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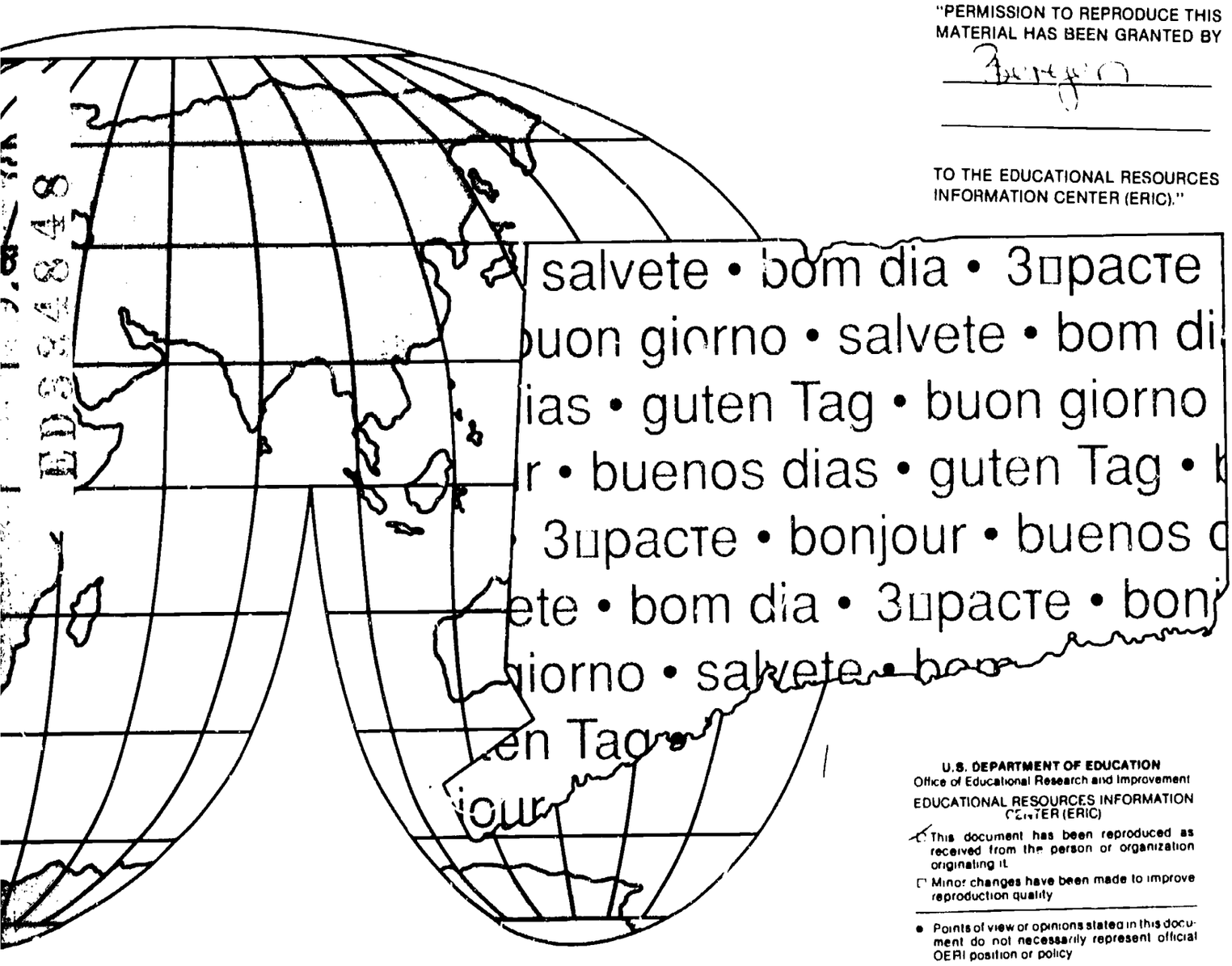
ABSTRACT

