
Hamburg CSD-Teaching and Learning

2016-2021

Early Childhood

2016-2021

Hamburg Preschool Programming

2016-2017 School Year

Who Are We?

The proposed Hamburg Preschool Cooperative would be comprised of the Hamburg Community School District's preschool and the Fremont County Head Start Program. The Fremont County preschools need to be joined into a partnership so we can provide a quality and positive first school experience for all children enrolled in our program. All teachers will be certified in Elementary Education with endorsements in Early Childhood Education. Our staff is trained in "Teaching Strategies GOLD" which is an assessment tool that correlates with our research-based curriculum.

Throughout the course of the school year, we will:

- make every effort to promote progress in every area of development in each individual child
- work to build a strong relationship with each of our preschoolers and each family
- emphasize the importance of a classroom community that allows for the sharing of ideas, risk-taking, and building caring relationships with peers and teachers through the ideals of respect and kindness
- encourage children to be active and engaged participants in various developmentally appropriate activities and to feel self-pride in all accomplishments
- offer a healthy balance between child-centered and teacher-directed instruction
- provide a predictable and consistent daily routine in a safe and nurturing environment

Where Are We Located:

Hamburg Community School District Preschool & Fremont County Head Start are located on the campus of the George C. Grape hospital in the Kornerstone Kids building. The Lead Teacher is Valerie Croll. We operate a half day program for both 3 and 4 year old children. The district will operate a day care as a service to the patrons of our community.



2016-2021

Hamburg Community Preschool Program

5

[HAMBURG COMMUNITY PRESCHOOL]

School Partnerships at their Best: Hamburg Community School District, Fremont County Head Start, George C. Grage Hospital

Hamburg Community Preschool Program

Design Plan

2016-2021

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Preschool Programming	Create a partnership with community preschools Hospital Fremont County Head Start October 2015-May 2016	Create a group registration process that is a one stop process. November 2016-February 2017	Implement a Farm to School Preschool Program September 2017-May 2018	Implement Preschool Outdoor Education Program September 2018-May, 2019	Possible Birth to 5 year old program September 2017 thru May 2018	Review all programming and rewrite 5 year plan
		Design Farm to School Preschool Curriculum August, 2016 thru May 2017	Create a Preschool Outdoor Education Curriculum November 2017-May, 2018	Discuss/consider a child-care center for Birth to 5 Year Old Program September 2018-May 2019		

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
		Create a "Wrap Around" Program to provide before/after hour childcare. August 2016 thru May 2017				

7

Hamburg Community School District
Strategic Planning

EARLY CHILDHOOD EDUCATION ACTION PLAN

Building/District:	District	Date:	August 2016
Goal Addressed:	GOAL: Provide a quality preschool experience for all children.	Data Point(s) to be changed:	Number of students attending a quality preschool program.
Student Need:	Quality Preschool Program Cost free program School Readiness	Who are the participants in this action?	Iowa Department of Education, Hamburg School District, Fremont County Head Start, and George C. Grape Hospital
Strategy:	Create a free and appropriate preschool program.		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Complete the Strategic Planning for Preschool	Administration	August 2016	August 2016		Completed Document	Mike Wells, Superintendent	No additional resources needed
Develop partnerships with community preschool programs	Mike Wells, Superintendent	September 2016	Ongoing		Agreements	Mike Wells, Superintendent	No additional resources needed

Early Childhood Education-Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	✓ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Train all preschool teachers/associates on the GOLD assessment and Quality Preschool Standards	Green Hills Area Educational Agency	Fall 2016	Ongoing		Training Agenda	Mike Wells, Superintendent	\$750 (General Fund)
Administer a joint registration day for all preschool programming	Preschool Teachers	Nov 2016	Feb. 2017		Registration Forms	Mike Wells, Superintendent	\$750 (General Fund)
Create and implement a "Farm School" for PreK-8	Early Childhood Committee Vocational Ag Program FFA Community Partners	November 2016	Sept. 2017 (Program Begins) Ongoing		Farm School Curriculum Farm School Program	Mike Wells, Superintendent	Grants/Donations *Community Project

9

Early Childhood Education -Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	✓ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create and implement an "Outdoor Education" curriculum for the preschool program	Early Childhood Committee	November 2017	Ongoing		Outdoor Education Curriculum	Mike Wells, Principal & Iowa State Extension	No additional resources needed except for time during our monthly meetings.

Hamburg PreK-8 Vocational Agricultural Program

2016-2021

Vocational Agriculture Programming

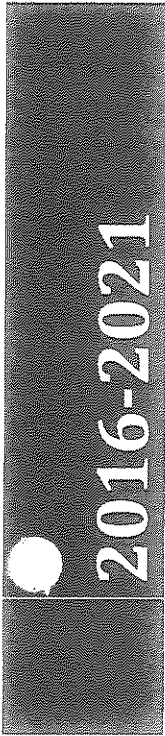
Recommendations

April 2015 we started exploring a PreK-8 agricultural program for the Hamburg Community School District. We recommend a vocational agricultural program to be reinstated in the school district. Our vision for the program:

The vision of the Hamburg CSD Vocational Agricultural program is enhancing rural community appreciation and knowledge through K-8 opportunities in agricultural-focused curriculum. Curriculum updates and additions could include but not limited to knowledge and use of leadership, agricultural production, agri-related business, conservation, environmental science, veterinary science, agricultural mechanics and engineering, sustainable agriculture, and organic farming.

The recommendation the following actions (Refer to Design Plan):

1. Hire a secondary vocational agriculture teacher. The position would begin as a one day a week program (Fridays) and expand as we develop our curriculum and/or expand grade levels.
2. Develop a PreK-8 vocational agriculture curriculum.
3. Create a farm school for children to explore livestock and an "agricultural experience".
4. Create a Hamburg FFA program.
5. Develop strong partnerships with agricultural businesses to help support the program.
6. Develop and expand the school gardens.
7. Plant a tree orchard.
8. Utilize school facilities and create a community certified kitchen to assist with selling community/school produce to stores.



2016-2021

Hamburg Community Schools
K-8 Vocational Agriculture Program

Dr. Mike Wells

13

[HAMBURG COMMUNITY VOCATIONAL AGRICULTURE]

School Partnerships at their Best

Hamburg Community Schools- Prek-8 Vocational Agriculture Program

Design Plan

2016-2021

Updated July 15, 2016

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
Preschool Program	Research Farm School" November 2015-February, 2016	Create Farm School concept, build post-secondary partnerships August 2016 -May 2017	Implement a Full Farm to School Program September 2017-May 2018	Implement Preschool Outdoor Education Program September 2018-May, 2019		Review all programming and rewrite 5 year plan.
	Implement a "School Garden" for preschools. January 2016-August 2016	Design Farm School Preschool Curriculum August, 2016 thru May 2017	Create a Preschool Outdoor Education Curriculum November 2017-May, 2018	Plant School Orchard Fall, 2018		
		Design a "Fremont County Certified Community Kitchen"- New Marnie Simons Kitchen August, 2016 thru December 2016	Open "Fremont County Certified Community Kitchen" January 2017			

14

Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Elementary School	Implement a "School Garden" February-August, 2016	Design a K-5 Farm School Curriculum August, 2016 thru May 2017	Implement a Full Farm School Program September 2017-May 2018	Farm School Program	Farm School Program	Review all programming and rewrite 5 year plan.
Middle School program	Implement a "School Garden" for preschools. February-August, 2014	Collaborate with 4H to offer programming. May-August 2017	Design Middle School Exploratory Curriculum January-August 2018	Implement Exploratory Vocational Agriculture Program August 2018-May 2019	Exploratory Vocational Agriculture Program	Review all programming and rewrite 5 year plan.
		Implement a 4H Program as an after school program Implement a Boys/Girls Scout club as an after school program September 2016	4H Program Boys/Girls Scout Program	4H Program Boys/Girls Scout Program	4H Program Boys/Girls Scout Program	4H Program Boys/Girls Scout Program

Program	2015-2016	2016-2017 YEAR 1	2017-2018 YEAR 2	2018-2019 YEAR 3	2019-2020 YEAR 4	2020-2021 YEAR 5
		Implement a 7-8 FFA Program September 2016	FFA Program	FFA Program	FFA Program	FFA Program
		Advertise/Hire a 6-8 Vocational Agriculture Instructor August 2016	FFA Organization work with preschool to create a school orchard project which will provide fresh fruit for school nutritional program January 2017-May 2018	Implement School Orchard Project Fall, 2018		
		Research Vocational Agricultural Site w/Community/City Partnership September 2016-May 2017				

16

Hamburg Community School District
Strategic Planning

VOCATIONAL AGRICULTURE ACTION PLAN

Building/District:	District	Date:	May 2016
Goal Addressed:	GOAL: Create a PreK-8 Vocational Agriculture program.	Data Point(s) to be changed:	Student Knowledge Base Opportunity to participate in agricultural activities.
Student Need:	To gain knowledge in the vast array of vocational agricultural opportunities and to gain an appreciation of agriculture.	Who are the participants in this action?	School, Community, Business, Parents, Students
Strategy:	Create a PreK-8 Vocational Agricultural Curriculum		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	✓ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create School Garden Program	Teacher/student/community volunteers	May 2016	Ongoing		School Garden Plans & Actual Gardens	Mike Wells, Superintendent	\$1,000 (Grant)
Hire a .25 FTE 6-8 Vocational Agriculture Teacher	Brandi Oakes, Human Resource Director Mike Wells, Principal	August 2016	Ongoing		Teacher Contract	Mike Wells, Sup.	\$10,000
Create a farm school program for preschool and elementary schools.	Vocational Ag Teacher	August 2016	August 2018		Farm School Program	Mike Wells, Superintendent	\$5,000 (Grants/donations)

Vocational Agriculture Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	✓ off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Develop Hamburg FFA Program	Vocational Ag Teacher	August 2016	Ongoing		FFA Chapter	Mike Wells, Superintendent	\$5,000 (donations/grant)
Create Community Certified Kitchen	Mike Wells, Superintendent	August 2016	May 2017		Create Community Certified Kitchen	Mike Wells, Superintendent	Included in Early Childhood Recommendations and Community Partnerships.
Create a Preschool outdoor education curriculum	Preschool Teachers and Vocational Ag Teacher	2016	2017		Outdoor Education Curriculum	Mike Wells, Superintendent	\$500 General Fund
Create a school orchard	Vocational Ag Teacher	2018	2018		Planted Orchard	Mike Wells, Superintendent	\$20,000 (DNR Tree Grant and other donations)

18

World Language Program

2016-2021

K-8 Language Program

Throughout most of the world, knowing more than one language is the norm rather than a rarity. Approximately one-half to two-thirds of the world's population is bilingual. Knowing that more than one language is a skill valued, and knowing it provides children an advantage over others who are monolingual; we are seeking to provide ALL of our children this opportunity. Research supports that developing a second language does not interfere with the acquisition of English.

