they don't write. I hope that we exercise flexibility, and provide a wide range of examples, so that students don't necessarily have to master all the requirements before they can move on to the next level.
* I understand there is no mandate about how to grade, but there should be guidance about what to do with a student who can communicate verbally. That student should not fail just because they are very weak in writing. There are a lot of changes that could be made across the state and the way people are using proficiency-based grading on the different modes and the different abilities— rather than academic ability—if our goal is proficiency and communicative ability. There are a lot of teachers that could really use some guidance because that's a big shift for a lot of people. If there is a section with suggestions, even rubrics, maybe something to try step by step. It's going to take a long time for that shift to happen in a lot of schools because we are so used to a more traditional mode of grading.
* We basically already have that in existence if we look at our AP language rubrics. I actually apply them at all my levels and I think it's incredibly effective if you take them and look at them through the lens of the can-do statements and what they are for this level, and use the AP rubrics to guide that. I very much support the idea that it doesn't have to be all academic. We already have resources there to support that shift and to guide the teachers in terms of really assessing that student's proficiency.
* One recommendation is to use and promote an academic or standard version of that target language, or home language, but acknowledge the unique linguistic features or variations by region or country. Suggest practice for those students for the purpose of awareness of recognition depending on the needs of their audience or the purpose behind their communication. Not addressing those features of the different languages could cause confusion or misinterpretation or maybe make someone feel like their abilities are less than the standard.
* We're teaching the standard form of the language but we need to find a way to help teachers understand that they have to honor and never denigrate the non-standard forms the kids bring with them as part of their multilingual background. That's how they're going to get to the standard form. But they can't be made to feel like what they already have is not important. Put language in the framework that says to the teachers can't tell kids they're wrong. I see it all the time in a lot of languages—kids are made to feel like they're not good enough because they don't speak the standard when they come. And that needs to stop.
* Particularly for kids who do not have the ability to successfully perform all modalities equally, we should encourage them to take a foreign language and not tell them, “I don't know how I can pass you.”
* Value what they bring and help teachers understand that you're teaching the standard language but you can't tell kids that what they already have isn't good enough.
* Not all kids need to have the same skills. But they all bring value. We need to honor and encourage them to achieve more, whatever skills they have.

**QUESTION 3**

How do the elements of communicative proficiency and intercultural competence link to college and career readiness and to global citizenship?

* We need to provide more real-life scenarios related to routines at home and at school. For example, we should have lessons in the classroom where students pretend to be the father, the son… “How would you talk to your father?” Through all the levels, have scenarios where students meet their friends in the hallway and talk about what they did last summer, etc.
* Teachers can include current issues, pressing issues, or social justice issues. Focus on language, but find ways to bring the content that's alive, the current issues, into the classroom so in a meaningful way they become communicative. This would also touch on the critical thinking and problem-solving skills. Language becomes the connection between what they're learning about content that's interesting and meaningful to them and that would drive them to pick up language along the way. The framework can describe or suggest some examples.
* If students discuss topics that are meaningful, that are current for them, that they care about—obviously they’ll enjoy it more. I feel like people communication in general is dying—everyone's going to their devices and people aren't looking at each other face to face and talking to each other anymore. The lack of focus in the US has unfortunately left us behind.
* I think it would be nice if we can somehow take advantage of that. Kids from other countries are also doing the same thing. We can really be more specific in the guidelines to bring more of these real-world tasks so that they really are practicing global citizenship and seeing how a career is going to be tied to it as the world becomes smaller because of the internet. Let’s have more suggestions on how to bring real-world tasks.
* *Lead with Languages* can be a great resource for culture.
* Real-life situations and scenarios can expose the students to authentic language. We could even take that to the next level of taking those scenarios in terms of service learning—even if it is virtual, even if they don't actually implement the service-learning—they could serve the community not just their immediate community but the global community to teach them that connection of how to be an impactful member of that community, which would then increase their global citizenship.
* Language is connected to the community and it's connected to the current events. So we can use something that students are interested in that is current to help them to do critical thinking. Provide some such examples in the framework and also include suggestions to teachers about looking for current events and making that a topic so it's real, not simulated.
* Sometimes students refer to Google Translate to do some of their assignments. We're supposed to be teaching them how to responsibly use technology, so I think it is also our goal to show them that people communicate beyond just words. We communicate with physical signals as well. It's really important to really push having intercultural competence because each cultural does that differently.
* Detailed information about nonverbal communication skills could be one of the appendices. The framework can provide information about how much is conveyed through nonverbal communication. Those skills will be necessary when they go to college—and not just in the United States. They can go to colleges all over the world.
* When I see college readiness and global communication I also think that speaks to how the framework can be an advocacy document for the importance of world language. It's not a requirement where I teach. You can graduate from a high school without taking a language. But it is more and more encouraged because the universities look for it. The framework can emphasize that knowing a world language can help students meet the minimum requirements to get into the UC system. The study of language will give them better reasoning, a better ability to think metacognitively. That is going to make them more college-ready. Then teachers can take that language from the framework to their administration to their school board members when they're advocating for more support for languages. The framework can show how the study of language does make them more college ready and communicatively more competent.

**QUESTION 4**

What specific guidance would you like to see in the 2020 *WL Framework* relative to the following:

1. Building proficiency by fostering interaction with authentic resources?

* The Then/Now section is valuable and concrete. It could be even more specific by providing suggestions like having students go to a target language website and respond to the content according to their ability level.
* What is necessary in the framework is guidance on the process of making lesson plans and unit plans, and providing summative and formative assessment.
* A book called *High-Leverage Practices* discusses what we refer to in world languages as core practices. I'd like to see that referenced—if not highlighted—in the framework because it'll help teachers use authentic resources in the classroom. ACTFL has so many resources about how to use these things very efficiently. We have a Seal of Biliteracy, and we should reference the Seal of Global Competence that other states are working on. Let's use authentic resources to get students to the point where they can interact with other people in other parts of the world, which is part of global competence.
* The framework should include information on the Depth of Knowledge (DoK), and show how students can make questions on authentic topics using the DoK to guide their learning.
* Include resources so teachers, including new teachers like myself, can find these authentic resources. It's not just the teachers interacting with authentic resource; we eventually want the students to be able to interact with them.
* Because textbooks tend to be very grammar heavy, teachers need a place where they can go to find materials that are more authentic.
* Textbook companies need to have a component that's built on authentic resources.
* Instructional materials should have the six themes in Advanced Placement at all the levels if our goal for most of us is to get students to AP. We need to be starting at level one with authentic resources and the six themes.
* The guidance regarding authentic resources should list by novice-intermediate-advanced what all students can reasonably do with the same resource. This speaks to vertical planning and alignment for the AP preparation.
* Providing specific suggestions about the structuring or scaffolding involved in putting together exercises using authentic materials could be extremely helpful. Describing how to use a website or a chatroom as a source could be very helpful for new teachers; illustrate with examples what a novice could do and what an intermediate could do. For instance, to address how a novice could respond to a website, some options are to give those students multiple choice questions. In the second year they could write down main ideas from an article; in the third year they could read the comments under the article and start identifying who's in which camp; and in the fourth year they could start speculating on reasons why there was a division or why it's controversial.

1. Culturally-appropriate language use in real-world settings?

* Create a toolkit similar to authentic resources.
* We need to honor the different words that are used throughout different cultures. In Quebec they speak a very different French than the French from France, but it's not wrong. In the US we say “elevator” and in England they say lift, and it's all okay–we can still understand one another even though we use different words.
* Clarify that thorough lesson planning is about how you go about teaching. The focus should be on proficiency and communicative ability and what students will use the language to accomplish. Teachers also need to know how to assess what they’ve taught, and think of the results in terms of levels they are aiming for and what kind of results might constitute culturally appropriate language in a real-world setting. The framework needs to show ways teachers can determine that students showed proficiency and mastered ability—how they “got there.”
* The framework should provide step-by-step guidance based on backward planning: 1) Engage students in real world activities; 2) Determine the steps to achieve objectives; and 3) Assess progress and achievement. This ensures students have skills they could use to get into college and when they interact with real speakers in real places in real ways. Achievement is no longer about being able to conjugate the verb correctly all the time. It has to be about using the language for real-world purposes.
* The framework should make clear that assessment should be performance-based and embrace a variety of cultural perspectives.
* Just as authentic materials matter, so too is the representation of people in different areas, age groups, and backgrounds. For example, in Asian cultures people interact with various groups in different ways. There are ways you are supposed to interact with your grandparents, with the leader of the country, and in different scenarios and contexts.
* Having a sample lesson that unifies everything is great, but there should be a lesson planning section to guide teachers as they begin the process of creating their own. Teachers should be looking at their students—know what they think, what they bring, and what they need. Teachers need to develop the ability to create a lesson design and the framework needs to offer some guidance.
* Including a sample is great, but there also needs to be guidance on how to practice formative assessment and how to give feedback. As a new teacher, having a section that discusses a process to guide us would be great.