The guide is designed to help school district planners develop and implement suitable foreign language curricula. Focusing on programs in grades K-12, it provides an overview of current philosophies, objectives, methods, and materials in foreign language education; illustrates how these may be implemented in a sequential foreign language program designed for specific local needs; and gives guidance in evaluating student performance and program effectiveness. Chapters address these topics: foreign language program types; the process of determining school district foreign language program policy, and current trends that may influence that philosophy; practical issues to be considered in planning a curriculum; setting general and specific program goals and objectives; current instructional strategies and classroom techniques that can be used to implement the curriculum; evaluation of students skills and attitudes; and issues relating to special populations, including issues of equity and integration, nontraditional language students, adult students, the gifted and talented, limited-English-proficient students, and preschool language programs. Appended materials include relevant sections of Connecticut State law, a sample cultural questionnaire concerning target language cultural traits to be addressed in the curriculum, and a list of organizational and print resources in foreign language education. Contains references following each chapter. (MSE)



A GUIDE TO CURRICULUM DEVELOPMENT

FOREIGN LANGUAGES

STATE OF CONNECTICUT BOARD OF EDUCATION • 1990

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A GUIDE TO CURRICULUM DEVELOPMENT IN FOREIGN LANGUAGES

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FOREWORD

The State Board of Education's most fundamental commitment is to educational equity and excellence for all Connecticut students. The depth and richness of that commitment is thoughtfully, thoroughly and forcefully expressed in *Challenge for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education 1991-1995*. This series of curriculum guides, developed for the 1990s, represents an important element in the Board's efforts to achieve Goal VI of its Comprehensive Plan: To Improve the Quality of Instruction and Curriculum.

These books also are published to carry out the State Board's statutory responsibility to "prepare such courses of study and publish such curriculum guides . . . as it determines necessary to assist school districts to carry out the duties prescribed by law." The letter of the law which requires the Board to provide these materials is clear, and clearly important. More important, however, is the manner in which the Board embraces the task of meeting the spirit of the law.

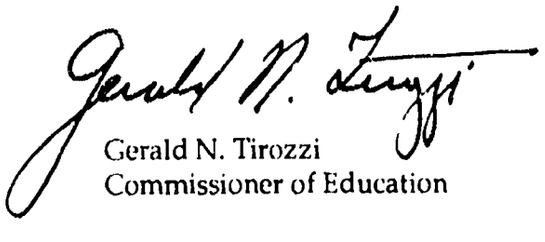
The Statewide Educational Goals for Students 1991-1995 (part of the Comprehensive Plan adopted by the State Board in April 1990) and *Connecticut's Common Core of Learning* (adopted in January 1987) together are the heart and soul of the achievement we envision for all Connecticut students. This vision can only become reality, however, at the district level through the creativity, talents and special understanding that local education professionals and citizens bring to the K-12 curriculum planning process. These curriculum guides are specifically designed to help districts develop state-of-the-art learning programs and opportunities in each of the 11 mandated curriculum areas: the arts; career education; consumer education; foreign language; health and safety; language arts; mathematics; physical education; science; social studies; and vocational education.

In these guides we have endeavored to present meaningful and up-to-date ideas consistent with the State Board's goals for public education. Central to this effort are the convictions that (1) all children can learn and are entitled to an appropriate education; (2) diversity is enriching to school systems and all students benefit from the opportunities that diversity affords; (3) no single method of instruction is adequate to meet the educational needs of all children; (4) schools share the responsibility to maximize the comprehensive development of students; (5) mastery of knowledge and the ability to manipulate ideas are essential to being productive citizens; and (6) schools are but one vehicle through which education can be fostered — the vital role families play in supporting student learning must be recognized and families and the public schools must cooperate effectively to maximize student achievement.

The Statewide Educational Goals for Students, *Connecticut's Common Core of Learning* and these curriculum guides describe what can and should happen in quality K-12 educational settings. This series seeks to firmly establish the principle that the individual student is the beneficiary of these curriculums. The State Board of Education's mission is to educate students to think, explore and apply a variety of knowledge in ways that reward them and that contribute to growth in our society.