Children who know more than one language have personal, social, cognitive, and economic advantages, which continue throughout their life. Some of the benefits are:

- Intellectual-Students need uninterrupted intellectual development. We are proposing a seamless K-8 Language program for this reason. Research shows that knowing more than one language increases a person's thinking ability. Bilingual children have greater mental flexibility and use those skills to their advantage in figuring out math concepts as well as solving word problems.
- Educational-Learning a second language actually enhances learning of our native language. Often parents/patrons believe such learning will cause a decrease in the English. Research supports that dual language programs are beneficial to native language development.
- Personal-A child's first language is critical to his/her identity. Continuing to develop this language helps the child value his/her culture and heritage, contributing to a positive self-concept. It is equally valuable, for English speakers to gain an understanding and respect for other languages and cultures. Quality bilingual programs eliminate prejudices and create cultures of respect.
- Social- Bilingual programs allow our children to communicate and assist monolingual patrons in the community. Bilingual students can help to create a community that communicates with non-English speakers.
- Economic- The demand for bilingual employees throughout the world is increasing. The ability to speak, read, and write in two or more languages are a great advantage in the job market.

Research

Language, both written and oral, is a means by which knowledge is transmitted in homes, schools, and society. Language is very a very important component of the instructional process in school. Research studies have provided the following results on the relationship between language and learning. There are different degrees of language ability. We believe these degrees can be divided into two elements; conversational and classroom.

Conversational Language-is knowing enough of a language to have a conversation with friends on the playground, with neighbors, or the cashier in the grocery store. We often call it "survival language". Students usually can attain this type of proficiency in one to two years.

Classroom Language-is the language skills necessary to understand the academic language used in classroom instruction and in textbooks, and the ability to use language to define terms and concepts. Classroom language development is more complex and abstract than conversational language and is learned over time.

Our language program will be focused on developing both the conversational language and the classroom language. Research shows that it takes five to seven years to learn classroom language. By implementing a K-8 language program it becomes possible for our children to gain both language sets.

The Hamburg Community School District's Foreign Language Program will focus on students being able to read, write, and converse in at least two languages. The program will be:

Elementary Language Program

- K-5 Spanish

Middle School Language Program

- 6th-8th Language Track: Students would choose from one of four languages; Spanish (2016). Added over time: Chinese, German, French

8 Components of a World Class School

1. **Global Citizenship**-Connection with other students across the country/world. Service learning and the sense of bettering our society.
2. **Quality Facilities**-State of the art facilities that allow for group learning/collaboration and has the capability of handling the latest technology.
3. **Rigorous/Relevant Curriculum**-All students are challenged with “real world learning”. Students are able to use.
4. **Prepared for a life after graduation**-All students are prepared to be productive citizens.
5. **Bilingual Education**-ALL students receive bilingual education and are aware of the world around them.
6. **Advanced Technology**-All students have the opportunity to use the latest technology. Technology that is provided with great freedom for students.
7. **High Academic Standards and Assessment System**-All students are held to high academic standards and assessment systems that allow many ways for students to demonstrate their learning.
8. **Teacher Collaboration/Quality Professional Development**-All teachers must be given adequate time to collaborate and work in teams.

Hamburg World Language Program

Program Goals

5 C's

*Adopted from the Standards for Foreign Language Learning

Goal #1: Communication: Communicate in Languages other than English.

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - 1.1.A Express basic needs.
 - 1.1.B Express basic courtesies.
 - 1.1.C Express state of being.
 - 1.1.D Express likes and dislikes.
 - 1.1.E Express agreement and disagreement.
 - 1.1.F Respond to one-on-one interactions.
 - 1.1.G Ask and answer simple questions.
 - 1.1.H Make and respond to simple requests.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
 - 1.2.A Respond appropriately to directions, instructions, and commands.
 - 1.2.B Make identification based on simple oral and/or written descriptions.
 - 1.2.C Read and respond to developmentally appropriate material.
 - 1.2.D Respond to speech of peers and familiar adults on a given topic.
 - 1.2.E Identify aural, visual, and context clues.

1.2.F Comprehend and respond to simple personal written communications; such as notes, invitations, and letters.

1.2.G Identify main ideas and key words in oral and written material.

1.3 Students convey information, concepts, and ideas, to listeners and readers for a variety of purposes.

1.3.A Give directions, commands, and instructions.

1.3.B Give a description orally and in writing using simple phrases.

1.3.C Write a personal communication; such as, a note, letter or invitation.

1.3.D Summarize main idea of selected authentic and/or contextualized material.

1.3.E Present prepared material to an audience.

Goal #2: Culture: Gain Knowledge and Understanding of Other Cultures

2.1 Students demonstrate an understanding of the relationships between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal #3: Connections: (Integrated Curriculum) Connect with Other Disciplines and Acquire Information.

3.1 Students reinforce and further knowledge of other disciplines through foreign languages.

3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the cultures.

Goal #4: Comparisons: Develop Insight into the Nature of Language and Culture

4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own languages.

4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal #5: Community: Participate in Multilingual Communities at Home and Around the World.

5.1 Students use the language both within and beyond the school setting for a variety of purposes.

5.2 Students participate in mission/immersion outside their immediate community.

Hamburg World Language Program
School-Community-College Partnership
2015-2016

- Step #1 *Develop World Language Program Vision/Goals* ✓
- Step #2 *Develop Hamburg World Language Committee*
- Step #3 *Survey Parents on World Language Concept*
- Step #4 *Write or adopt the K-8 Curriculum Based on National Foreign Language Standards*
- Step #5 *Select Progress Indicators*
- Step #6 *Write Curriculum/Seek Funding*
- Step #7 *Implement Curriculum/Assessment*
- Step #8 *Implement Year #1 Curriculum*
- Step #9 *Revise Curriculums and Assessment*
-



Resources

- ↳ Email this page
- ↳ Print this page

Online Resources: Digests

June 1995
EDO-FL-95-09

Guidelines for Starting an Elementary School Foreign Language Program

Marcia Rosenbusch, National K-12 Foreign Language Resource Center

In the past decade, schools have demonstrated increased interest in beginning the study of foreign languages in the early grades. Influencing this trend are a number of national reports urging that the study of languages other than English begin early (Met & Rhodes, 1990). Another influence on the trend toward an early start is research that indicates that the early study of a second language results in cognitive benefits, gains in academic achievement, and positive attitudes toward diversity (Rosenbusch, 1995).

Perhaps the most important influence on early foreign language study will come from the national initiative, Goals 2000. In this initiative, foreign languages are designated as part of the core curriculum, together with traditional subject areas such as math, science, and social studies. As part of this initiative, the foreign language profession has developed national standards for foreign language programs beginning in kindergarten and continuing through 12th grade. Although these standards are not mandatory, they are certain to increase even further the interest in starting foreign language study in the early grades (Phillips & Draper, 1994).

Cautions in Planning a Program

Schools that are planning new elementary school foreign language programs need to be well informed about the factors that led to the disappearance of the popular elementary school foreign language programs of the 1950s and 1960s, because these factors continue to be a challenge to program viability today (Heining-Boynton, 1990; Lipton 1992). Such factors include the following:

- Lack of teachers with sufficient language skills and qualifications to teach a foreign language to young students.
- Programs inadequate in design and without the necessary funding.
- Inappropriate or unrealistic program goals.
- Lack of coordination and articulation across levels of instruction.
- Inappropriate teaching methodologies for young students.
- Inadequate and insufficient instructional materials.
- Lack of evaluation procedures for students, teachers, and the program.

Initiating the Planning Process

When a school has made the decision to explore the implementation of an elementary school foreign language program, the first step is to identify a steering committee to lead the process. This committee should include representatives of all those who have a stake in the implementation of a program: parents, foreign language teachers, classroom teachers and school administrators from both the elementary and secondary schools, district administrators, and business and community members. The steering committee must complete the following tasks:

- Research the rationale for an early start to the study of a foreign language in order to clarify the reasons for implementing an elementary school program.
- Examine the advantages and limitations of each program model by reading the professional literature (including results of research studies), consulting with language professionals, and visiting existing programs.
- Explore elementary school foreign language curricula and teaching strategies to define the nature of current foreign language instruction at the elementary school level.
- Explore models for articulating the foreign language program across levels (elementary, middle school, high school) to provide for an uninterrupted sequence of instruction that will result in higher levels of fluency in the language.
- Evaluate the school district's existing foreign language program so that future plans can build on current program strengths.
- Inform teachers and administrators, parents, and the community about the rationale for elementary school foreign language programs, strategies of teaching foreign languages at this level, program models and outcomes, and articulation models.

- Explore school, parent, business, and community support for an elementary school foreign language program.
- Determine the most promising program model(s) for the local situation through discussion of the philosophy of the foreign language program and the desired program outcomes (Rosenbusch, 1991)

Designing the Program

Several components of the structure of the elementary school foreign language program must be considered with special care. These include: scheduling, curriculum design, instructional materials, staffing, multiple entry points, student accessibility, language choice, and program articulation, coordination, and evaluation (Curtain & Pesola, 1994; Met, 1985; Met, 1989; Rosenbusch, 1991). After researching the literature and through inquiry during school visitations, the steering committee should discuss each concern in depth before finalizing its recommendations.

Information about each of the program components can be found in the references listed at the end of this paper. A key reference that will be extremely useful to the committee is *Languages and Children: Making the Match* (Curtain & Pesola, 1994). Two of the most challenging aspects are discussed briefly here.

Scheduling. The minimum amount of time recommended for an elementary school foreign language class is 75 minutes per week, with classes meeting at least every other day (Rosenbusch, 1992). Met and Rhodes (1990) suggest that "foreign language instruction should be scheduled daily, and for no less than 30 minutes" (p. 438) to provide periods that are long enough for activities that are motivating to the students and to prevent teacher burnout.

Language Choice. Determining which languages will be taught is potentially the most controversial issue in program design (Met, 1989). Some experts recommend that this decision be the last one made in order to keep the issue from becoming divisive. As the decision is made, the following considerations should be kept in mind: teacher availability, program organization and scheduling, maintenance of established upper level language programs, and language diversity (Curtain & Pesola, 1994).

Programs That Lead to High Levels of Fluency

If the steering committee determines that the central goal of the district's program is that students attain a high level of fluency in the foreign language, the committee will choose the earliest possible start for the study of the language, maximize the time and intensity of the program at every level, and provide an articulated program that flows across levels without interruption. Students will be able to continue their study of the language throughout every level and will have the opportunity to add a second language or change languages at the beginning of middle or high school. All students will study a foreign language "regardless of learning style, achievement level, race/ethnic origin, socioeconomic status, home language, or future academic goals" (Met & Rhodes, 1990, p. 438). The teachers involved in the program at all levels will have excellent language skills, be well informed about current teaching strategies, and work together as a team to provide a carefully developed, articulated curriculum.

Determining Program Feasibility

The steering committee should examine the feasibility of the most promising program model(s) for the local situation with the help of school administrators who determine budget, scheduling, and space usage, and who make personnel decisions. Based on their previous study and the feasibility information, the steering committee will determine what recommendation it will make to school administrators and the school board concerning the start-up of an elementary school foreign language program (Rosenbusch, 1991). This final decision may be a difficult one to make. If the district is not willing to make a serious commitment to developing a strong foreign language program, the steering committee must be ready to recommend that no elementary school program be established at the present time. Experience demonstrates that it is difficult to change a weak program design for a strong one once a program has been established. A weak program design will not allow students to develop high levels of proficiency in the language.