1. Implementing quality WL instruction—including professional learning, leadership, program supports, etc.?

* The framework should be mindful of and provide support specifically for new teachers. New teachers need to be made aware—we can't want something we're not aware of, that we don't have.
* Continue to reference other resources that we have the ACTFL standards and College Board. Create crosswalk references within our framework so that new teachers realize what's out there and so they can go look at it.
* Create connections within our state framework also for experienced teachers. I think that's almost more of a challenge because young teachers are arriving having been educated in communicative competence. It's probably unrealistic to think a framework’s guidance is going to make seasoned teachers turn 180 degrees, so maybe provide small steps. Include approaches for new teachers and approaches for experienced teachers.
* Include suggested approaches for school districts to adhere to when they order textbooks. Traditional, grammar-oriented textbooks are out of date, but in some districts those are the books they keep purchasing.
* The framework should say something that would encourage our administrators to support us in seeking these professional development opportunities or paying us for the time to collaborate with other language teachers in our districts and choose a textbook. These could even include meetings with experts in the field.
* The framework should recommend that world language teachers collaborate with people outside of their content areas. If we're talking about bilingualism and career readiness, having were those communications and discussions with ELD, across grade levels, can really build toward global competence. They framework should provide guidance to help create support for us to do this.
* The framework should help administrators understand that teaching world languages is unlike teaching anything else. There are special needs we face that often are not met in our districts. The district has to find a way to provide it through partnerships available. Or they need to be willing to send us out to the existing professional development opportunities available in California, especially the ones supported through our professional organizations and through the subject matter projects. They exist to teach the teachers how to use the frameworks, and what they offer is usually up-to-date.
* World language is not coding. Students should not be able to get their world language taken care of by doing a coding class.
* Project-based language learning is a way to include authentic materials and to get kids developing cultural competence.
* The framework should address a potential role in teacher preparation programs and start making partnerships with the teacher education programs. Those programs should be assigning this chapter and teachers should be developing their syllabi based on what the framework says when they teach in our public schools. Programs should be accessing our framework in order to train new and master teachers. There should be a paragraph or a section of this for master teachers so they know what they should be teaching the teachers to do.
* There should be a chapter for administrators addressing the ways world languages can support other content areas and how other content areas can support world languages.
* The framework should have a section that provides guidance on how world language teachers can work across the curriculum to co-teach with other content teachers, like history, similar to the ways other frameworks infuse English with ELD.
* Textbooks should be chosen by the teachers, not by administrators.

**QUESTION 5**

Finally, what other recommendations do you have to ensure that California’s 2020 WL Framework will be a useful tool for California’s WL educators?

* Having coding as one option to fulfill the world language requirement is a problem because coding does not necessarily include a cultural component. World languages should be a separate requirement student have to have in order for them to be global citizens, particularly since Tom Torlakson has a Global California 2030 initiative.
* A lot of our districts now are moving towards co-teaching. This could pair aa special education teacher with a regular education teacher in the classroom, and I think world languages gets overlooked as an option for that most of the time. I'd like to see that explored and supported.
* Students with disabilities at my district are being required to take one language, and we are struggling in my department as world language teachers about how to support them, especially given the fact that it's just been always so grammar heavy and that's so challenging for them. I am at a loss as to how to give them more access as well.
* I have a student who's fluent in French but can't actually write. Does he still have to take French I? Placement issues like that also tie into how we work with our students with disabilities.
* The framework should recommend world language as a requirement for graduation. There should be guidance about how the Global California 2030 initiative can support our work so we can be working together for a common goal.
* The tool’s only as useful as how it's used. If it's not being used that it's not very useful. I think it'd be great if the framework includes a degree of accountability. Can language hold educators accountable for reviewing these new standards? Without accountability, the framework may just sit on a bookshelf, but we're not using it.
* The framework should recommend a longer time requirements for the learning of a foreign language.
* I'd like to see support for immersion programs, and also vocational schools that teach different languages that are closely related to specific jobs. We could include a sample lesson plans or full unit plans intended for elementary school settings as well as immersion-type programs.
* I would like to see a section or a statement point out that languages are now not seen as worth as much as some of the other subjects—that is why they don't give us the co-teachers or paid professional development. I feel like it would be an acknowledgement of how important it is if leadership recognizes that things need to change if we are going to get to where we need to get to. So let's start thinking about how we can change.
* We would like to see a greater emphasis on the State Seal of Biliteracy. Before a student’s graduation, maybe we can encourage students to get their State Seal of Biliteracy. Maybe CDE can provide a pin so principals can announce so and so is graduating with the State Seal of Biliteracy. Secondly, we would like to see that the State Seal of Biliteracy plays a more significant role in college admission.
* I'd like to see the districts get ideas from the framework of what to do with the kids when they've completed immersion—whether they're done in fifth grade or eighth grade. Provide guidance on where students can go after that: Create pathways that identify where they can access another language or continue to study.

### Public Comment

**Santa Clara County Office of Education**

| **Name** | **Affiliation** | **Summary of Comments** |
| --- | --- | --- |
| Sally Mearns | Stanford World Language Project | I love the idea of having all of the resources and the places people can go and examples and make sure they’re labeled as examples—not “this is what you're supposed to do,” but an idea. Things are not going to change if we just hand this out. You have to guide the teachers. This whole idea of speaking to the administrators—I think we need a good letter to the administrators to explain what’s there, what they should be looking for, maybe even ideas for assessment. They don’t know how to assess language teachers. |
| Deedy Camarena | Santa Clara County Office of Education | I was thinking that all of you seem to really want this assets-based approach for your students and how you want to build upon the assets that they bring to that classroom. Let's build upon what the students already bring in there and have those things shine and so that every single student has something to bring to that classroom. I think exactly what the discussion that you are happiness talking exactly about that. Let's remember what they bring to that classroom and let's add to that. |
| [Unintelligible] | [Unintelligible] | I believe that having an idea of contrastive grammar so the articulation, linguistic and grammatical articulation, between the two languages, the one that you teach and the one that your public speaks, is very helpful. Technology is at the heart of the standards and I do that all the time. |

## California Department of Education

AUGUST 29, 2018

**Focus Group Members Present at the California Department of Education**

| **NAME** | **AFFILIATION** |
| --- | --- |
| Julia Bockwinkel | Elk Grove Unified School District |
| Rebecca Estes | Elk Grove Unified School District |
| Yukiko Kozuma | Elk Grove Unified School District |
| Ligia Martinez | Dixon Unified School District |
| Amelia Nevis | Antioch Unified School District |
| Aimara Olazabal | Pittsburgh Unified School District |
| Angela Raines | University of California Scout |
| Jing Ren | Sacramento City Unified School District |
| Erik Saucedo | Sacramento City Unified School District |
| Kristina A. Van Winkle | Tahoe Truckee Unified School District |
| Elizabeth Villanueva | Sacramento City Unified School District |

**Focus Group Members Present at the Tulare County Office of Education Via Videoconference**

| **NAME** | **AFFILIATION** |
| --- | --- |
| Edith Guzman | Tulare Joint Union High School District |

### Focus Group Discussion Notes

**QUESTION 1**

In what ways should the 2020 WL Framework support multilingualism for California’s unique and diverse student population?