The guides have been developed under the direction of subject-area specialists in the State Department of Education, with the assistance of advisory committee members chosen from schools, universities and, in some cases, other agencies or community groups. These individuals have brought to the task a rich variety of experience and a shared commitment to the education of Connecticut students. Procedures suggested in these guides, while strongly recommended, are optional; the content represents expert professional opinion rather than state requirements. (In cases where state statutes prescribe certain content, the appropriate statute is cited.)

It is our hope that these guides will be used as resources in an ongoing curriculum planning process that has as its focus the lifelong achievement and well-being of all Connecticut students.



Gerald N. Tirozzi
Commissioner of Education

ACKNOWLEDGMENTS

This document is a revision of the 1981 *Guide to Curriculum Development in Foreign Languages*. As with the original guide, this version was developed with the help of educators throughout the state representing the languages taught in the public schools, all geographical areas, the major school levels and higher education. Two out-of-state reviewers lent their assistance so as to confirm the national validity of the advice offered in this edition.

Members of the Advisory Committee are as follows:

Sharon Buckley-Van Hoek, Hartford Public Schools
Carol Chen, Conard High School, West Hartford
Susan Luichinger Duchesneau, Coventry High School
Rafael Garcia, Jr., Coginchaug Regional High School, Durham
Nancy O. Hall, Bristol Central High School
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John Williams, Trinity College
Lawrence A. Wood, Enfield and Enrico Fermi high schools, Enfield
Barbara Wright, University of Connecticut, Storrs

Approximately 50 teachers and administrators from Connecticut schools attended a convocation at which a draft of the guide was discussed. They offered several suggestions which have been incorporated.

The two out-of-state readers were Jacqueline Benevento, assistant director of foreign languages, School District of Philadelphia, and Mary Apadoca, consultant, Colorado State Department of Education.

Finally, the realization of the publication of this revised guide is due in no small part to the dedication of our writer, J. Robert Bergen of East Hartford High School. He and the state foreign language consultant were responsible for actually putting most of the ideas into words.

Kenneth A. Lester
Consultant in Foreign Languages and ESOL

PREFACE

The purpose of *A Guide to Curriculum Development in Foreign Languages* is to help local planners develop and implement curriculums which will provide each student equal opportunity for a planned, ongoing and systematic program of suitable educational experiences in foreign languages. As a means of achieving its purpose, this guide will provide an overview of current philosophies, objectives, methods and materials in the foreign language field; illustrate how these may be implemented to provide a sequentially developed foreign language program designed to meet specific needs of the student population in a given school district; and give some guidance in evaluating student performance and program effectiveness.

The guide will focus on K-12 programs, although reference will be made to early childhood and adult learning in Chapter 7, "Considering Special Issues." General information and sources of detailed descriptions will be given. It must remain the responsibility of individual program planners, however, to develop curriculums designed to accommodate specific entry points and planned sequences for a given student population.

There are foreign language programs already in existence in every high school in Connecticut, in 90 percent of the junior high or middle schools, and in a growing number of elementary schools (currently in 15 districts). The languages taught, in order of popularity according to a 1987-88 survey, are as follows: Spanish, French, Latin, Italian, German, Russian, Portuguese, Polish and Chinese.

Many facts may be used to support beginning the study of a foreign language as early as kindergarten. Some of these facts are: (1) to provide individuals with the requisite degree of foreign language skill to participate in the international business market, many hours of instruction are needed; (2) to offer most students the best chance to learn a language, kindergarten is the appropriate beginning point; and (3) to provide more United States citizens with the cultural and linguistic sensitivities necessary for world citizenship, foreign language study should begin at the early elementary level. A more complete description of supporting data for kindergarten foreign language programs appears in *A Guide to Program Development for Kindergarten Part II*, Connecticut State Board of Education, 1988.

A Guide to Curriculum Development in Foreign Languages is designed to be used in conjunction with a companion volume, the Connecticut State Board of Education's *A Guide to Curriculum Development: Purposes, Practices and Procedures* (see current edition). In the latter, the curriculum developer will find detailed treatment of the process of curriculum development, irrespective of subject or field. The foreign language guide shows how the process applies to this particular field of learning.