If adequate support for a program is lacking, effort may be better spent in solving the problems that prevent the establishment of a quality program and in working to build support by educating the community about the nature and value of strong foreign language programs. Met and Rhodes (1990) clarify that "a primary goal in the next decade is to work actively to increase the number of high-quality, carefully designed elementary-school foreign language programs based on strong administrative, parental, and community support" (p. 438). The implementation of elementary school foreign language programs of excellence is critical to the development of the foreign language proficiency skills our nation's students will need in the future.

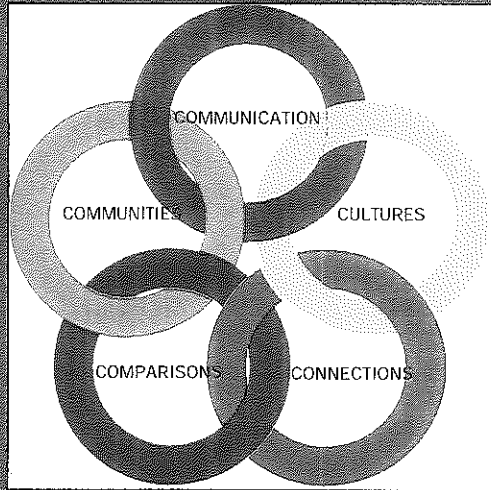
References

- Curtain, H., & Pesola, C.A. (1994). *Languages and children: Making the match* (2nd ed.). White Plains, NY: Longman.
- Helming-Boynton, A. (1990). Using FLES history to plan for the present and future. *Foreign Language Annals*, 23, 503-509.
- Lipton, G. C. (1992). *Practical handbook for elementary language programs* (2nd ed.). Lincolnwood, IL: National Textbook.
- Met, M. (1985). Decisions! Decisions! Decisions! *Foreign Language Annals*, 18, 469-473.
- Met, M. (1989). Which foreign language should students learn? *Educational Leadership*, 7, 54-58.

- Met, M., & Rhodes, N. (1990). Priority: Instruction. Elementary school foreign language instruction: Priorities for the 1990s. *Foreign Language Annals*, 23, 433-443.
- Phillips, J., & Draper, J. (1994). National standards and assessments: What does it mean for the study of second languages in the schools? In G.K. Crouse (Ed.), *Meeting new challenges in the foreign language classroom* (pp. 1-8). Lincolnwood, IL: National Textbook.
- Rosenbusch, M. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals*, 24, 297-314.
- Rosenbusch, M., Ed. (1992). *Colloquium on Foreign Languages in the Elementary School Curriculum. Proceedings 1991*. Munich: Goethe Institut. (Available from AATG, 112 Haddontowne Ct., # 112, Cherry Hill, NJ 08034)
- Rosenbusch, M. (1995). Language learners in the elementary school: Investing in the future. In R. Donato & R. Terry (Eds.), *Foreign language learning, the journey of a lifetime*. Lincolnwood, IL: National Textbook.

This report was prepared with funding from the Office of Educational Research and Improvement, U.S. Dept. of Education, under contract no. RR93002010. The opinions expressed do not necessarily reflect the positions or policies of OERI or ED.

[CAL Store](#) | [Press Room](#) | [Jobs](#) | [Contact Us](#) | [Site Map](#) | [Privacy](#)
Copyright © 2010 CAL



STANDARDS
FOR
FOREIGN
LANGUAGE
LEARNING

Preparing for the 21st Century

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

Statement of Philosophy
Standards for Foreign Language Learning

continued under Goals 2000 in the Clinton Administration. An eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, was appointed to undertake the task of defining *content standards*—what students should know and be able to do—in foreign language education. At each stage of development, the task force shared its work with the broader profession and the public at large. The resulting document represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education.

The standards do not describe the current status of foreign language education in this country. While they reflect the best instructional practice, they do not describe what is being attained by the majority of foreign language students. *The Standards for Foreign Language Learning* will not be achieved overnight; rather, they provide a gauge against which to measure improvement in the years to come.

The standards are not a curriculum guide. While they suggest the types of curricular experiences needed to enable students to achieve the standards, and support the ideal of extended sequences of study that begin in the elementary grades and continue through high school and beyond, they do not describe specific course content, nor recommended sequence of study. They must be used in conjunction with state and local standards and curriculum frameworks to determine the best approaches and reasonable expectations for the students in individual districts and schools.

In 1993, a coalition of four national language organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) received funding to develop standards for foreign language education, grades K-12.

This was the seventh and final subject area to receive federal support to develop national standards as part of the Bush Administration's America 2000 education initiative, which

The purposes and uses of foreign languages are as diverse as the students who study them. Some students study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Many approach foreign language study, as they do other courses, simply to fulfill a graduation requirement. Regardless of the reason for study, foreign languages have something to offer everyone. It is with this philosophy in mind that the standards task force identified five goal areas that encompass all of these reasons: *Communication, Cultures, Connections, Comparisons, and Communities*—the five C's of foreign language education.

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways.

"Knowing how, when, and why to say what to whom"

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.

The Five C's of Foreign Language Education

Communication

Cultures

Connections

Comparisons

Communities

Standards for Foreign Language Learning

Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Following is an abbreviated sample of the goals, standards, and progress indicators for grades four, eight, and twelve as they appear in "Standards for Foreign Language Learning: Preparing for the 21st Century."

COMMUNICATION

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

This standard focuses on interpersonal communication, that is, direct oral or written communication between individuals who are in personal contact. In most modern languages, students can quite quickly learn a number of phrases that will permit them to interact with each other. In the course of their study, they will grow in their ability to converse in a culturally appropriate manner.

Sample Progress Indicators

Grade 4: Students ask and answer questions about such things as family, school events, and celebrations in person or via letters, e-mail, or audio and video tapes.

Grade 8: Students exchange information about personal events, memorable experiences, and other school subjects with peers and/or members of the target cultures.

Grade 12: Students exchange, support, and discuss their opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary and historical issues.

- 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.2 involves one-way listening and reading in which the learner works with a variety of print and non-print materials. The context in which the language is experienced and the ability to control what they hear and read may impact students' development of comprehension. As a result, the ability to read may develop before the ability to comprehend rapid spoken language. In addition, content knowledge will often affect successful comprehension, for students understand more easily materials that reflect their interests or for which they have some background.

Sample Progress Indicators

Grade 4: Students comprehend the main idea of developmentally appropriate oral narratives such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes.

Grade 8: Students use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Grade 12: Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken language as expressed by speakers and writers of the target language in formal and informal settings.

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

This standard focuses on the formal presentation of information, concepts, and ideas in spoken and written form and is concerned, in most cases, with one-way speaking and writing. Students with little or no previous language experience are likely to produce written and spoken language that will contain a variety of learned patterns or will look like English with words in the other language. This is a natural process and, over time, they begin to acquire authentic patterns and to use appropriate styles. By contrast, home-background students will write in ways that closely resemble the spoken language. Moreover, they will control informal oral styles. Over time these learners will develop the ability to write and speak using more formal styles.

Sample Progress Indicators

Grade 4: Students prepare illustrated stories about activities or events in their environment and share with an audience such as the class.

Grade 8: Students prepare tape or video recorded messages to share locally or with school peers and/or members of the target cultures on topics of personal interest.

Grade 12: Students prepare a research-based analysis of a current event from the perspective of both the U.S. and target cultures.

CULTURES

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the *practices* that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "what to do when and where."

- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the *products* of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

CONNECTIONS

- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students' understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a "new window on the world." At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.

COMPARISONS

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

This standard focuses on the impact that learning the linguistic elements in the new language has on students' ability to examine English and to develop hypotheses about the structure and use of languages. From the earliest language learning experiences, students can compare and contrast the two languages as different elements are presented. Activities can be systematically integrated into instruction that will assist students in gaining understanding and in developing their abilities to think critically about how languages work.

- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

As students expand their knowledge of cultures through language learning, they continually discover perspectives, practices, and products that are similar and different from their own culture, and they develop the ability to hypothesize about cultural systems in general. Some students may make these comparisons naturally, others may not. This standard helps focus this reflective process for all students by encouraging integration of this process into instruction from the earliest levels of learning.

COMMUNITIES

5.1 Students use the language both within and beyond the school setting.

This standard focuses on language as a tool for communication with speakers of the language throughout one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language. Applying what has been learned in the language program as defined by the other standards, students come to realize the advantages inherent in being able to communicate in more than one language and develop an understanding of the power of language.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Each day millions of Americans spend leisure time reading, listening to music, viewing films and television programs, and interacting with each other. By developing a certain level of comfort with their new language, students can use these skills to access information as they continue to learn throughout their lives. Students who study a language can use their skills to further enrich their personal lives by accessing various entertainment and information sources available to speakers of the language. Some students may have the opportunity to travel to communities and countries where the language is used extensively and, through this experience, further develop their language skills and understanding of the culture.

SAMPLE LEARNING SCENARIO: NEWSCAST

Standards Targeted

- 1.1 *Interpersonal Communication*
- 1.3 *Presentational Communication*
- 2.1 *Practices of Culture*
- 3.1 *Furthering Connections*
- 5.1 *School and Community*
- 5.2 *Life-long Learning*

Description

In the Spanish II class in Williamston High School, a small, rural community in Michigan, students worked in groups to write, produce, and videotape a fifteen-to-twenty minute Spanish language news show that included news events; a live, from-the-scene report; weather; sports; and commercials. The news events included items from the Spanish-speaking world, the United States, the state, and local areas.

Reflection

- 1.1—Students work cooperatively in groups using the language to produce the newscast.
- 1.3—Students produce the newscast in the language studied.
- 2.1—Students present news stories that reflect a perspective from the culture studied.
- 3.1—Students develop news items on a variety of topics.
- 5.1—Students use the language in the classroom.
- 5.2—Students develop insights necessary for media literacy.

If the students were asked to view taped newscasts and commercials from two Spanish speaking countries and use them as models for their project, an emphasis could be placed on Standards 1.2 and 4.1 (in preparing for the project, students view newscasts and compare and contrast language styles) and Standard 4.2 (students note cultural similarities and differences in the videotapes they viewed). This type of preparation for the project would also provide the opportunity to target Standard 2.2 with students analyzing a product of the culture studied. This scenario could be applied to any language at a variety of levels.

SAMPLE LEARNING SCENARIO : CHINESE CALENDAR

Targeted Standards

- 1.2 *Interpretive Communication*
- 2.2 *Products of Culture*
- 4.2 *Culture Comparisons*

Description

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains using story cards. The students then use artistic expression to

recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calendar in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars. They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

Reflection

- 1.2—Students comprehend the story of the Chinese calendar told in the target language
- 2.2—Students read about and discuss products of the culture
- 4.2—Students compare and contrast products found in the two cultures.