* Multilingualism is something that we need to promote as teachers. The culture, connections, and communication standards support students’ development of a language.
* It would be good to have a list of academic language incorporated into all the languages that we teach—specific words like analyze, organize, respond—incorporate that into the framework. The framework should also encourage all teachers, not just world language teachers, to incorporate SDAIE strategies (graphic organizing and the use of images) to support all students learning including ELL students.
* I noticed that the World Languages Standards are aligned with the English Language Development Standards. That is very important because that it also integrates the students’ heritage language and that provides perhaps a more meaningful connection with their heritage language and the language acquisition of the target language. The new world language framework should support their heritage language so the students can perceive it as a world language and not as something separate. That it will make students’ experience more inclusive, and they can see themselves as part of the global perspective.
* The connection between languages should be clear—either by talking about academic language or making a comparison between languages. I think it's important for there to be a connection, to putting the languages as equal.
* It’s important that every language is valued and that we do include a portion about incorporating cultural awareness. It is crucial for every student, in order to demonstrate global competency, to have a good understanding of the various cultural backgrounds and traditions, what self-worth might mean in one culture versus what that might mean in a different culture or a different country.
* In order to ensure our students develop global competency, we should collaborate with other departments and other subjects.
* I would like to focus on nonverbal cues because in the question I really focused on the words unique and diverse. Even though some people say that nonverbal cues represent about 90%, it's not really that. It's about 50%. Another large percent is tone. So I think those two aspects should be incorporated into the framework: nonverbal cues and tone.
* In thinking about the multilingualism goal that we have for California, we're looking to have every student know two or more languages, and we cannot ignore the fact of the large number of students that we already have that come to us speaking another language at home. According to the data from the CalEd Facts in 2017, over 40% of our students in California public education are either English learners or redesignated fluent. We need a little bit of a mind shift to not see that as a challenge to overcome but a tremendous strength and a blessing that we have in California. What I would like to see happen in the frameworks is that we build on the cultural connection, the strength of these prior experiences that these students already have. Eighty percent—or more than 80% of those students—are speaking Spanish already before they come to us. It only makes sense that we develop programs that are really designed for these students to build their advanced literacy skills. The fact is that they are our students and we have the responsibility to educate them. Maybe we can do some more professional development for that in order to build confidence among educators that you can educate these students even if you come from a different background. We can look at the types of specific linguistic needs that they have and then also we can work to see what we can do for less-commonly taught languages.
* Show examples of different kinds of heritage programs, ways to support students from a very young age, all the way up. Describe what it looks like to reach out to families who speak languages that might not be taught at schools, and talk about supporting languages in a home context, in an enrichment context, and in afterschool contexts.
* The framework should discuss varieties that exist within languages. We discuss regional differences, but it would be helpful if there were, within the discussion of culture, some guidelines or examples of what those varieties might look like.
* The framework should support the diverse student population and different preferences and diverse needs. It should also support differentiated instruction and provide specific examples of instructional strategies—for example, working in stations on certain activities, using white boards, getting students to choose how they complete the assignment to demonstrate what they can do, and showing their skills through different ways.
* Regarding different entry points available to the students coming into that language-learning setting, the differentiated instruction and something like the stations would allow for different levels of reading comprehension skills to meet together and use their abilities in order to show their comprehension skills.
* I have a concern that we oftentimes find ourselves being dominated by a very white Castilian Spanish in the Spanish language classroom. The framework ought to suggest, particularly when you discuss unique and diverse populations and creating growth for our students, opportunities for them to feel empowered by their language as opposed to it being a crutch. I think that the framework ought to include something that really speaks to the power of their multilingualism so that they can become transformational leaders and advocates for themselves and for others.

**QUESTION 2**

In considering the acquisition of a new language, in what ways should the 2020 *WL Framework*address the unique features common to individual languages or subsets of languages?

* The framework should suggest ways that teachers could support a student fresh to the language as well as one that already has some understanding we can build on.
* The framework should discuss the different categories of languages so teachers can look closely at their unique features. We know that some languages are acquired more easily than others as far as how many hours it takes to acquire a certain proficiency level. There needs to be a discussion of how to have different, reasonable expectations for different categories of languages.
* The framework should discuss the idea of the L3, the third language. For example, when students that have already proficiency in a given language, what approach could we take for them to access and learn a language that is similar? At UC Davis I took Portuguese for Spanish speakers, and we went much faster because we knew the base of cognates. Are there opportunities for us to provide this and move a little faster? That's something I'd like to see the framework address.
* The framework should include language which addresses the requirement for students to understand and master the varying degrees of addressing individuals in formal, as opposed to informal, settings. A lot of our students behave in informal ways that are not considered appropriate for specific languages. I'm only aware of Spanish, but I can only imagine that perhaps in Chinese and Japanese there are certainly things that should be done formally, as opposed to informally, and I think that should be addressed in the framework.
* I would like to see examples of the different proficiency levels students can attain across the different language classes offered in high school. Those situations are different. After two years in Spanish, those students can probably reach an intermediate level or higher. With category four languages, where the writing system is very different from the English language, for native speakers of English—Chinese, Mandarin, Korean, or Japanese—at the best students will probably reach novice high at the end of the second year.
* The framework should support teaching effective communication in a specific context. It’s important to remember that specific features of language are also related to culture, and students need to learn that effective communication involves not just what I'm saying, but also what I'm doing.
* It is very important to validate the different linguistic abilities of students and what they already know. There are heritage speakers who might be in an academic setting for the very first time Even if it is their heritage language, they might feel like it is a completely new language because of the context. So it is very important to differentiate and define what a new language is for whom. Clarify what acquiring a world language means for heritage speakers and for monolingual population students acquiring a new language.
* The framework should include some recommended strategies to teach those writing systems considered more difficult for native speakers of English. One idea is to use words they already know while showing the new characters. Next, have students use those words in context and have them use those words in sentence structures they already know.
* The framework should address the issue of students performing at different levels. Teachers know students need to go to the next level, but they sometimes have levels 1, 2, and 3 in the same classroom. Provide guidance on how teachers can move all of these students up.
* The framework should address the importance of teaching the whole language rather than fragments of the language in isolation. It can be confusing to teachers when they're reading the framework and they read the general idea of novice, intermediate, etc., and then think, “Okay now I have to teach these specific things in isolation rather than in context.”

**QUESTION 3**

How do the elements of communicative proficiency and intercultural competence link to college and career readiness and to global citizenship?

* The framework must mention professions that students will not be able to enter unless they have a certain knowledge of world languages. Colleges and universities want students who master another language. Specifically in California, students entering the field of construction, agribusiness, and hospitality, will need to have competence in other languages to be effective workers. Given the number of employees who lack a mastery of English in these fields, the future professionals will require that knowledge. The framework can address how communicative competence in Spanish, to name one language, will facilitate productivity in the workforce. Colleges and universities recognize the need to prepare professionals for the workforce who are able to communicate in multiple languages. The nursing and medical profession are just two fields which are essential for the mastery of another language. Most recently this is a field that people don't even consider—the field of veterinary science has recognized the need for bilingual professionals. Texas A&M University determined that half of the workers in the United States dairy and meat processing industries are workers who speak Spanish only. Consequently veterinary schools across the country are pushing to ensure more bilingual graduates.
* The framework should make it clear that a world language is a crucial tool and a link to students’ future.
* The framework should address a language’s value as part of academies, career based learning, and class projects. There needs to be some guidance about reaching out to local communities to help students make the connection with the local community so that they can start using their second language now and not just when they travel.
* The framework should dispel the dichotomous view that students will follow either an academic path or a career path. Academies can do much to prompt students to link language classes they are taking to careers. Similarly, students from Dual Immersion programs can start doing some basic career training, like medical Spanish, in high school. This can lead to them doing internships. The framework can show what that might look like in a lot of different fields.
* The framework can illustrate that when students are learning their second or third language, that's not the only thing that they are learning. The skills that we are building as we develop our language proficiency are transferrable to English—as we are reading authentic nonfiction texts, scanning for information, finding key ideas, synthesizing…Those language class skills are skills that will transfer for college readiness and for English skills.
* The framework should make clear that when students learn to use another language that is different than the one they grew up with, their learning allows them to take the perspective of someone else. They have to learn how to put themselves in someone else's position through the learning of language and culture. Some of those skills really pair well with global citizenship. It creates a window into how others think and behave.
* The framework should emphasize that to promote the Seal of Biliteracy, students need to understand the value of the seal and see the benefits of being proficient in the second language--of being able to use it in the workforce, regardless of what career or job they pursue. Point out that being bilingual and biliterate will afford them a higher chance of acquiring a job or whatever career they are pursuing.
* The framework should emphasize and articulate that communicative proficiency and intercultural competence will make up the cross-cultural communication skills. Whatever language you are speaking, you want to communicate well and collaborate and function well with others whose primary language and cultural values might be different from yours. These are high-demand skills anywhere you are working or studying, in local and global communities.
* The framework should do what the College Board has done in their standards. They have the global challenges, families and communities, beauty and aesthetics, personal and public identities, contemporary life, and science and technology. Those all lend themselves really well to intercultural competence, and could give the framework the potential to provide teachers a more focused path for teaching.
* The framework should promote more testing for a specific subject.
* The framework should show the ways in which the World Languages Standards are aligned with other standards so we can create an interdisciplinary support system. Especially for monolingual students, this interdisciplinary support system has the potential to develop communicative proficiency outside of the world language classroom. That needs to be supported in the educational system at all grade levels, not only at the high school level. We need to start a very early age to create the appropriate mindset and make the shift toward global citizenship.
* The framework should leverage the current shortage of people in skilled trades in California and the ways in which we can support our students to go into those trades and have a sufficient level of communicative skills in order to be competitive. Trades are not the only area of need, so the framework should include language around the needs California currently faces.
* The framework should include some language that would highlight that California is a global economy able to support multicultural teams. Developing students’ global competence is a way to make sure that our students are competitive and can fully participate in the transition that we're currently seeing globally.
* The framework should include guidelines for preparing elementary students to go to the secondary level with a mindset that they are preparing for a career.