This foreign language guide will assist curriculum developers, including teachers, in setting a framework for the local foreign language program. It is important for all foreign language teachers to participate in setting the program philosophy, goals and objectives. However, much work will remain to be done by the faculty in each specific language. Instructional objectives for each language offered in the district must be developed. Instructional materials suited to the accomplishment of these objectives need to be chosen. Both the objectives and materials must be consistent with the general program of the foreign language department. Thus, the locally developed curriculum guide should serve a valuable purpose as a coordinating and articulating force.

Some uses of this guide will require a review of the complete document. This may be particularly true for administrators charged with leading or assisting a committee which is developing the K-12 foreign language curriculum in a local school district. This guide should provide the administrator who has not been in close contact with the foreign language field with an adequate overview. Other readers, especially foreign language teachers, may find it fruitful to review the entire contents quickly, then to go back to the specific sections they wish to consider in depth and consult the resources included at the end of each chapter.

(continued)

A locally developed foreign language guide usually will consist of the following components:

- a philosophy
- broad major goals of programs
- subgoals and objectives to meet major goals
- a general description of programs at each level – elementary, middle and senior high – and possibly for different languages
- goals and subgoals assigned to each level of each language
- more specific objectives to meet goals at each level
- course descriptions
- methods, procedures and instructional materials to be used to meet objectives
- equipment and technology available
- assessment instruments and procedures for evaluating successful achievement in meeting objectives at given levels

Each of these components is addressed in some detail in *A Guide to Curriculum Development in Foreign Languages.*

Regardless of who reads this guide, its major purpose will have been fulfilled if it helps local school districts to develop well-organized and well-coordinated programs of foreign language instruction which meet the needs of today's students and the modern world.

THE STATUS OF FOREIGN LANGUAGE STUDY 1

Common Elements Of Foreign Language Programs
Foreign Language In The Elementary School (FLES)
Immersion
Foreign Language In The Middle School
Foreign Language In The High School

The importance of foreign languages in today's curriculum is apparent at the national, state and individual school levels. Our country interacts with all the nations of the world in such areas as trade, diplomacy, culture and politics. It is very difficult to find Americans who are able to function in a foreign language in situations that call for advanced linguistic ability. The following national reports have highlighted our nation's weaknesses in this area:

- The report of the President's Commission on Foreign Language and International Studies, *Strength through Wisdom*, 1979, decried the incompetence of Americans in foreign languages and international matters.
- In 1985, the Council of Chief State School Officers released the position paper *International Dimensions of Education*, which stressed the importance of being able to communicate in languages other than English, and of understanding other nations and cultures. The council urged that measures be taken at the state and local levels to strengthen foreign language and international education programs.
- The National Commission on Excellence in Education, in the report *A Nation at Risk: The Imperative for Educational Reform*, brands the following as one of the deficiencies of American education: "A 1980 state-by-state survey of high school diploma requirements reveals that only eight states require high schools to offer foreign language instruction, but none requires students to take the courses."
- The National Governors' Association issued a report in 1989 entitled *America in Transition: The International Frontier*. Listed among the recommendations of its Task Force on International Education were these statements: "More of our students must gain proficiency in foreign language;" and "All graduates of our colleges and universities must be knowledgeable about the broader world and conversant in another language."

The September 1988 newsletter of the National Association of State Boards of Education was devoted to the study of foreign languages and international studies. Recommendations included requiring that all students study a foreign language, and that this requirement be fulfilled by the demonstration of proficiency rather than the accumulation of credits. The report went on to say that not only is the study of foreign languages important *per se*, but that it also contributes significantly to achievement in other academic areas.

Connecticut is quite dependent on foreign trade and also has many immigrants from a variety of lands who are not able to communicate in English. Businesses

Connecticut's Leading Exports

For 1989, the eight categories listed below total $3.4 billion, or 90 percent of Connecticut's total exports for that year.