In this activity, the students understand the calendar explanation more easily because the teacher accompanies the story with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

National Standards in Foreign Language Education *a collaborative project of ACTFL, AATF, AATG, AATI, AATSP, ACL/APA,* *ACTR, CLASS/CLTA, & NCSTJ/ATJ*

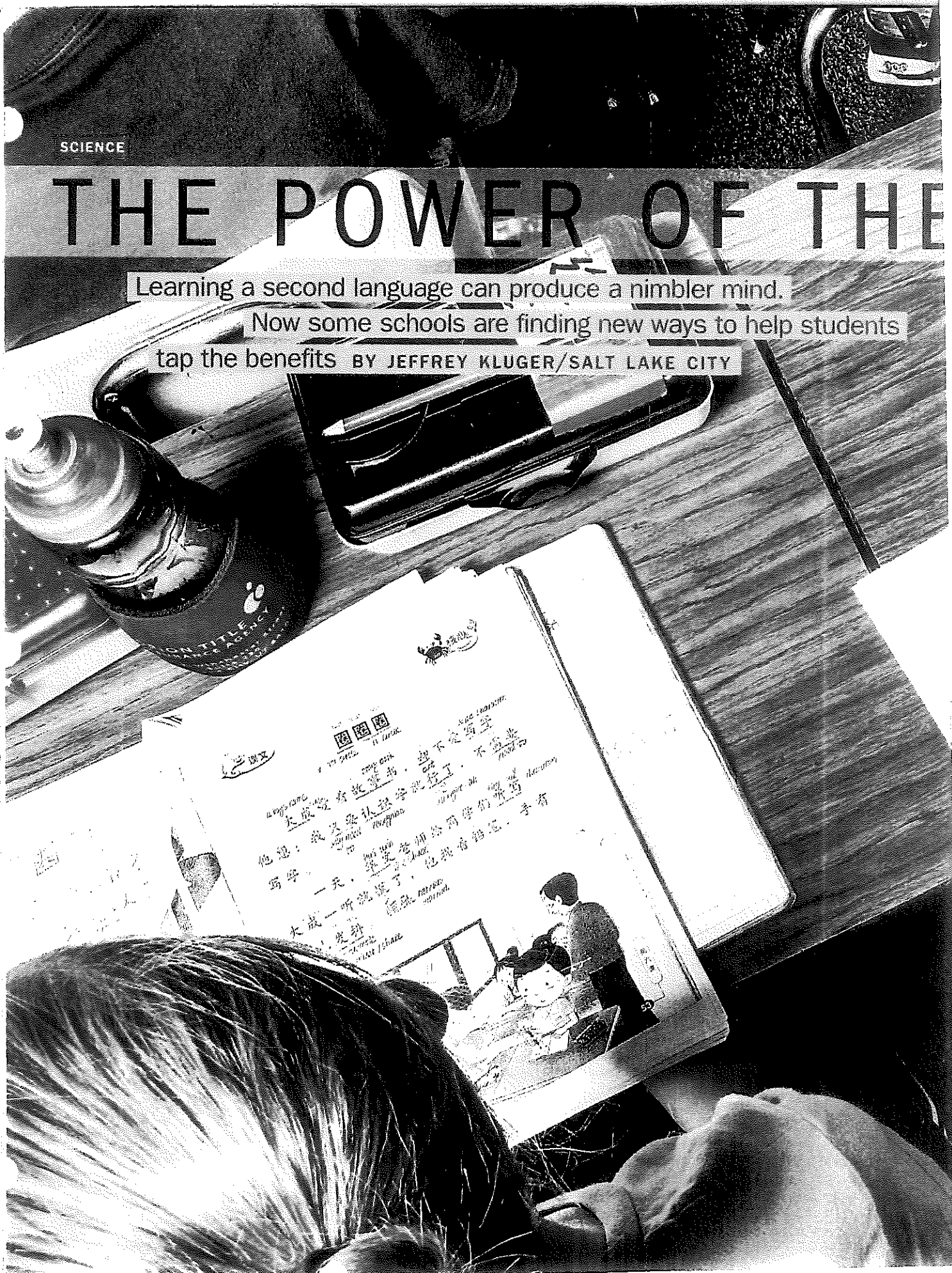
c/o American Council on the Teaching of Foreign Languages, Inc.
700 S. Washington St., Suite 210
Alexandria, VA 22314

SCIENCE

THE POWER OF THE

Learning a second language can produce a nimbler mind.

Now some schools are finding new ways to help students tap the benefits BY JEFFREY KLUGER/SALT LAKE CITY





BILINGUAL BRAIN

Working toward fluency Fourth-graders at Spring Lane Elementary School in Utah study a Mandarin lesson
Photograph by Michael Friberg for TIME

C LASSROOMS ARE PLACES where little eureka's happen—and teachers live for them. The sixth-grader struggling with the first week of algebra has no idea what a nonsensical instruction like “solve for *x*” means—and then all at once, blink, the light goes on. The second-grader grasps for the first time why a poem doesn't have to rhyme and then coins a perfect little word picture to prove it. For H el ene Cha-Philippe, a teacher at Morningside Elementary School in Salt Lake City, the moment happened when one of her first-grade girls said, “I eat the teacher.”

Technically, that's not what the little girl said. What she said was “*Je mange le professeur.*” Then she laughed in delight and pride, and Cha-Philippe did too, just months before, the child had not spoken a word of French. Now she spoke many words. That day, she was working with the verb *manger* and was supposed to say, “I eat the banana.” Instead she made a tiny, silly, first-grader's joke. She had stopped wrestling with the language and had begun playing with it—and with that, she had crossed a threshold.

“It was such a wonderful experience,” says Cha-Philippe. “She realized that it was possible to combine words and make a joke in a language that wasn't her own.”

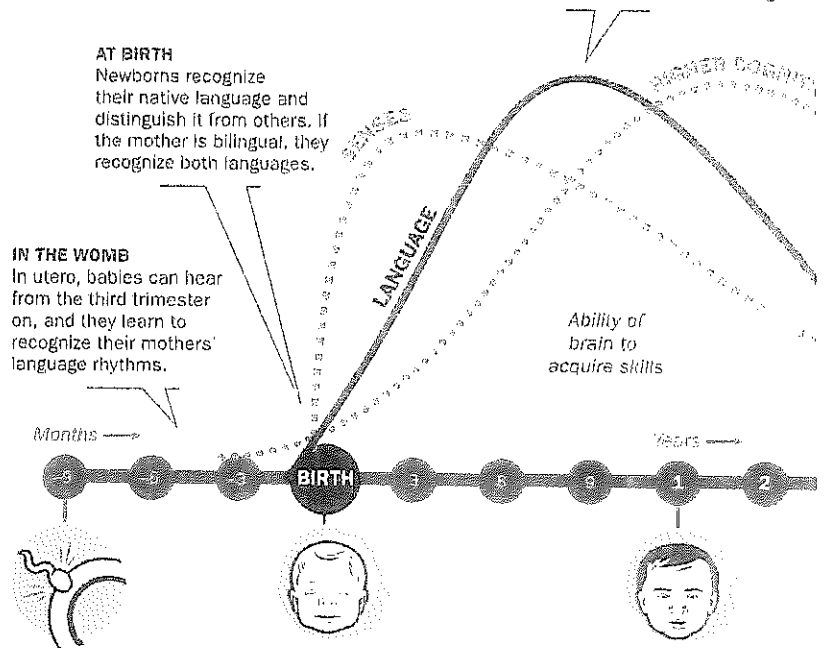
All over Utah, elementary-school students are joking and studying and singing and reading and fluently speaking in languages not their own: French, Spanish, Mandarin Chinese and, soon, Portuguese. They are part of one of the most ambitious total-immersion language-education programs ever attempted in the U.S. It kicked off in the 2009 school year with 1,400 students in 25 schools and by this fall will include 20,000 kids in 100 schools—or 20% of all the elementary schools in the state, with nearly 95% of school districts participating up through grade 12. Competition for spots in the program is keen: families apply online before kids enter kindergarten or first grade—depending on the school district—and the ones who will participate are picked by lottery. Those who are chosen take half their subjects each day in the new language and the other half in English.

The idea behind the program has less to do with the usual talk about a globalizing world and America's need to become a polyglot nation if it's going to compete

USE IT OR LOSE IT

Multilingualism is a lifetime skill—but you'd better start learning early

PEAKING AT 9 MONTHS
Up to age 1 we retain a sharp ear for languages, but the door has already begun to swing closed—partly as a result of synaptic pruning.



effectively with China and other rising economies—though that's part of it—and more to do with the nimble minds of the boys and girls doing the learning. Research is increasingly showing that the brains of people who know two or more languages are different from those who know just one—and those differences are all for the better. Multilingual people, studies show, are better at reasoning, at multitasking, at grasping and reconciling conflicting ideas. They work faster and expend less energy doing so, and as they age, they retain their cognitive faculties longer, delaying the onset of dementia and even full-blown Alzheimer's disease.

A bilingual brain is not necessarily a smarter brain, but it is proving to be a more flexible, more resourceful one. In a polyglot world, that's a lesson that a largely monoglot country like the U.S. ignores at its peril. “Monolingualism,” says Gregg Roberts, a language-immersion specialist with the Utah state office of education, “is the illiteracy of the 21st century.”

Wired for Words

WHEN IT COMES TO LANGUAGE, THERE'S no such thing as starting too early—and it turns out the brain can be bilingual even before birth. The human auditory system is functional from the third trimester on, and the loudest thing an in utero baby hears is its mother's voice, speaking whatever language or languages she knows. Those sounds, with their characteristic rhythms and phonemes, are poured straight into the baby's brain and become comfortingly familiar.

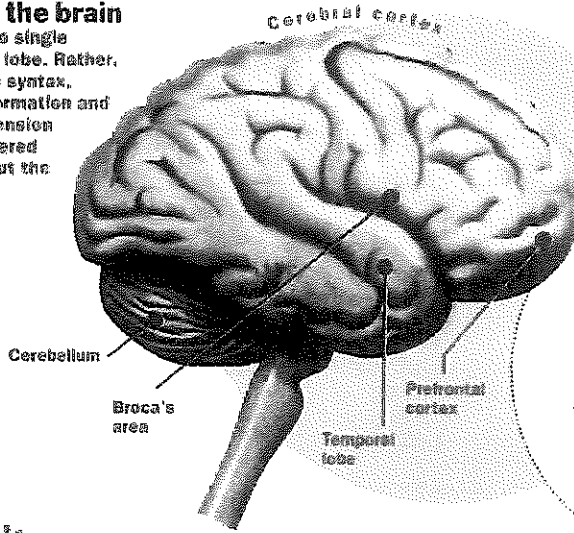
Of course, it isn't easy to get inside a newborn's mind and determine what it does and doesn't like, but with language at least, investigators have figured out a method. The more vigorously a comfortable, well-fed baby sucks on a pacifier, the more stimulated it is by its environment. Developmental psychologist Krista Byers-Heinlein of Concordia University in Montreal has used this technique to study babies 3 days old and younger. The mothers of some of the children were monolingual English speakers; the mothers of the

SHARP DROP-OFF AT 8 YEARS

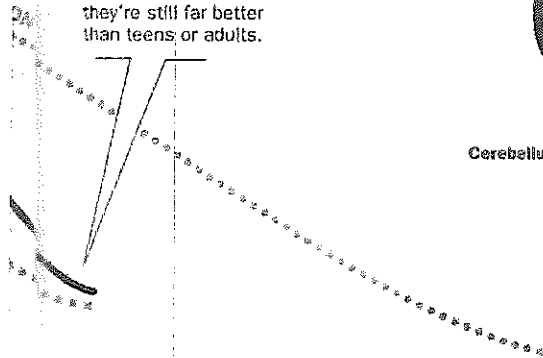
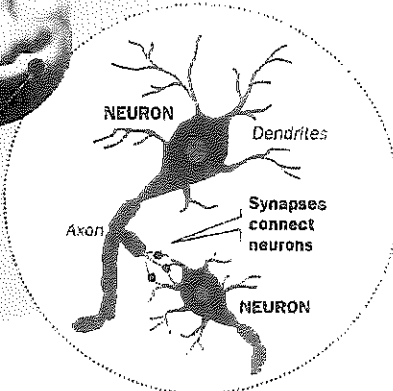
First graders are not the natural language students they were when they were babies, but they're still far better than teens or adults.