**QUESTION 4**

What specific guidance would you like to see in the 2020 *WL Framework* relative to the following:

1. Building proficiency by fostering interaction with authentic resources?

* The framework should clarify what constitutes an authentic resource. This is my third year teaching, and I've been trying to create a curriculum that makes my students think not just about the language, but about some topic they find interesting. I would like ideas that incentivize speaking and bring in multicultural resources.
* The framework should not just explain what authentic resources are but also show how they can be used at all levels—not just for the higher levels but also at the lower levels.
* I would like to see the inclusion of a diversity of voices. There's a certain socio-economic profile of the average language teacher in California, but we need to hear voices that are from diverse economic and geographic backgrounds. For example, in Spanish we might study over 20 countries, and within those countries there's a lot of different geographic language varieties.
* The framework should show ways to use both formative and summative assessments and authentic resources if students are practicing the language to build proficiency by interacting with authentic resources—the materials made for native speakers.

1. Culturally-appropriate language use in real-world settings?

* I think it needs something that approaches language as career-based, and also combines the formal and informal aspects of speaking with how to use the formal informal in careers. Much of our teaching at this level relates to ways students can speak and behave appropriately, which they don't they don't quite understand the boundaries or what is appropriate career-wise and professionally versus how the use of technology can influence this as well.
* The framework should include suggested topics to teach. Content was tiered by topic in the 2009 content standards, but they are not in the new standards. Those topics are something that we can point to when we're explaining our guiding principles to people that aren't familiar with what we do. They are effective because they can show things like age-appropriate versus stage-appropriate topics.
* The framework should bring attention to those factors that language learners can choose to use to be culturally appropriate, such as formal or informal, depending on the situation.
* I would like some discussion of how to tackle contexts that are outside of the classroom setting. I've had some good experiences in the past using literature and film clips to bring in different types of context. What is language that's appropriate in an emergency or an argument? This provides opportunities to use language for things that don't happen in a classroom very often.

1. Implementing quality WL instruction—including professional learning, leadership, program supports, etc.?

* The framework should advise the belief that quality instruction begins when authentic language is used in instructional materials. Materials translated from English lose much of the intent and value and diminish the validity of the target language. It is essential that the target language be supported with authentic materials, not translations. This validates the language we are trying to teach and also promotes a global mindset because languages other than English are recognized as being as valuable and as valid as English.
* The framework should make sure that new teachers know that CLTA exists and include a list of all the affiliates throughout California. It should let them know that there's ACTFL as a resource and really try to get teachers connected to all those different organizations.
* For quality learning and quality instruction, teachers really need to know the ACTFL can/do statements, and they should actively use them. Our can/do statements are a version of what the Europeans did using the common European framework of reference for language learning. They did this first, and then ACTFL did the can/do statements as a version of what the Europeans did. If our teachers and professors actually use the ACTFL can/do statements, this would make the California framework a much more globally accepted framework. The can/do statements set goals that are monitored through time, and they're performance-based. This is what we need our students to do—perform—and we need our teachers to prove that our students can do the things that are in the ACTFL can/do statements.
* The steps of instruction need to be addressed in the framework. So does the idea of backward design—beginning with questions like, “what's the performance goal? What’s the outcome? In order to reach that goal, what steps need to be gone over?”
* For professional development, I'd like to see some guidance about new teachers being trained to accept the variety of Spanish in the United States. A lot of times, as Anglicisms are used, students who will say “lonche” are being corrected and told that the right word is “almuerzo.” We need to beware of and add to what students have, not take it away.
* I would like to see a guideline on assessment, as was mentioned with regard to the ACTFL and can/do statements.
* The framework should provide guidance on how to implement proficiency scales. It would be useful for teachers to incorporate those proficiency scales.
* The framework should provide guidance on how departments can support their teachers and to continue their learning. When there are professional development days advise that world languages teachers don't get lumped in with the other electives for particular trainings. If there is information to share out, share it briefly so that world languages teachers can continue to collaborate and work together regardless of the language that they're teaching that everyone's being supported.

**QUESTION 5**

Finally, what other recommendations do you have to ensure that California’s 2020 WL Framework will be a useful tool for California’s WL educators?

* Teachers need to change, evolve, and adapt to the 21st century. We have to give students what they need and I would really want to see the framework address this. You have to move away from the book—leave the book alone.
* I would like to see some guidance in using literature for second language learners.
* The framework should differentiate the meaning of a world language, along with heritage language, in order to meet the students’ needs. It should also embrace the linguistic abilities that students have already—those of heritage language—and provide a better understanding of which pedagogical methodologies can be used in order to meet those needs.
* I also agree that teachers should leave the book aside. And because I agree with you about the book, I think it would be very helpful at the end of the framework to include a list of vetted websites that would be helpful for students and teachers and resources that are available for language learning which are available to the public so that everyone can use them. Vet these resources so that students and teachers can access sites that are consistently effective.
* I want to see the guidance in the new framework for ways teachers can structure language learning in elementary—maybe from preschool. We still want to see the integration, like we see with NGSS, that highlights the ways the World Languages Standards match the standards of other disciplines. Some principals always ask, especially of immersion teachers, to ensure that they match. The writing level of students in fourth or fifth grade cannot be exactly writing level, so we need a guideline for new teachers, for immersion teachers, to match the standards.
* I would like to see specific rubrics that inform me, a new teacher, on linguistic skills my students already have that I can build on.
* For the framework to be a useful tool, it needs to be easy to reference and provide help to guide conversations with all stakeholders, whether it be with your students, parents, administration, or district. This would make it easy to show how your program fits in with the mission of the school. It’s important to have those conversations so that you get the support that you need from all stakeholders. The framework should be a tool that makes it easy for everyone to see the importance of what we're doing and how it fits into other subjects as well and the other things that the school has going on.
* I'd like the framework to have direction for curriculum developers and educators to not ignore the receptive mode of communication. Listening is very often put aside or an afterthought, and yet it's one of the most difficult and frustrating things for students to learn. To that end, specifically, I would like to see more fast-casual speech in audio materials designed for lower level proficiency. The more typical “teacher speak,” where the words are separated with pauses and spaces, does not match what students will encounter with native speakers in situations where word boundaries don't match the like boundaries. So I'd like to have a lot more fast-casual speech.
* I see the framework as a communication document, especially with districts and administration. It needs to be explicit what the responsibilities of districts are relative to providing professional development. Most districts don't have the capacity to do it themselves, so they ignore it. The framework could address this in a really targeted way to acknowledge that the expectations of teachers moving forward are different. It would be really beneficial for the teachers that the framework be that communication tool and really target effective implementation looks like.
* Online resources will change and the links likely won’t last for a long time. However, some platforms like the language exchange in a cultural exchange platform—those examples could be listed as part of the resources pages.
* The framework should include in an appendix the ACTFL proficiency guidelines, can/do statements, and performance indicators.
* When I think about explicit oral communication versus written, I often find that as a classroom teacher, or when I was new, it was really challenging to find out how I ought to assess my students. And the go-to is to assess purely based on written communication, grammar use, verb conjugation, etc. I think that a useful tool would be to provide some percentage breakdown to create a complete picture of ability, like saying 35% ought to be assessed oral communication and 20% something else… Those are some more specific guidelines because very general guidelines leave a lot of room for interpretation.
* The framework should include some type of live website or a resource where we as teachers could log in and it would be something like that that is updated constantly. I'm thinking also, since I teach AP, we do have that teacher community online like at AP Central, which is awesome because you go in there and I think we could learn from each other. Just by us having a place for us to help each other, veteran teachers and any teachers, supporting each other and just by having those resources and places for us to share that would be useful.