Product area	Totals in millions of dollars
Transportation equipment	1,191
Nonelectrical machinery	732
Professional and scientific instruments, photo and optical goods, watches and clocks	430
Chemicals, allied products	380
Electric and electronic machinery, equipment and supplies	351
Fabricated metal products, excluding machinery and transportation products	140
Primary metal products	123
Waste and scrap	87

Source: U.S. Department of Commerce

Connecticut's Foreign Markets

The state's 1989 exports totaled $3.8 billion, and 83 percent of the total went to the following countries and geographic areas.

Country/area	Totals in millions of dollars
European Economic Community	1,315
Canada	621
Pacific Rim (11 countries)	579
Japan	503
Mexico	176
China (Mainland)	91
Eastern Europe (includes USSR)	22

Source: U.S. Department Commerce

which rely on trade with other countries must have representatives who know not only the company's products and services, but also the languages of the people with whom they wish to deal. (There is an old dictum that says, "You buy in your language and sell in theirs.") Within the state, people must live and work with their many neighbors who do not understand or speak English.

Several states, including New York, Louisiana and North Carolina, have promulgated more stringent foreign language requirements. Colleges and universities also have recognized the importance of foreign language study and, in recent years, more and more of these institutions have been increasing their entrance and exit requirements in foreign languages.

Although the practical needs of the nation and state are very important in formulating curriculum, in a democracy it is the needs of the individual that are of primary concern. If one views education as a liberalizing process that frees the individual from ignorance and enables that person to understand and master his or her environment, then foreign language study plays a crucial role in that person's education. It combats monolingualism, which limits the number of people with whom one can communicate and hampers the understanding and appreciation of one's own language. It also may reduce monoculturalism, a condition which hinders one from viewing the world from some different but very important and valid perspectives. Without studying other cultures one may even fail to realize that other perspectives exist. The foreign language program provides the student with an opportunity to experience additional languages and cultures directly, and thus eventually to incorporate them into his or her world view. Moreover, the study of a foreign language enhances one's career opportunities, increases potential aesthetic experiences and leads to a broader-based philosophy of life.■

Common Elements Of Foreign Language Programs

Foreign language instruction may begin at any age. Regardless of when instruction starts, there are certain common elements in every well-planned, modern foreign language program. Such a program seeks to develop the four language skills of speaking, listening (comprehension), reading and writing, as well as cross-cultural understanding. To fulfill the expectations of the State Board of Education described in *Connecticut's Common Core of Learning* (1987), students would learn to:

- respect differences among people and recognize the pluralistic nature of United States society;
- demonstrate an understanding of other cultures and their roles in international affairs;
- analyze the structure of spoken and written language;
- recognize the similarities and differences that exist in the structure of languages; and
- understand and communicate in at least one language in addition to English.

Although the approach may be quite different, classical language programs would address all of these topics, with the exception of speaking and listening (comprehension) skills.■

Foreign Language In The Elementary School (FLES)

Beginning the study of foreign language in the elementary school offers the greatest potential for developing foreign language skill, and influences the student in the years when social attitudes, prejudices and interests are being formed. Thus, there are sound educational, sociological and psychological reasons for beginning the study of a foreign language as early as possible in the elementary school curriculum.

A desirable FLES program is one in which students study a single foreign language on a regular basis as part of the school day. All students in the elementary school would take a foreign language as a regular part of the curriculum. This study begins at some point in Grades K-3, depending upon the organizational pattern of the individual school, and continues through the end of the elementary school sequence. The program is prepared and taught by a specialist who preferably is assigned to one school.

At the completion of the FLES segment, students may reasonably be expected to demonstrate outcomes that reflect:

- a positive attitude toward the language they have been learning and toward the speakers of that language;
- a deeper understanding of native speakers of the language throughout the world and of the positions their countries hold in the world community;
- a clearer picture and understanding of themselves and their roles as Americans;
- an ability to understand the spoken word and to produce the sounds and tones of the language (with sound-letter correspondence

established in alphabetical languages);
- an ability to engage in dialogue on material and situations to which they have been exposed;
- an ability to read simple dialogue and narrative material composed of vocabulary which has been presented previously;
- basic word-attack skills (limited to sound-approach material which has been offered); and
- an ability to write simple dictated sentences or to compose sentences.