Inside the brain

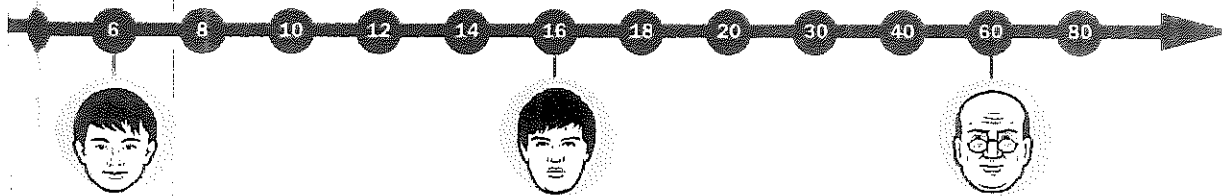
There's no single language lobe. Rather, skills like syntax, speech formation and comprehension are scattered throughout the brain.



Cell-to-cell connections, or synapses, grow explosively in the brain after birth. But as early as toddlerhood, synaptic pruning begins. This scaling back makes the brain more cognitively and calorically efficient.



Source: Center on the Developing Child, Harvard University



others spoke both English and Tagalog, a language common in parts of Canada where there are high concentrations of Filipino immigrants.

When the babies with pacifiers were played recordings from multiple languages, those with monolingual moms sucked harder only when they heard English; the others perked up both at English and at Tagalog. "You think, These babies are newborns—how can they be bilingual?" says Byers-Heinlein. "But their mothers' voices affected their preferences."

That exceedingly early start on language only accelerates as it goes along. Research by cognitive neuroscientist Janet Werker of the University of British Columbia and others extended Byers-Heinlein's work to babies who were a few months old, trying to determine if they could distinguish between languages by sight alone, watching silent videos of adults reciting lines from *The Little Prince* in English and French. In this case it was eye contact—the amount of time they spent looking before they got bored and looked away—that

indicated their interest and recognition. From 4 to 6 months of age, babies from both monolingual English homes and bilingual French-English homes could tell the difference. But by 8 months, the monolinguals dropped out of the race, and only the bilinguals could manage the task.

At Spring Lane Elementary School outside Salt Lake City, the kids are a good deal more than 8 months old, but their brains are clearly still very language friendly. On a recent morning late in the school year, a class of first-graders learning Mandarin had broken down into smaller groups, working together on various assignments. One cluster of five kids sat on the floor, listening to a Mandarin-language story through headphones while reading along in books. The other children were busy with writing lessons. Their teacher, April Ridge, 30, who learned to speak Mandarin when she was 21 in preparation for two years as a Mormon missionary in Taiwan, was quietly coaching one little girl when the bell sounded. She looked up and made a series of rapid-fire announcements

in fluent Mandarin that appeared to have something to do with getting coats on for recess or hands washed for lunch or who knew what, but if the instructions were a mystery to the monolinguals present, they made perfect sense to the kids, who scrambled and obeyed.

"They made steady progress through the year," Ridge says. "We started school in August when they could speak only English. They were able to follow directions in Mandarin by January. After that came speaking, then reading, then writing. Now I hear them at recess, mixing Mandarin and English. They help each other out and remind each other of words they forget."

Such cooperation is a formal part of the curriculum in the schools—what the teachers call "pair-share," with kids teaming up and turning to a designated buddy for a lost word or concept. That's a good thing, particularly when it comes to Mandarin, since the Utah school system doesn't fool around. The students are taught to read and write in traditional Mandarin characters, with pinyin—the phonetic, Roman-

41



Gained in Translation

6,800

Estimated number of languages in use around the world

12.5%

Share of the world's population that speaks Mandarin, the most common language

850

Approximate number of languages in Papua New Guinea, the world's most polyglot country

Story time A group of Utah first graders listens and reads along in Mandarin

alphabet form of writing Mandarin—not introduced until the third grade and then only for the more difficult words.

Utah's program got its start in 2009 under then governor and later ambassador to China Jon Huntsman, the rare American political figure who is fluent in Mandarin. Huntsman argued that multilingualism in education would be increasingly essential in the 21st century for students, businesspeople and government officials, and while many people outside the state speculated that the missionary work of the Utah-based Mormon church was the real driver behind the plan, state education officials deny that. "This really was mostly about the state and millennial parents seeing the need for language training," says Roberts.

The program is a surprising bargain by government standards. It's funded by the state legislature at an average of \$2 million per year, plus a supplemental appropriation of \$10,000 per school per year to buy books. With the program entering its fifth year, that means grades 1 through 4 have already been supplied, with the remaining grades set to be added each year as the oldest kids move along. Both students and teachers are reminded to keep the books in

good enough shape that they can be reused each year. "We always tell them, 'Take care of them, because when they're gone, they're gone,'" says Carolyn Schubach, associate director for advanced learning in the Granite school district.

Kids who make it through eighth grade in the language program take advanced-placement courses in ninth. For 10th-through 12th-graders, the state education office is collaborating with the University of Utah and Brigham Young University to offer college-level courses. Whatever Utah is doing, it must be doing it right: so far, officials from 22 other states have dropped by to study the program with an eye toward launching their own.

The Polyglot Brain

IT'S TOO EARLY TO MEASURE EXACTLY what the lifelong benefits of early language training will be, but all of the science suggests that they will be considerable—and that some of the differences will be physically detectable in the brains of the polyglot kids. Research psychologist Ellen Bialystok of Toronto's York University cites brain scans of London cabdrivers, who are celebrated for their down-to-the-last-

alley knowledge of their city's streetscape. Those scans show greater development in the regions of the brain responsible for spatial reasoning. Similar findings have turned up in the motor-control regions that govern the fingers of violinists and other musicians. Still, the cause and effect are murky here. "Does the training cause the brain changes," Bialystok asks, "or do you select into being a cabdriver or a musician because you already have a brain that's inclined toward those skills?"

Last year in Sweden, psychologists at Lund University decided to test that idea when it comes to multilingualism, scanning the brains of the incoming class at the Armed Forces Interpreter Academy in Uppsala, where students undergo a grueling program that takes them from no knowledge of an unfamiliar language like Arabic or Dari to total fluency in 13 months. As a control, the investigators scanned other students entering a similarly rigorous program in medicine or cognitive science for the same length of time. At the end of the period, all the students were rescanned. Among the language students, there was detectable growth in the hippocampus, which helps govern memory and mastery

of new material, and in three areas of the cerebral cortex, where higher-order reasoning is processed. Among the other students there were no such changes.

Biologist Nina Kraus of Northwestern University has used scalp electrodes to record the activity of the auditory region in the brain stem, looking for how it behaves in bilinguals. What she found is that people who know more than one language are better than monolinguals at picking up speech-relevant sounds, such as key pitches or rhythms, out of a confusing soundscape, producing a telltale blip in the scalp readings. "As people use sound in a meaningful way," Kraus says, "the nervous system changes."

Bialystok believes the relevant difference in the brains of bilinguals involves less the density or shape of the gray matter—the neurons—than the white matter, the myelin sheathing that insulates neural connections. She and her colleagues conducted scans showing healthier myelin in the frontal lobes and the corpus callosum—the neural cable that connects the two hemispheres of the brain—in bilinguals than in monolinguals. "Structural differences are where the new science is unfolding," she says.

Brain Be Nimble

BUT IT IS THE KNOCK-ON EFFECTS—NOT how the brain looks but how it functions—that argue most for learning additional languages, and it appears that the bilingual brain is simply more efficient. The constant toggling that comes from having to choose between two words for every object or concept in your world is a total-immersion exercise in what cognitive scientists call task switching and what the rest of us call trying to do 17 things at once. Every time you interrupt an e-mail to pick up the phone, then interrupt the phone call to respond to someone who pops into your office, and then go back to the phone and the e-mail, the tracks in your brain must clank one way or the other. It's more challenging still when you're handling multiple tasks not sequentially but simultaneously.

How deftly any one person responds to these messy real-world challenges is hard to measure, but there are some good experimental proxies. In one, known as the Stroop test, subjects are flashed the names of colors on a screen, with the word matching the actual color of the letters,

and are told to say the color's name or hit a key indicating what it is—a task nearly anyone can do instantaneously. Next they are flashed mismatches—the word *red* printed in blue, say—and told to ignore what the word says and announce only the color. This is a lot harder than you think, especially when you don't know when you'll get a matched example and when you'll get an unmatched one. Almost universally, bilinguals are faster and make fewer mistakes than monolinguals. Related studies have shown that the multilinguals' advantage is especially pronounced not in young adulthood, when the brain's executive functions are operating at their peak, but among kids and seniors, whose cognitive capabilities have either not fully come online or are starting to slip.

"The loss of efficiency when we rotate among tasks is called the global switch cost," says Bialystok. "Everyone slows down some or makes more errors, but multilinguals in all age groups have less of a drop-off." If that increased efficiency plays out in people's lives outside the lab—and there is no reason to think it doesn't—that would confer a real advantage over monolingual classmates, colleagues and others.

The advantages of multilingualism in the senior population are especially important—and comparatively easy to measure. Cognitive neuroscientist Brian Gold of the University of Kentucky tested seniors in the 60-to-68 age group on several of the familiar task-switching tests and found that bilinguals were more accurate and also faster than monolinguals. When he scanned the subjects with functional magnetic resonance imaging while they worked, he also found that the bilinguals' brains were less rather than more active in the relevant regions than the monolin-

**ALL OVER UTAH,
ELEMENTARY-
SCHOOL STUDENTS
ARE SPEAKING
FRENCH, SPANISH,
MANDARIN AND,
SOON, PORTUGUESE**

guals. That's actually a good thing; greater activity means the brain is working harder, breaking a sweat it wouldn't have had to in its younger days. "Older people have to activate their brains more in general than younger people do," says Gold. "But bilingual seniors have to do it less." Bialystok has studied seniors suffering from serious age-related cognitive decline and those who are still high functioning and estimates that on average, bilinguals get an extra 4.1 years of clarity before symptoms of any form of dementia set in; those who develop Alzheimer's specifically get an extra 5.1 years.