### Public Comment

**California Department of Education**

| **Name** | **Affiliation** | **Summary of Comments** |
| --- | --- | --- |
| Carol Sparks | Berkeley World Language Project | Something that I would like very much to see in the framework is a stress on using the target language as the means of instruction and living up to the 90% that ACTFL has suggested. The other thing that I think would be beneficial given the health technology changes—and that's where we get a lot of our authentic materials—would be some guidelines in how to select not only authentic materials but the textbooks that so many people do need to use as a reference and a help. |
| Nancy Salsig | Berkeley World Language Project | There are several things that I would like to see included in the framework. One is discussion of inquiry and teaching world language, specifically project-based language learning. I agreed with the suggestion of including the content topics from our former standards; one of the useful aspects of that was it helped teachers with vertical alignment since those content topics moved along the language learning continuum. As far as a teaching grammar, I would like to see more information, more clarification about the place of function and how grammar supports the functions that students need for communication. One more organization to add to our list would be the California World Language Projects. I happen to be part of that. |
| Tanya Zaccone | California Language Teachers Association | In the framework I would like to see a specific statement, and perhaps sprinkled throughout, on the issue of access—because I still see in so many places, in so many mindsets, that only some students should take language. And we're here as a CLTA representing the profession to say that access is number one. Access and equity are really what we're all about, and that's what I know the department is about, so I'm sure that I'll see that in the framework. |
| Gloria Payette | Berkeley World Language Project | I support the comment about how we need guidance as to the inclusion of literature. We all know that in the English departments what people use at what level is agreed upon. We need more collaboration within our departments because sometimes at different levels we include the same movies, and some kids say, “Well, I have already seen this.” We need more collaboration—what's appropriate and why at the different levels. The framework should have suggestions on how to grow our programs. Really, it's a constant, constant worry. It's a pressure we all feel. We don't articulate that very often, but I think, from the experience my school has had the last four years, that the Seal of Biliteracy is a great avenue for this. What we have done in our school is to incorporate a medal ceremony for the Seal of Biliteracy. Parents, we adults, can see the benefit of being bilingual. Teenagers like schmaltz. They are all about immediate gratification. Just the medal on top of their graduation gown means a lot to them. But to make that happen, we've got to advocate in the 8th grade, because those 9th graders—that's our clientele. We've got to find some way, and for some districts it’s difficult because some districts are not unified school districts—mine is not. So there's no pressure to bear on eighth grade. |

**Videoconference Site: Tulare County Office of Education**

| **Name** | **Affiliation** | **Summary of Comments** |
| --- | --- | --- |
| Alesha Ramirez | Tulare County Office of Education | From the elementary perspective, I think it is important that the framework recognize the value of multilingualism as part of early elementary education, even maybe mentioning ECE experiences. It should address the importance of dual language as a pathway to secondary language learning and emphasize things like pedagogy, the appropriate use of technology in a world languages classroom, or a world language learning experience versus maybe something that wouldn't be as effective. Because we want lots of language production, right? Regarding authentic text, and if we're talking about the elementary setting, I want us to really think about, of course, the representation in text and also access to text other than simply an anthology collection. Provide guidance regarding arming students with resources that are authentic, that are reflective of who they are, and that has lots of examples of rich language. The framework should also address the social-emotional aspect of language learning, like the context for learning, the risk-taking, and how we address the nature of student affect. I would really love to see the vignettes—we have some tremendous ELA/ELD vignettes—as examples in this framework as well. One request: if the CFCC agrees to have research or reading referenced, could those please be made available to the public? That way, those who are not participating can partake in the reading and the background experience as professionals. |
| Jorge Vargas | [None provided] | One of the things that we should keep in mind are the existing resources that are already out there. Great teachers who have taught for years have great ideas and great things going on in their classroom, so I think that we really need to tap into their expertise of all these years of experience and come up with something that already do and they know has been working for all this time. Also, I would like to see in the framework a guideline for using grammar in the classroom. It seems to me that many of our educators are a little confused in terms of how much grammar needs to be taught in the classroom and whether it should be the main focus of the classroom or what should be the main focus. So I'd like to see that that differentiation between oral production versus focusing on grammar. I would like to see technology being included into this framework, with discussion about how we can we can go outside or four walls of our classroom. I would like to see guidance on utilizing resources that enable us to make connections with people from other countries, experience real life, experience their accents, see their cultures, and possibly engage in conversations. |

**Videoconference Site: Humboldt County Office of Education**

No public comment was provided.

## Los Angeles County Office of Education

SEPTEMBER 12, 2018

**Focus Group Members Present**

| **NAME** | **AFFILIATION** |
| --- | --- |
| Kimberly Barraza Lyons | Santa Ana Unified School District |
| Kimberly Blas | Fullerton Joint Union High |
| Diana DelaCruz-Wilds | Walnut Valley Unified School District |
| Isabel Dominguez Zancada | Alhambra Unified School District |
| Padraic Emparan | Anaheim Union High School District |
| Danielle Farve | Anaheim Union High School District |
| Sheri L. Given | Las Virgenes Unified School District |
| Paola Padilla Wagner | Redlands Unified School District |
| Dania Silk | Anaheim Elementary School District |
| Kamil Veli | Los Angeles Unified School District |
| Susan Watson | Long Beach Unified School District |

### Focus Group Discussion Notes

**QUESTION 1**

In what ways should the 2020 WL Framework support multilingualism for California’s unique and diverse student population?

* The framework should acknowledge that students’ home languages or other languages they speak, when brought into a world language course, are going to put them in a different place than other students. I would like to see some differentiation in terms of understanding that some students may come with stronger interpersonal communication skills versus a student who's learning a language where their written skills may need to be developed more. Suggest opportunities for exposure in the target language.
* Students need to be provided with more opportunities—and I think we know sometimes it's a money issue—but we should offer them as much as possible. The framework should provide guidance in working with students who have a background in certain languages that actually help them to learn their third or possibly their fourth language. The guidance should acknowledge that as an advantage and suggest ways to meet their needs because they are likely going to move along faster.
* The framework really needs to start with the valuing of languages—whether it be one or two or more—that students come with, recognizing that what they bring is a strength. This recognition is important, especially in California because of the wealth of languages that we have in the state and the ability students have to access authentic resources. Also important is the recognition of heritage language learners and where they're coming in. We should be talking about emergent bilinguals as opposed to ELs. Professional development goes a long way for those teachers feeling that they have an obligation to continue their own learning.
* The European framework is really fresh in my mind and so I compared the recent draft of the World Languages Standards to it. Multilingualism is something we need to start promoting. Previous generations have been told not to speak their home language, and that has really had an impact on the culture in this country. I think we really need to address that in the framework and make sure that there's guidance for districts.
* The framework needs to address how we can provide opportunities to promote intercultural understanding and equal access to quality of education for students that come with other languages.
* The framework should suggest ways to work with students who come with an oral understanding of a language.
* The framework should recognize that when students learn a second language, it actually supports their ELA class as well. One way to maximize this opportunity is to align the study of the same or similar topics with the ELA department.
* The framework should capture the urgent need to train the teachers. I've been working here nine years, and I see that most of the teachers don't understand a lot of students because they themselves are not ELs. We need well-structured meetings where we collaborate on lesson plans.
* The framework should provide guidance to support multilingualism and ensuring a global perspective. Twenty years ago, a world languages teacher’s job on emphasized the language, but our job today is to make global citizens. This framework needs to explicitly say something about how fifty percent of our job now is opening the minds of the students and making the world smaller for them—making them problem-solvers in government, commerce, whatever they choose to grow into.
* The framework should provide guidance to teachers and administrators in language education and global competence. I think it's very important to encourage students to speak languages other than English at home. This is where we really make a difference in that culture of the classroom itself.
* Latin and ancient Greek are very not represented well in California, so it's a great testament to the first question that multilingualism doesn't necessarily mean spoken languages. However, it does have everything to do with as many languages as possible. Classics teachers have been providing access to those primary cultures for thousands of years. Deep down we are engaged in that cultural aspect. Ninety percent of students who take Latin and Greek in California in the United States do not advance to the high-end of language study at the universities. Almost all of them are converts at the universities. Are we really meeting the goals and the needs of our California Greek and Latin students who don't become proficient later on and go directly into the universities? Some universities, like Cal State Fresno, have created high schools right on top of the campus to funnel them directly after the sophomore year. I teach at a private Catholic school, and I'm not mandated to do what I have to do. We don't have a framework; I use the American Philological Association as my guidepost. The framework should suggest ways for teachers to engage with other fellow professionals to encourage a pluralism towards successful teaching and, more importantly, to get them directly into those target languages and maintaining their proficiency at mastery is the most important thing that we can do. We have a long history of multilingualism here in the state; the great question is, are we creating multiple proficiencies within the languages so that California can become much better than, say, our cousins on the East Coast who seem to be imbued with the classics.
* One of the things the framework needs to emphasize is that everyone should take a language. Right now it's seen as something that's only for kids who are going to college. If you're not going to college, if you're not on that track, well then you just take art. I think that attitude does a real disservice to our kids. When we think that students with disabilities can't take a language, we're doing a disservice to them. We really need to emphasize that world language is for everyone, not just for kids going to college. One of our alums came back to talk to us, and she said that every single job that she's gotten is because of the Japanese. That's a testament to the fact that our program taught her what she needed.
* If students level out of a language, which often happens with our heritage speakers, the framework should state that we should encourage them to take another language. You're even better if you're not just bilingual; you're even better if you’re multilingual. I think we need to encourage districts to start planning for those Dual Immersion kids—they are in elementary and doing immersion, and they are going to get to high school and be totally, completely bored because we don't have plans for them. That's not okay. I've heard from teachers at other schools that students who have heritage language aren’t allowed to take anything more than level one. That is a recipe for disaster. Let heritage language speakers level in somewhere else; acknowledge that they have skills that are valuable. We can teach them the writing. We can work with them on that, but they shouldn't just enter at level one if they have a background.
* California needs to make it a priority to produce kids that speak another language. We put so much emphasis on math and science, and where is that language portion of it? Offering language courses for two years isn’t enough; that's not getting the kids to be anywhere near proficient. Two years is just too soon for the kids to think, “Okay, I'm done with the language.”
* The framework should include guidance addressing the issue of native speakers. Maybe it is the fact that they can learn an extra language. The framework should discuss options for students who have been in a dual language immersion program once they go to high school. Provide examples of what it can look like, like offering content courses in a world language (e.g., a social studies class in Chinese).
* The framework should discuss the need for a stronger transition from school to school. In Chula Vista, a lot of schools have become K through 8 and even K through 12 schools. They came up with two really interesting solutions. They expanded their Spanish language community charter school up to 12th grade, I think, to avoid the loss of the program as students move into middle and high school. On top of that, those students who do go into the middle school are offered a Spanish for Spanish speakers program so those who might not go the route of dual immersion have a choice of doing Spanish at they're their own level. A third solution was to have teachers loop, or follow, cohorts of students as they go on to higher grades.

**QUESTION 2**

In considering the acquisition of a new language, in what ways should the 2020 *WL Framework*address the unique features common to individual languages or subsets of languages?

* For the majority English speakers it's much easier and it's faster to acquire Spanish and French than Mandarin, so there should definitely be a differentiation in the framework. Including clear expectations and sample pacing guides would be really helpful for new teachers.
* The framework could illustrate this point by including something specific, like a grade span from pre-K to grade 6. The framework should also take into account that acquisition is very complex. I teach high school, so I know what my expectations are for students at the high school level. But I can only imagine for someone who's teaching first graders. The framework should be relevant to someone who teaches high school and someone who teaches a world language in the lower grades. And this can be achieved with sample overviews of grade spans.
* The framework could include a continuum that gives us an idea of what goes on from grade to grade. Why not look at our world language the way we look at our ELD—look at students in their levels. Just because we say that it takes this long for certain kids to get to certain levels doesn’t mean that they will all get there. And some go beyond. There should be guidance for teachers to be aware of what level each child is at and meet the child there and move forward.
* It would help a lot if the framework included specific tasks and rubrics. These would need to be very specific and offer samples, of course. They should describe what a student with one year of instruction might be able to do. Teachers would also need tools to assess that progress.
* Acquisition and learning are very different things. As a language-learning and language-teaching community, we really need more emphasis on the notion of acquisition than on language learning.
* One of the difficulties that we have found in our department as we try to assess using the ACTFL standard is that as we are trying to incorporate more performance assessments based on acquisition, as opposed to learning, it becomes difficult to assign a particular level to account for situations when different aspects of that acquisition come at different times. A student may be an intermediate high in an aspect of the language but not in another. So that notion of a continuum—working into the assessment—makes it okay to have the speaking portion in one place on the continuum and the written portion in another. I think that is important for teachers to understand.
* The framework needs to have a clear expectation of what we would consider proficiency in an ancient language and, more importantly, and how to define ways individual students can attain those levels. Because there is no framework in California for Greek and Latin, I had to go beyond this and go directly to the universities and dovetail all of my benchmarks to those of the universities my students would be attending.

**QUESTION 3**

How do the elements of communicative proficiency and intercultural competence link to college and career readiness and to global citizenship?

* The framework needs to emphasize that once students go to the college level and then move on to a career, they have to be able to speak face-to-face with people, no matter what the language is. While people will forgive grammatical errors and still help you in these situations, we really need to emphasize that acquisition doesn't have to be perfect. As long as I can get my meaning across, then that's all we need. I'm not saying to aim for that, but I'm saying to really emphasize to students that they need to be proficient in the language once they go on because that could lead to better things in the future. One of the things that I do my AP classes is conduct mock job interviews, and the kids have said that in later years it helps them actually get jobs because they've already practiced it in Japanese. In this case, the language activity makes their interview so much easier to do when they do it in English.
* This framework can support multilingualism by making it clear what it means to be a global citizen. In order to be a competitive global citizen you need to be proficient in a second language—if not a third and fourth language.
* The framework should make clear that intercultural competence is one of the three pillars of dual language. The students in our program should be able to see the similarities and differences in each other and use these as opportunities to connect globally. This is important to college and career readiness because students need to be able to work effectively with people from a variety of different cultural and ethnic backgrounds. One of the many benefits of dual language is building cultural competence so that our students can honor, respect, and value diversity and become aware of how things are unique in different cultures.
* The framework should provide ideas for each grade level to get students to use the world language they are acquiring outside of the classroom as much as possible.
* The framework should emphasize that for language teachers, the doors are wide open in terms of what we can teach and what we can prepare students to do. I say this because we use language for everything, and because that makes what we do really easy to tie to other disciplines. For instance, a science project can be done in the target language. The framework could suggest opportunities for students to explore other disciplines within the target language.
* Including a description of some opportunities that are available for students, such as when a student applied for a fellowship was selected to read medieval documents in Italy because he picked up Medieval Latin in high school, might present examples to follow for new and experienced teachers.