None of that is to say that the monolingual middle-ager who is worried about dementia can simply take up a language and reap the same benefits a lifetime bilingual would. "The practical reality," says Gold, "is that adults are simply less likely than children to learn and continue to use a second language because they have to go far out of their way to do it, whereas it comes gift-wrapped for kids." At best, he says, language lessons in adulthood fall into the couldn't-hurt category—one more way to keep the aging brain active.

The children in the Utah grammar schools are, of course, thinking about none of this yet, with their brainpower and their language talents still on a steep upward arc. The incoming fifth-graders who have been with the program since its first year represent an educational vanguard, the leading edge of a living longitudinal study that renews itself each year as more and more families clamor for spots in the participating schools. The planned addition of 20 to 25 schools per year for the next five years should help satisfy that growing demand.

For the Utah teachers and kids, policy issues matter a lot less than the simple day-to-day richness of bilingual living. Third-grade French teacher Georgia Gearling had never taught below the level of community college and high school before she took a job at Morningside Elementary School, and she was not fully prepared for what the experience would be like. "When they hug me, I'm so touched," she says. "We had an assembly, and the kids were all onstage singing in French, and I just cried. They're so wiggly!" That's as fair a way of describing third-graders as any. But their restless bodies reflect equally active, playful, energetic brains. Learning the lyricism and the magic of another language can make them better brains too. ■

Establishing High-Quality Foreign Language Programs in Elementary Schools

An increasing number of school districts across the United States have made a commitment to foreign language education for younger learners in the past two decades. Seven of the most successful of these programs have been identified as models in providing foreign language instruction to elementary and middle school students (see box below). Based on the experiences of these programs and others, as well as on recent research, the information that follows addresses questions frequently asked by administrators, educators, and parents who are considering establishing early foreign language programs in their communities.

MODEL EARLY FOREIGN LANGUAGE PROGRAMS

Bay Point Magnet Elementary School

Gaye Lively, Principal
 Sylvia Amaya, Lead Teacher
 62nd Avenue South
 St. Petersburg FL 33712
 Tel: 727-893-2398
 E-mail: Sylvia_Amaya@places.pinellas.k12.fl.us
 Web sites:
<http://members.aol.com/jschw6/RLES-mainpage.html>
<http://www.geocities.com/Athens/Acropolis/8714>

Springfield Public Schools
 Dr. Kathleen Riordan, Foreign Language Director

195 State Street
 P.O. Box 1410
 Springfield, MA 01102-4410
 Tel: 413-787-7111
 Fax: 413-787-6713
 E-mail: riordank@sps.springfield.ma.us

Ephesus Road Elementary School

Carol Orringer, French Teacher
 1495 Ephesus Church Road
 Chapel Hill, NC 27514
 Tel: 919-929-8715
 Fax: 919-969-2366
 E-mail: c.orringer@chccs.k12.nc.us
 Web sites:
<http://www.sunsite.unc.edu/~ephesus>
<http://www.media-international.net/etlino>

Glastonbury Public Schools

Christine Brown, Director of Foreign Languages
 232 Williams Street
 Glastonbury CT 06033
 Tel: 860-652-7954
 Fax: 860-652-7978
 E-mail: cbrowninglas@aol.com

Prince George's County Public Schools
 Dr. Pat Barr-Harrison, Foreign Language Supervisor

9201 East Hampton Drive
 Capitol Heights, MD 20743-3812
 Tel: 301-808-8265, ext 227
 Fax: 301-808-8291
 E-mail: pbarr@pgcps.org

Larchmont Elementary School

Jeffrey Hanthorn, Principal
 Maria Martinez, Spanish Teacher
 1515 Slater Street
 Toledo OH 43612
 Tel: 419-476-3787
 Fax: 419-470-6552
 E-mail: j.hanthorn@tps.org

Richmond Elementary School

Deanne Balzer, Resource Teacher
 Japanese Magnet Program
 Rebecca McWaters, Principal
 2276 SE 41st Avenue
 Portland, OR 97214
 Tel: 503-916-6220
 Fax: 503-916-2665
 E-mail: dbalzer@pps.k12.or.us
 Web sites:
<http://www.oyanokai.org>
<http://www.njoshohola.org>

Why teach foreign language in elementary school? Is it worth it?

Schools invest time, funding, personnel, and other resources because they have found that early-start language learning programs provide significant benefits to students.

Early-start language learning improves cognitive skills and academic performance. Foreign language study contributes to brain development and overall learning, according to research studies of foreign language learners' performance in school and on tests. Recent studies suggest the following benefits of early second language learning:

- Increased creativity and problem-solving skills. Children who study foreign languages improve in the verbal and non-verbal skills that enhance overall school performance.
- Improved performance on basic skills tests and the Scholastic Aptitude Test. It has been shown that the more years of foreign language study that students have, the higher the scores they achieve on math and verbal SAT tests.
- Enhanced skills in English. Despite concerns that foreign language study might detract from students' progress in English, research suggests that the opposite is actually the case. In fact, progress in English language skills by children learning a foreign language is equal to or superior to that of their non-foreign language speaking peers over the long term. Perhaps this is because

children discover so much about English as they learn the structure of other languages and encounter vocabulary that unlocks the meanings of many English words.

Early-start language learning opens doors to other cultures. As students learn a foreign language, they learn about the people who speak the language, their history, traditions and customs, and the geography of their countries. Broadening students' global outlook is one of the main reasons that Springfield (Massachusetts) Public Schools has included foreign language study for every student in first grade and above since 1993. Children participating in foreign language classes learn to look beyond their customary borders, gain insight into their own language and culture, and develop an early understanding of relationships among cultures and languages. Cross-cultural lessons and experiences shared in language classes are enjoyable and engaging for young learners and are a necessity in our increasingly interdependent world.

Early-start language learning contributes to a lifelong ability to communicate. "Studying French in elementary school contributed to the kind of life I lead and the job that I hold today," wrote Richard Steffans, a Foreign Service officer who graduated from Glastonbury (Connecticut) Public Schools. Students who learn a language early improve their chances for native-like pronunciation and a high level of proficiency later on. Beginning foreign language study in elementary school helps them develop an

understanding of what language learning is for and gain confidence in language learning later on. Because they have enjoyed the benefits of early foreign language study, they are less likely to treat language as a meaningless academic requirement later on. These learners will see language as a tool to be used for a wide range of educational possibilities, career opportunities, and personal interests.

Should foreign language study be part of the core curriculum?

Core subjects are those of central importance, such as reading, mathematics, and science, that are scheduled during the regular school day. Designating foreign language study as one of these core subjects is essential for a successful program. In districts and schools where foreign language study is part of the core curriculum, there tends to be a more rigorous approach to curriculum development, instructor qualifications and professional development, assessment, articulation, and other key program areas. If foreign language instruction is relegated to the status of an extra-curricular activity, not only will it compete with sports, music lessons, and other high-interest activities, it will also very likely lack the aspects that make learning a language worth the time and effort. Foreign languages are recognized as part of the core curriculum in the Goals 2000: Educate America Act (1994). As a core curriculum subject, foreign language study enhances learners' chances for success and can

contribute to the learning of other subjects as well. Adequate time must be scheduled for foreign language instruction during the school day if children are to achieve the basic competencies that will contribute to fluency.

Are elementary foreign language programs suitable for school districts that are not well-funded?

The seven model early foreign language programs are located in communities that reflect a range of socio-economic characteristics. Foreign language study benefits all students, not just those who are gifted or those in districts that enjoy high levels of funding. Providing foreign language study is not just a minor enrichment in a curriculum; it can alter the culture of a school and open opportunities that would not exist otherwise. A broad world view, improved cognitive skills, and enhanced language skills may be even more important for students from average and lower income families than for more advantaged students.

Is foreign language study appropriate for students who are learning English as a second language?

Foreign language study does not detract from progress in other subjects, including English. In fact, foreign language may be one area in which students learning English are on an equal footing with their

English-speaking peers. If some students speak the targeted foreign language at home, they can serve as cultural and linguistic resources for other students as they focus on learning the more academic forms of their own language. In one program model, the two-way immersion approach, subjects are taught in both English and another language, with the goal of promoting full bilingual proficiency of native and non-native speakers of English. Such an approach provides linguistic enrichment for all students, while promoting better understanding between linguistic communities.

Should students with disabilities study foreign languages?

The U.S. Department of Education has stated that the regular classroom in the neighborhood school is the preferred placement option for all but the most severely disabled student. Students with disabilities benefit from studying foreign languages as much as other subjects. Exposure to other languages can help these children become more aware of and gain more control over language skills in English. Further, because children with disabilities may be restricted in other aspects of their lives, they particularly benefit from the exposure to other cultures that foreign language study involves. The needs and abilities of any one of these learners depend in part on the kind of disability, so it is particularly important for foreign language teachers to learn how their students' disabilities affect the learning of the

language and what strategies are recommended.

Will there be lasting results?

Although there can be no guarantee of lasting results, an early start in foreign language learning can result in considerable levels of proficiency and continued interest in languages and cultures. If a school or district invests in a well-articulated program with a long sequence of foreign language instruction, the chances are high that students will graduate from secondary school with useful foreign language skills. The public schools in Glastonbury, Connecticut, have offered such a program in Russian, French, and Spanish since the mid-1950s, and their high school graduates tend to place into at least the third semester, and sometimes into the third year, of university language programs. In Portland, Oregon, students at Richmond Elementary School spend one half of the day learning in Japanese and the other half in English, beginning in kindergarten. Results are vividly documented in videotaped oral interviews conducted at the end of each year. Students at the end of the first grade are able to give brief memorized replies to familiar questions. By fifth grade, they participate successfully in a 15-minute standardized interview procedure designed for secondary students.

How does a school or district determine which language(s) to teach?

At least five factors play a part in this decision:

National or international importance. Aside from the increasing dominance of Spanish, and the prevalence of French and German, language programs in the United States increasingly reflect shifts in national language priorities toward such languages as Japanese, Chinese, and Arabic. Those who study these languages in primary and secondary school will be eager to find a college where they can continue their language studies, because their language skill will be a valuable asset in the job market.

Community support. A feeling of ownership and commitment may be enhanced if parents and others in the community are part of the process of selecting the languages to be taught. In communities where parents have lobbied for early foreign language programs to be established, opinions as to which language is taught may be quite strong. Building community support and respect can be very important for a program, especially during times of severe fiscal constraints.

Languages and heritage of the students. When a district or school selects a foreign language connected to the ethnic background of the community, there are several advantages. Besides the community support that is likely in such an instance, there is also a long-term benefit

to society and to the children themselves. Some kindergarten-age children may already speak their mother tongue (the language they speak at home) more proficiently than those who have studied the language formally for many years. Thus, it will be easier for them to become literate in the language and to master its more formal and academic forms than it will be for students learning the language for the first time in school.

Articulation. If a language sequence is already in place for middle and high school levels, this should be taken into account when selecting language(s) for the elementary school level. If a new language is chosen, a plan needs to be established to maintain the other language programs as well as to offer higher levels of language proficiency in the new language. Students must have the opportunity to continue their language study beyond the elementary grades, preferably in a language of their own choosing.

Resources. A number of practical questions must be asked when determining which language to teach. Are teachers of the language available? Are there appropriate textbooks, reference books, and other materials in the language? Are curricula available? Will another school, district, or university be able to offer support or resources for this language? One of the main

reasons that the K-12 immersion program in Prince George's County, Maryland, selected French was that a successful French immersion program in a nearby district could contribute curricula and share resources.

How can a program be sustained over time?

Two keys to a sustainable program are long-range planning and diversity of funding. If a language program in the elementary school is to enjoy continued success, it must be part of a comprehensive, long-range plan for language instruction in the district that includes foreign language programs in middle and high schools. Second, although special funds may be available for program start-up, alternative sources of funding should be explored as soon as possible. Private foundations, local businesses, federal and state grants, and even assistance from foreign governments can supplement local district funding. In many districts, parents help the schools hold carnivals, poetry contests, and art fairs to raise funds for language program projects. In Portland, Oregon, parents with children in a K-12 Japanese immersion program have incorporated as a non-profit organization for fund-raising purposes.

What are characteristics of successful programs?

Enjoyable, meaningful language lesson materials and activities. Language learning takes place in meaningful, communicative contexts, including social situations, cultural experiences, lessons in other school subjects, songs, rhymes, games, and stories. A variety of authentic, culture-rich, and age-appropriate materials is key to foreign language learning. Such high-interest materials as foreign language newspapers and videos for children are more widely available than ever before.

Curricula based on the national foreign language standards. The curricula in all grades focus on the "five Cs" of Communities, Communication, Cultures, Connections (to other subjects), and Comparisons (with other languages and cultures).

Clear program goals. There are clearly stated goals for the program and for each grade level. See the chart that follows for examples of program goals for different types of programs.

Regular program evaluation. In addition to assessing student progress and achievement, the language programs themselves should be assessed. For example, the language program in Glastonbury, Connecticut, is evaluated every five years

through a process that includes surveys of parents, staff, and past and current students.

Accessibility for all students. Every student, not just the gifted and talented, can learn foreign languages. The classes should be open to all, regardless of academic goals, ethnic background, socioeconomic status, or learning style.

Communication and coordination across content areas. In successful programs, language teachers incorporate other subject matter into their lessons, reinforcing and complementing instruction in these areas. Language teachers and the regular classroom teachers share curricula, attend joint meetings periodically, and maintain ongoing informal communication.

Articulation among grades in elementary school and from elementary school to later grades. Most successful foreign language programs begin by adding only one new grade each succeeding year, so that realistic goals can be set and the language skills are developed in a well-coordinated sequence. Connections between elementary programs and foreign

language instruction in later grades are strengthened and clarified by periodic meetings of involved teachers and by using curricula that build knowledge and skills from grade to grade. In Glastonbury, Connecticut, foreign language teachers at different schools periodically trade places with one another for a short time in order to gain a deeper understanding of the links between language instruction in upper and lower grades.

Well-qualified teachers who receive regular professional development. Foreign language teachers in elementary grades should have native or near-native proficiency in the target language, be certified as elementary teachers, and have a background in child language acquisition and foreign language teaching methods. At Ephesus Road Elementary School, in Chapel Hill, North Carolina, a strong relationship with the School of Education at the University of North Carolina at Chapel Hill has resulted in ongoing professional development for the language program staff and a mutually beneficial student teaching arrangement.

If a language program in the elementary school is to enjoy continued success, it must be part of a comprehensive, long-range plan for language instruction in the district that includes foreign language programs in middle and high schools.

What program model is best?

The chart below concisely summarizes different types of language programs in the United States.

Characteristics of Elementary Foreign Language Programs

Programs That Are Sequential • Cumulative • Continuous • Proficiency-Oriented • Part of an Integrated K-12 Sequence		
Program Type	Percent of Class Time Spent in Foreign Language per week	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the foreign language. To master subject content taught in the foreign language. To acquire an understanding of an appreciation for other cultures.
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language or developmental bilingual education)	At least 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum. Student population is both native speakers of English and of the foreign language.)	To become functionally proficient in language that is new to the student. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approx. 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the language (although to a lesser extent than is possible in total immersion.) To master subject content taught in the new language. To acquire an understanding of and appreciation for other cultures.
Content-Based / Content - Enriched FLES Grades K-6	15 - 50% (Time spent learning language per se as well as learning subject matter in the foreign language.)	To acquire proficiency in listening, speaking, reading, and writing the foreign language. To use subject content as a vehicle for acquiring foreign language skills. To acquire an understanding of and appreciation for other cultures.
FLES Grades K-6	10 - 20% (Minimum of 30-40 minutes per class, 3-5 days per week.) Time is spent learning language per se.	To acquire proficiency in listening, and speaking (degree of proficiency varies with the program). To acquire an understanding of and appreciation for other cultures. To acquire some proficiency in reading and writing (emphasis varies with the program.)

The chart displays information that may be important when deciding which type of program to implement.

Answering these questions may help in making decisions about which program type to select.



- What are the language proficiency goals of the district or school?
- How broad or intensive a program can be supported?
- How much interest and support is there from parents and others in the community?
- How convinced are district staff, principals, and teachers that foreign language learning is worthwhile?
- What funding is available?

Scheduling

How can foreign language study be included in the curriculum without adding time to the school day?

In order for foreign language instruction to be effective, it must have the status of a core subject. This means that time in the regular school day must be found or created for foreign language instruction. One model that addresses concerns of the foreign language teacher and regular classroom teachers is content-enriched instruction. In this model, time is carved out of the day for foreign language instruction that focuses on topics from other subjects, providing reinforcement and enrichment of concepts in math, geography, science, or language arts, for example. The content-enriched foreign language lesson provides emphasis and review of important elements in the core curriculum. Classroom teachers and principals are often receptive to this type of program because it contributes to the development of knowledge in the core content areas and supports the basic mission of the school. "Foreign language definitely adds to-and never subtracts from-the regular classroom instruction," said a regular classroom teacher at Bay Point Elementary School in Pinellas County, Florida, where the Spanish foreign language teachers make sure that their lessons feature topics from science, geography, or math curricula.

How much time should be allotted per class?

In light of the national foreign language standards and the ACTFL Performance Guidelines for K-12 Learners, experts recommend that language classes meet from 3-5 days per week for no less than 30-40 minutes per class. This will ensure that students receive the amount of instruction needed to meet the goals of the national standards. In a content-enriched program, a daily one-hour language class is strongly recommended. Of course, in a partial or total immersion program, 50-100% of class time is conducted in the foreign language.

Staffing

Do we need to hire a separate foreign language teacher, or can we use classroom teachers already on staff?

If one of the teachers on staff is a native- or near-native speaker of the target language, this person may be a good choice to implement the program. The two absolute musts are that foreign language teachers be certified for the grade levels they will teach and be native or near-native speakers of the language taught. It is important that foreign language teachers have good speaking and listening skills in the language and that they are familiar with the countries and cultures where the target language is spoken, especially the aspects that are relevant to children's interests and learning needs. It is also important that the teachers understand first and second language acquisition in children, have had coursework in K-8 foreign language methodology, and have a general knowledge of the elementary school curriculum in the different grades.



How many language teachers are needed per school? How many classes should each teacher teach per day?

Specific answers to these questions will depend on the size of the school and the type of program model implemented, but answers must be based on the assumption that a successful language program will be good for the teachers as well as for the students. Assuming that a FLES [Foreign Language in the Elementary School] or a content-enriched program is put in place, below are seven do's and don'ts for scheduling and managing foreign language teachers in elementary schools.

Do hire at least one foreign language teacher per school so that the teacher is part of the school staff and can communicate and coordinate with regular classroom teachers.

Do provide adequate workspace. If teachers need to wheel a materials cart from classroom to classroom, ensure that they also have an office or workspace that is their own and that has room for materials, a telephone, and a computer.

Don't schedule all the language classes back to back. Foreign language teachers need time between classes to gather materials, re-focus on a new group of students, and possibly adapt their lesson to meet a regular classroom teacher's requests.

Do consider how many students a foreign language teacher will meet with each week. No one teacher can be expected to keep track of much less really teach 600 students in a week.

Fourteen classes in a day is not a reasonable workload; eight 30-minute classes per day is a maximum load.

Don't expect that the language teacher's number of contact hours will be the same as that of the classroom teachers. Because a language teacher usually meets with a larger number of students and must travel from classroom to classroom, he or she may spend fewer hours per week with students than does a regular elementary classroom teacher.

Don't require the foreign language teacher to handle multiple grade levels in a single day. Because children's developmental levels are so different in the elementary grades, it is sufficiently challenging for a teacher to work with two grades.

Do build time in the foreign language teacher's schedule to collaborate with the regular classroom teachers, develop and adapt materials, and participate in meetings and opportunities for professional development.

Long-Term Program Maintenance

How are new students added to the language classes without hindering the progress of students already in the program?

Many elementary schools report that accommodating new students in the foreign language classes is a major challenge, but there are successes in this area also, including these strategies implemented at Baypoint Elementary School in Pinellas County, Florida. During each of the first ten school days of the academic year, students new to the foreign language program meet for a class period with the Spanish teachers for intensive, individualized instruction. New incoming students

- learn some of the core material already covered by their peers,
- practice strategies for coping in the foreign language class,
- become familiar with computer programs and other tools for independent learning, and
- are assigned a buddy in their class to act as a partner and model in the language learning process.

The foreign language program in Glastonbury, Connecticut, provides children and their parents with a packet of materials that includes a booklet of language learning hints, an overview of the language, suggested references and resources, and dozens of interactive independent learning exercises that use an audiotape and print materials.

In most districts, incoming students are counseled not to expect to quickly reach the same level of proficiency as the other children. They are encouraged to develop proficiency at their own pace and to keep their expectations realistic.

How can a program ensure that children will be interested in continuing language study in later years?

The chances for motivating children for later language study will be increased when early language study is engaging and rewarding. The benefits of language learning will come only when sufficient time is invested in language study. The best way to promote continued study is to treat language as a core subject from the start. Observing the following tips may also foster a child's continued interest in language learning.

1) *Link the language learning experience with the community.* Language fairs, competitions, and involvement of parents and community members keep the language classes vital. These outreach efforts demonstrate to children that language learning is important to the adults around them.

2) *Incorporate cultural activities.* When foods, music, dance, and videos linked to the target culture are introduced, students can enjoy the vital cultural context of the language they are learning.

3) *Provide opportunities for genuine communication.* Language learning comes alive for students when they can use the language to interview visitors, write to pen pals, and use Internet or e-mail to communicate with other learners and native speakers of the language.

4) *Guide students toward insights into themselves and their own language and culture through comparisons with the new language and culture.* By the later elementary years, students can see how other cultures reflect different values and priorities.

5) *Offer options.* In order to encourage continued language study, staff in successful programs ask students at the beginning of middle school to decide whether to continue with the language they began earlier or to start a new one. As students mature and develop different interests and motivation, offering options becomes particularly important.

What happens to elementary students who want to continue their language study at a middle school where most students in their grade are just beginning?