**QUESTION 4**

What specific guidance would you like to see in the 2020 *WL Framework* relative to the following:

1. Building proficiency by fostering interaction with authentic resources?

* Especially when we're teaching the early years of language, a lot of the sources are limited to narratives. I teach AP and IB, and they focus a lot on different genres, like blogs, articles, interviews, pamphlets, letters, formal letter, informal letters, etc. The framework should recommend including a variety of materials and resources like this at different stages so that students experience more texts than just third-person narratives. The experience is very different when reading something expository versus narrative, so somewhere in the framework we need to address that.
* When dealing with the nature of either Greek or Latin, you can use medieval and Latin by Samir and focus on the church's hymns. In a public school setting you can't really do that, but in a private school you can. There are so many different genres within both of the languages that you can have access. The hard part is actually dealing with the access to the language because of the difficulty in syntax. That becomes one of the things you have to deal with at the lower levels. You face a grammatical and syntactical problem because you're dealing with a literacy or a proficiency above students’ ability to comprehend. It means students who can sing the Salvia Regina, but can't translate it, still have access to it.
* A lot of teachers have concerns about authentic materials and the difficulty they face when trying to find authentic materials that are relevant for the age they’re teaching. It’s easier to find authentic materials at the early grades. A comic book might be something appropriate for older students.
* It's much easier to find authentic resources for kids that are from that target language than to introduce them to students in high school. If I try to do something with my 16-year olds that involve 16-year olds in Japan, the language, the characters, the correct grammar is going to be above where my kids are. I think we really need to encourage teachers to use authentic resources but change the task to meet the level and not change the resource to meet the kids. Teachers can give—and I've done it before with multiple levels—the same thing to everyone and tailor different questions for students at different levels. And you can have them find the answers, even level one. They can find numbers; they can find simple things in the resource. At levels two and three, they know that part, so they know I’m not going to ask about that, I’m going to ask about something else. In short, teachers can change the task to meet the level that they’re presenting to.
* It's very difficult to find different dialects in authentic resources in any language, really. It’s super important that students experience things like different vocabulary and different accents. As a result, the kids will be used to one—maybe only the one they're only used to their family. Or when we're finding these other authentic resources, many of them are just Spain’s Spanish, and that's fine, but there are so many other dialects that they might be exposed to as well.
* I bring in authentic materials, more contemporary things—technology, social media, entertainment—that are of a genre that is very appealing to our students.
* When working with authentic materials, it can become very time consuming. But it becomes very fulfilling because I don't have to keep teaching the exact same curriculum year in and year out. I actually use multiple authors, so I haven't translated with my students the same author in the last ten years. This approach would be tremendously difficult with first-year teachers, and will likely not work. Publishers might consider creating a database that's big enough to offer teachers choices years down the road.

1. Culturally-appropriate language use in real-world settings?

* I would like to see sample tasks designed to clarify what students can do at certain levels. I would also like to see examples that would help me in creating my assessments.
* The framework should provide guidance relative to providing materials and tasks that promote the learning of both the language and the culture. One example is what we see in adult schools. For adults trying to learn the language and culture at the same time, the issue of getting a driver’s license was a sample topic because it's one of the most important things in California: you have to drive a car. They're not only learning the language and they are learning something about life what they'll do in the city. So if we can have students do something like this in K-12, teachers would see it as useful.
* Especially with high school students, it is important to expose them to different discourse. Have them experience what it is like to spend time in a different country—like an exchange student, for example—so they can have an idea of what the language is and how they could use it when they interact with other students as opposed to the language they use when they talk to teachers there. Provide them with an understanding of the kind of language that they need to know to use public transport, fill in a form, get a library card, and so on.
* The framework should include language about how teachers need to build the necessity for students to use the target language. I have my kids speak French to me before they go to the restroom or before they're dismissed. This approach works with real-world settings, and it may be oral or written, to increase the necessity for students to use the target language as they progress through a program.
* The framework needs to discuss the need for academic language. It is also important for students to understand and value and the place of non-academic language in the world. Texting, and knowing the differences that exist when texting in this culture that don’t exist in another culture, really affects the meaning. Those kinds of things become very important to students.
* Because they text each other in the language that we're learning in school, part of what I see is trying to value that, and in valuing the language, because it’s so much a part of one's identity. In not doing so, we are saying that the language that you speak at home is not an academic language, or the language that you speak with your social group is not an academic language, and therefore we are not going to value that. I think it sends the wrong message. The framework should clearly define academic language and the value of it without devaluing one's identity. There’s usefulness in having culturally appropriate, real-life language. There is power in both being able to interact at an academic level, and at a more social level, as well.
* It would be great for the older kids in high school to come down to the elementary where there are Dual Immersion programs and talk about their experiences. It could be part of their requirements for the seal; talk about what their journeys been like and what they've learned and what they've found.
* When we were trained in *Wonders* and *Maravillas*, the teachers were so excited to have these new books for English learners. We wondered, where are my book tests for Spanish learners? And there aren't any. Publishers have above level, at level, and below level. I need one below “below.” I need a Spanish set of books that is for Spanish learners that didn't come into school knowing Spanish. I feel like that's lacking and I'm sure that's lacking in French and Mandarin. We don't want to make it easier, but make it more accessible to our learners of the language. It's the same content, but they can actually read it, understand it, and be learning the same thing as everyone else.

1. Implementing quality WL instruction—including professional learning, leadership, program supports, etc.?

* There's not really a one place to go for us as teachers where we can get something for a level one class and for a level four class. So we're the ones creating everything—in addition to teaching and grading and everything else. Sometimes I feel like I'm not prepared. Last week we were talking about different careers for the future in an AP class, and I was talking about nanotechnology. But I'm not prepared to talk a lot about that particular topic, so having content teachers that are ready to teach the content, or maybe working with other teachers across disciplines to make sure that we are providing quality instruction. If we're talking about the environment, we need to know what's actually going on out there, aside from storytelling.
* The message in the framework to administrators and counselors should be more powerful, because at our school they're talking about possibly not having Spanish for Spanish speakers and putting them in with our regular students now. We have had a program for a quarter of a century that has been so strong that the other schools in our district modeled their program after it. And we've been trying to test kids at an earlier phase before they come into our school to help with placement, and they shut down our access to those schools. So now it's chaos at the beginning of the school year for the whole entire school. I know this isn't a mandate, but I feel that there should be stronger points in here for them to see the value of offering language courses to meet existing demands. But we didn't get any more sections. Everything's going away. So maybe if we had something a little bit stronger in the framework about the value of offering these opportunities, we would have something to support us.
* I think we all agree that if we want professional development we have to go find it ourselves at this point. So the framework should state explicitly for administration—obviously I don't want to say mandatory—but it's beyond valuable for language teachers to have professional development. Frankly, it should come from the state. There are all of these professional development organizations, and belonging to these organizations comes out of my own pocket, or I have to volunteer if I want to learn. That needs to be just something that is taken more seriously at the district level or state level.
* Students are more motivated to do four years because they know they're going to have that at the end. The English department and other departments go through professional development all the time, and our departments always struggle. We struggle to produce as high quality education because a lot of it falls on our plates. Looking for authentic resources, we need to do that. Looking for professional development, we need to do that. Stronger words, a stronger message, is needed in the framework on how this is important—not only for our department, but as a skill to give our students in the 21st century.
* I don't believe it should begin in the credentialing program, in the methods course. There needs to be something where we support our new teachers. I'm a resident teacher and work with student teachers who are much older than I am and sometimes when we teach we’re teaching the way we learned. It's interesting for me to see how they're bringing in these more traditional teaching strategies, and I believe the framework, in terms of guidance, should allow us to see what a contemporary communicative world language classroom looks like and encourage us to update our teaching strategies.
* GLAAD training is just phenomenal for any classroom, but especially for language learners, with a lot of visuals and input charts and songs and chants. It would be great to have that in credential programs for teachers, especially going through BCLAD programs, to be exposed to some of the GLAAD. They're starting to bring it in now to the CABE conferences—you can get a little taste of it. But that’s no substitute for the full-on, four-day training. I would love to see that.
* A message to leadership is that, too often, coaches are also handling a full-time load—they're in the classroom and then they're coaching. They're not often released to go support the teachers, which is one of their main jobs. We need to look at our coaching system differently and make sure they actually have the time to do the coaching part.

**QUESTION 5**

Finally, what other recommendations do you have to ensure that California’s 2020 WL Framework will be a useful tool for California’s WL educators?

* The framework, and to some extent publishers, should recommend creating enrichment programs that help the teachers to go through and eventually further their education through the product. If you're going to ask us to use or adopt a certain textbook, why not start playing colloquiums together? Start sponsoring these things so that teachers can go to it.
* The framework should make it known that universities provide opportunities for all teachers to audit classes. All teachers in foreign language should be provided free auditing. We should be able to take any class that we want, just sit in and make the time. It would automatically make it a lot easier for us and ensure it would enrich of the rest of us.
* We need to have better regional meetings in California—North, mid, and South—to support the languages themselves. We need a better colloquium of all different types of teachers. More important is that we've got over 90% of our budget in California dedicated to education, and we're not doing enough to support that kind of regional aspect.
* The state of California should create NEH, National Endowment for the Humanities, to provide summer programs that will allow for deep-level study of the target language by students and teachers. Opportunities to go back to France, go back to Turkey, go back to Spain. We have this big three-month break.
* I would like to see greater support in California, especially in the framework, for Latin and ancient Greek. We have almost next to nothing. I find it so fascinating that we have one of the best collections of antiquities at a number of universities, and yet we have almost no interaction towards any of those things.
* There used to be an old thing called the New York Regents Exam. We do not have a Regents Exam in California, we do not showcase our talent, and we do not show massive proficiency.
* We should have merit-based scholarships at the universities available for high school students mastering multiple languages that would pay 50% or 70% of their cost in foreign language. If they're going to talk about free education, label it merit and give them a big brass ring to shoot. They’ll immediately study for it, they really will. Especially for boys, they love competition.
* Districts need to encourage their teachers, since we can't demand it, to join professional organizations. Accountants and lawyers all belong to professional organizations. And it's not just about the NEA and the CTA; it's about our professional world language organizations. It's really important to me that we reach out to our teachers; I think that's how we lose new teachers really quickly.
* The levels of language and the acquisition and how long it takes to acquire certain languages is in the World Languages Standards. I think it should be in the framework too. I think it should be in multiple places because we've got to encourage our kids who have a level-four language or are taking a level-four language to hang in there.
* We really need to emphasize—and I know this is in the standards—that levels are not synonymous with years. I had someone tell me just this past weekend that their AP kids were advanced, and I was like, “No they're not!” I don't want to argue with a fellow teacher, but there's no way you can get to advanced in four years. I think that we really need to emphasize that, and by doing that we can also talk about what novice-low looks like versus novice-mid versus novice-high, and what the differences may be. If we can flesh that out a little more, then I think we have a better way of reaching teachers and showing them that kids aren't going to go to advanced by the end of high school.
* Those labels sometimes don't have a lot of flexibility, and some of them have really large jumps between one and the other. Clarifying what that looks like, for new teachers especially, would help. Include can/do statements or something that’s more tangible to show students can do this. I think it's really difficult for new teachers to figure out where these kids are.
* I know that the trend is likely to move away from standardized testing, but we also see the value and the importance of having fairly accurate language structures. I'd like to see just more natural links to other disciplines in terms of how we assess, and some guidance of how that would look like.
* There needs to be a more complete definition of what language acquisition is.
* I think it's awesome when we work across the curriculum. We do it's mostly with our Spanish for Spanish speakers. We used to work very closely with the EL department and now we work with the history department. So sometimes we're collaborating on the same things that are happening with what they're teaching. I think there needs to be an emphasis on cross curricular connections as well.
* The framework needs to be updated periodically. The California foreign language projects have been around for years, and they've evolved. It should have a list of those so that it remains a reference guide for teachers. It could be online—it doesn't just have to be PDF. We can provide a link to the current person in charge, along with their phone number, and advise people to go and contact them. It can include live links to connect with the history standards, with the common core standards, and give us a place to explore the many possibilities.
* I would like the framework builders to really take a stand and tell teachers that it is their professional responsibility and obligation to constantly improve their pedagogy and their language skills. Especially for teachers who have been in the classroom for twenty years. If they continue to teach the way that they did 20 years ago or simply engage in a level-one language—if they are or are not a native speaker—it's not enough. We can't demand, but we have to strongly convey to teachers that they have a responsibility to be up-to-date.
* It's important to show the new research on language acquisition in the framework, especially for new teachers, but really for all teachers. It helps explain what we know now—that these things work and these things don't work, and this is a way that we are most efficient in acquiring a language.
* We want to see quality of education, and that requires professional development for the teachers.
* The framework should be more specific in terms of giving specific samples at different levels. Include tools that teachers can take and use, like rubrics, can/do statements, and things like that.
* The framework should include recommendations for how to use technology.
* There should be support from the state—from the top down. If the state supports languages, it’s going to put pressure on principals, and then principals apply pressure on the teachers, and the school environment will change. Most of the schools I know don't support world languages. They just open the classes because they’re supposed to open them. Administrators just maybe walk in the class, check around one minute, and then they run because most of them focus on the core classes.
* I feel shocked that we didn't talk about technology a lot either! In my department we have six teachers and 40 Chromebooks, and for the last two years we've been just rotating it. Technology is critical for what we do—for developing lessons, for interacting with the kids, for using authentic resources, developing everything we do. I really need to see the framework mention technology as something that is critical to what we do at our schools. All of the English and history teachers have Chromebooks in their individual classes, so the fact that my department's been sharing for two years shows the level of seriousness of technology for us, so that's what I would like to see.
* I'd like the framework to be user friendly. I'm a big fan of color coding, so color code and make it even more user friendly. I know that it mentions what kids are able to do at certain levels of their acquisition, but then to actually link ideas of how to do that, such as how to scaffold it, or how to access other lesson plans or relevant sentence frames, that kind of thing. Actually give teachers some examples of how to reach students at those levels. I think it'd be great to bring a group together again in the middle of creating it, and then again in the end, and I would love to have people go back to their district and be able to be the go-to person when it comes to the framework. If they've been able to see it and understand it—if they have been working with it—then it won't sit on the shelf gathering dust. They'll be able to disseminate the information to their districts.
* I would like to see clearer guidelines to help teachers update their teaching strategies so they’re able to envision the classroom as it could be. This way we're not going to see traditional teachers anymore.

### Public Comment

**Los Angeles County of Education**

| **Name** | **Affiliation** | **Summary of Comments** |
| --- | --- | --- |
| Svetlana Lazarova | Palm Springs Unified School District, California World Language Project | I was writing quickly and trying to capture what that you shared, and I am absolutely impressed, first of all with the broad variety of languages, Turkish—I'm from Bulgaria—Arabic, Japanese, Latin and Greek, Spanish, and French. What you brought here is understanding of the different strands of languages that are mentioned in the standards but yes point well-taken that this needs to go into the framework. These are leitmotifs that I noticed: A clear understanding about proficiency-based instruction and performance-based instruction—and where these differ and where they meet. Availability of authentic materials, connection with other disciplines and collaboration with other disciplines, and the live links to other standards and other frameworks. The most important, in my opinion, is what it looks like in the classroom. You spoke of sample lesson plans, you spoke of our sample rubrics and assessments, you spoke of can-do statements, and then teacher growth. |
| Bryan Glonchak | ABC Unified School District | I think the framework should really state the true value of students continuing to take classes in the target language outside of their language class, especially dual immersion students. Many times in elementary school all they get is a language class, but for them to continue taking a science class, some other class, as they're going from four or five hours a day in the target language to 15 minutes a day. When you look at what we do with ELs is the opposite. They have their language class, then they have their P.E, their science class in their target language. |
| Marc Deising | EMC Publications | When I speak at these things it is more so as a citizen. Also, I was actually an ESL student because that's what it was called back in the day. I was really happy to hear and I really want to see if there's some way to put that into the framework. I think this addresses question number one and question number five. The draft standards on page 26, I believe it mentions prop 58, and it really emphasizes the dual immersion. There's needs to be a plan because we're going to have this wave of students that are coming up through the Dual Immersion program that are currently not really being addressed. They're just being then put into Spanish 2 or Spanish 3, depending on what district you’re talking about. I think that there needs to be some real guidance on that differentiation of instruction because the other thing I think we're going to see for many, many years is that the level of student that comes out of these Dual Immersion programs is not going to be equal either because it's trust me I work with a ton of do over to the schools and the way I can walk into 20 different ones and they teach 20 different ways and they're the way the students come out of that program is not going to be equal, either. So you're going to have to deal with that at the secondary level. I go to lots of CABE conferences, and I go to CLTA. At CABE I only meet elementary teachers. At CLTA I only meet secondary teachers. There needs to be more collaboration between the teachers. I love all the people that I’ve seen at those conferences, but we need to see some new faces as those conferences. Whatever you can be to facilitate them joining those associations would be greatly appreciated. |
| Araceli Espinosa | [None provided] | I think it's necessary for the framework to include something respective to the language skills with which heritage speakers come into a classroom. That has to do with programming. The easiest thing this is to go by grade level and all non-native speakers. But you have a lot of heritage speakers in different parts of California, so to have some language courses for them but also a way to properly assess them and place them in a class that best meets their needs. That's respecting their culture, respecting and linguistically. It's a different type of strategy. Just like you don't have an ESL one student in the ninth grade English class. You have different curriculum, you have different programs. I think it's really important to include that. |

## Written Comments Submitted by Focus Group Members and Members of the Public

No written comments were submitted regarding the *WL Framework* in August or September 2018.

California Department of Education, November 2018