Comprehensive long-range planning at the outset will help address this issue. An elementary foreign language program cannot succeed in isolation; it must link to higher grades to build the long sequence of instruction that is critical to developing proficiency. The state of New Jersey has developed a plan that involves the concepts of "multiple entry points" and "language layering." According to this plan, districts in the state allow students to continue with their original foreign language, as well as to add ("layer") or switch languages at several points in the K-12 sequence—after some measurable competency has been achieved. This plan also provides a number of starting points for students new to the district. Nonetheless, it does happen, particularly in instances where school-based management is the trend or when district attendance boundaries shift, that some proficient students may enter a middle school, for example, that offers only beginning level language classes to sixth graders. A pragmatic, though imperfect, strategy is to place the proficient sixth graders in a foreign language class with students in one of the higher grades. However, younger students are often reluctant to participate fully in a class with older learners.

An alternative, innovative solution is being explored in Glastonbury, Connecticut, where Japanese and Russian language lessons are offered to a number of middle- and high-school students through two-way video teleconferencing. This technology-supported program provides a long-sequence program to learners of less commonly taught languages, thus allowing elementary schools to continue to offer these languages as well.

A number of schools are using satellite broadcasts to teach foreign language to children. Is distance or video instruction a good way of teaching language?

In order to learn a new language, students must interact creatively among themselves and with a proficient speaker of the language. This means that one-way video or broadcast material cannot replace live instruction. On the other hand, these media can enrich a foreign language program and provide flexibility. In a Japanese program in Portland, Oregon, regular classroom teachers in six participating schools earn continuing education credits by attending staff development training every other week. In these sessions, they learn how to work effectively with the 15- to 25-minute locally produced Japanese lessons that are beamed into their classrooms four times per week. Japanese-speaking university students earn academic credit by assisting the teachers in the classrooms during the week, thus providing the essential opportunity for creative interaction.

Programs in a number of languages, mostly in Spanish, are now distributed on video and/or are broadcast using satellite technology. They may be worthwhile options for a school or district, depending on how well they are implemented and how much support is provided for each classroom. With the kind of support that the distance-learning program in Portland, Oregon, is providing, these technology-based language programs may be quite effective.

Conclusion

The seven model programs demonstrate the value of implementing foreign language programs in elementary schools. Students, parents, schools, and communities take pride in the expanded world view and communication benefits that a foreign language program can provide. It is hoped that the success of these programs will encourage other schools and districts to initiate their own early foreign language programs, but starting a new program should not be a hasty decision. If a program is implemented without careful planning or suffers from inadequate support, the results will be unsatisfactory and may lead to widespread skepticism about language learning. Establishing high-quality foreign language programs in elementary schools requires a solid commitment of expertise, time, funding, and personnel, but that commitment is clearly worth making.



Resources

- Brown, C. (1995). The case for foreign languages: The Glastonbury program. *Perspectives*, 7 (2).
- Christian, D., Montone, C.L., Lindholm, K.J., & Carranza, I. (1997). Profiles in two-way immersion education. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Cooper, T.C. (1987). Foreign language study and SAT-Verbal scores. *Modern Language Journal*, 71 (4), 381-387.
- Curtain, H., & Pesola, C.A. (1994). Languages and children: Making the match. Foreign language instruction for an early start grades K-8. White Plains, NY: Longman.
- Curtain, H., & Pesola Dahiberg, C.A. (in press). ERIC Digest: Planning for success: A challenge to dangerous assumptions about early language learning programs. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- Donato, R., & Terry, R. M., eds. (1995). Foreign language learning: The journey of a lifetime. Lincolnwood, IL: National Textbook.
- Gilzow, D.F., & Branaman, L.E. (2000). Lessons learned: Model early foreign language programs. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Goals 2000: Educate America Act of 1994, Pub. L. No. 103-227.
- Holobow, N., Genesee, F., Lambert, W., Gastright, J., & Met, M. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics*, 8, 137-152.
- Lipton, G. C. (1988). Practical handbook to elementary foreign language programs, including FLES, FLEX, and immersion programs. Lincolnwood, IL: National Textbook.
- Marcos, K. (1998). Why, how, and when should my child learn a second language. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. www.accesseric.org/org/resources/parent/language.html
- Marcos, K.M., & Peyton, J.K. (2000). ERIC Digest: Promoting a language proficient society. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. www.cal.org/ericcll/digest/0001promoting.html
- Met, M., ed. (1998). Critical issues in early second language learning. New York, NY: Scott-Foresman/Addison-Wesley.
- Modern Language Association. (1999). Knowing other languages brings opportunities. New York, NY: Author.
- National Standards in Foreign Language Education Project. (1999). Standards for foreign language learning: Preparing for the 21st century. Yonkers, NY: Author.
- Rennie, J., & Peyton, J.K., eds. (1998). K-12 foreign language education. The ERIC Review 6 (1). Rockville, MD: ACCESS ERIC. www.accesseric.org/resources/ericreview/vol6no1/splash.html
- Rhodes, N.C., & Branaman, L.E. (1999). Foreign language instruction in the United States: A national survey of elementary and secondary schools. Washington, DC, and McHenry, IL: Center for Applied Linguistics and Delta Systems.
- Rosenbusch, M.H. (1991). Elementary school foreign language: The establishment and maintenance of strong programs. *Foreign Language Annals* 24 (4), 297-314.
- Rosenbusch, M.H. (1995). ERIC Digest: Guidelines for starting an elementary school foreign language program. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. www.cal.org/ericcll/digest/rosenb01.html
- Swender, E., & Duncan, G. (1998). ACTFL Performance Guidelines for K-12 Learners. *Foreign Language Annals* 31 (4), 479-491.

Useful Web-Based Resources

American Council on the Teaching of Foreign Languages - ACTFL is a national organization that represents teachers of all languages at all educational levels. <http://www.actfl.org>

Center for Applied Linguistics - CAL works to promote and improve the teaching and learning of languages and also serves as a resource for information about languages and cultures. <http://www.cal.org>

ERIC Clearinghouse on Languages and Linguistics - ERIC/CLL provides a wide range of services and materials for language educators. <http://www.cal.org/ericcll/>

FLTEACH Web Site - This is an integrated service for foreign language teachers that consists of a Web site, a listserv, and two listserv archives. http://www.cortland.edu/www_root/flteach/flteach.html

Knowing Other Languages Brings Opportunities - This brochure from the Modern Language Association aims to motivate Americans to study languages. <http://www.mla.org/>

Nandu: The Listserv for Early Language Learning - This Brown LAB-sponsored listserv for teachers, administrators, and teacher trainers offers discussions on timely issues related to early language instruction. Participants provide resources to one another, talk with occasional "expert" moderators, and share experiences on early language teaching. To join, send message to nandu-request@caltalk.cal.org. Leave the subject field blank. In the message field, type: "SUBSCRIBE YOURFIRSTNAME YOURLASTNAME".

PERSPECTIVES on Policy and Practice

This brief was prepared by Douglas F. Gilzow, Consultant, and Nancy C. Rhodes, Director of Foreign Language Education, at the Center for Applied Linguistics (CAL), a partner of the LAB at Brown.

This publication is based on work sponsored wholly, or in part, by the Office of Educational Research and Improvement (OERI), Department of Education, under contract no. RJ96006401. The content of this publication does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

©2000 Brown University. All Rights Reserved.

Nanduti: The Web Site on Early Language Learning - The Brown LAB's foreign language project's Web site provides up-to-date information on early-start/long sequence foreign language programs to parents, teachers, and administrators. <http://www.cal.org/earlylang>

National Directory of Early Foreign Language Programs - This is a searchable national database of public and private elementary and middle schools in the United States that begin foreign language instruction before grade 7. <http://www.cal.org/ericcll/earlyfl/>

National Network for Early Language Learning - NNELL is a membership organization for educators that promotes opportunities for all children to develop a high level of competence in at least one language in addition to their own. <http://www.educ.iastate.edu/nnell>

The Benefits of Early Language Learning: ERIC/CLL Resource Guide Online - This resource guide provides a variety of types of information on benefits and rationale for elementary language learning. <http://www.cal.org/ericcll/faqs/rgos/benes.html>

Why, How and When Should My Child Learn a Second Language? - This brochure for parents from the ERIC Clearinghouse on Languages and Linguistics explores the benefits of knowing a second language. <http://www.accesseric.org/resources/parent/language.html>



LAB Northeast and Islands Regional Educational Laboratory At Brown University

222 Richmond Street, Suite 300
Providence, RI 02903-4226

Phone: 401.274.9548, 800.521.9550

Fax: 401.421.7650

Email: info@lab.brown.edu

Web: www.lab.brown.edu

Please contact the LAB for more information on the LAB's products and projects.

Hamburg Community School District
Strategic Planning

WORLD LANGUAGE ACTION PLAN

Building/District:	District	Date:	March 2016
Goal Addressed:	GOAL: Create a K-8 World Language Program	Data Point(s) to be changed:	Student proficiency in language proficiencies
Student Need:	Prepare students to enter a diverse world and work environment.	Who are the participants in this action?	Number of students taking world language Students; Teachers, Northwest Missouri State University, and community
Strategy:	Create a K-8 World Language Program		

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Reallocate current staff	Administration	May 2016	Ongoing	<input checked="" type="checkbox"/>	Staff Schedules	Mike Wells, Superintendent	No additional resources needed
Develop a K-5 Spanish Curriculum	Spencer Baldwin	September 2016	May, 2017 (Year #1) Completed 2021	<input type="checkbox"/>	Curriculum	Mike Wells, Principal	\$5,000 (General Fund)
Select school(s) to serve as a K-5 Spanish Pilot Program	Administration World Language Committee	October 2016	May 2016	<input type="checkbox"/>	Committee Agendas	Mike Wells, Superintendent	No additional resources needed

World Language Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Expand K-5 Spanish Program to Middle School	Administration	August 2016	May 2017		Implementation of Spanish to Middle School	Spencer Baldwin	Reallocation of people/resources
Develop Partnership with Northwest Missouri State and exchange teacher program in other countries i.e. China or Spain.	Mike Wells, Superintendent	August 2017	Ongoing		Written Contracts	Mike Wells, Superintendent	No additional resources needed
Expand Middle School Language Offerings	Mike Wells, Principal	2016 2017 2018 2019 2020	Ongoing		Spanish Expand Spanish Add Chinese I Chinese I & II German I, Chinese I-III	Paul Beatty, Director	Partnership with other schools to get state sharing funds and with Northwest Missouri State University Curricular materials will be developed by the Language Teachers.

57

World Language Action Plans

What is to be done?	Task Responsibility	TIMELINE Begin	TIMELINE End	off	Measure of Success Evidence of Implementation	Facilitator	Resource Needed
Create a World Language Academy with neighboring school districts	Mike Wells, Superintendent	2017	2021		Sharing Agreements	Mike Wells, Superintendent	Contracts/Sharing funds Flap Grant
Pursue WORLD LANGUAGE EDUCATION PILOT PROGRAM with legislators	Mike Wells, Superintendent Iowa Legislators	November 2017	On going		Introduced Legislation Approval of legislation	Mike Wells, Superintendent	Legislation (World Language Section of the Notebook)
Create a partnership with the Northwest Missouri State University for World Language Support/Research	Mike Wells, Superintendent	May 2014	Ongoing		Written Partnership	Mike Wells, Superintendent	No additional costs

Hamburg CSD-Special Education Program

2016-2021