The sequence of skills parallels the student's native language learning. It moves from understanding the spoken word (listening), to speaking, to reading and finally to writing, although in some cases instruction in each of these areas may follow in fairly rapid succession.

Most of the first year is devoted to listening and speaking activities which establish for the student those patterns on which the language is built. The student listens and repeats, moves from words to sentences to dialogue and some descriptive narrative. The aim always is to develop communicative skill.

Once the listening and speaking skills are established, reading and writing begin to assume more importance as conscious goals. The developmental characteristics of children as language learners are used to determine when and how to introduce new skills and new materials, however.

Materials used are both commercial and prepared by the staff. These materials are developed to meet the specific needs and interests of all students regardless of ability and in accordance with the school district's philosophy. They may be used individually by students progressing at their own rates or by a teacher as a resource for group presentation.

Materials for students in the primary grades are chosen to be a springboard for active, physical involvement. Authentic representations of songs, games, riddles and other activities popular with children in the cultures which use the language are used for teaching desired patterns and vocabulary. Materials used to teach skills and concepts in English at other times during the school day sometimes are used also during the time for foreign language instruction. They serve to reinforce common objectives and to underline foreign language study as an important part of the elementary school curriculum.

Classrooms are equipped with (or all teachers have access to) overhead projectors, record players and tape recorders or cassette recorders with accompanying tapes.

Tests usually are developed by the specialist and are administered to the students at the completion of the elementary program in order to determine their speaking abilities and their aural and reading comprehension.■

Immersion

A program of foreign language in the elementary school which demonstrates even more results in the development of communicative skills and positive attitudes toward people who differ culturally is immersion. In a total immersion plan, students spend the entire school day studying other subjects, with the foreign language as the means of instruction. Partial immersion, as the name implies, involves spending part of the school day using the foreign language as the medium of instruction. Major research projects on immersion programs which begin in kindergarten show that students who acquire a second language suffer no loss in their achievement in other subjects such as English, reading, mathematics and science, and develop more positive attitudes toward people who speak the language in which they have been studying. An immersion program in the elementary school, when linked with special follow-up efforts in the middle school and high school, shows the most promise in achieving the goal of foreign language competence for all students.■

Foreign Language In The Middle School

Foreign language instruction at the middle school level should continue the skill development begun at the elementary level. Audiolingual activities are maintained while the skills of reading and writing are developed, thereby rounding out the four basic skills of foreign language learning: listening (comprehension), speaking, reading and writing. The concept of language as culture continues to enrich language and communication.

In a program which is a continuation of a FLES beginning, students should be urged, although not required, to continue the study of the language begun in elementary school. The objectives remain both cultural and linguistic. Efforts continue to personalize instruction so students will develop the skills necessary to communicate in the foreign language. The overall objective is to make learning meaningful and rewarding and to develop self-motivating, self-operating and independent learners. A language-learning environment which provides continuous opportunity for students to try out and to practice communicative activities supports this overall objective.

Listening comprehension is developed through continued reliance on use of the target language for

classroom directions and conversation. Conversational skills are developed through dialogue and narratives, gradually adding new vocabulary and structure. Pattern practice drills introduce and reinforce vocabulary and grammar. Continued effort is made to improve pronunciation and intonation, when necessary.

The concentration on reading and writing increases as the student progresses through the middle school sequence. Accuracy in language use becomes an increasingly important part of the curriculum. The student moves from the reading of sound-approach material, which has previously been presented, to material which uses unfamiliar vocabulary and structures. Reading skills are developed so that authentic documents chosen for their readability as well as interest for the middle school student supplement the basic text. Readings also serve as a basis for dialogue and discussion as new vocabulary is acquired.

The student may extend writing skills from guided writing to composition within the limits of the vocabulary and grammatical structures previously learned.

Cultural awareness and appreciation are developed throughout the middle school foreign language experience. Cultural enrichment includes a formal study of the countries where the target language is spoken, their peoples and their lifestyles. Certain aspects of geography, history and the arts are included. As the student advances, the target language becomes a means of acquiring knowledge about the people and their cultures. Students acquire the knowledge so they may participate appropriately in certain cultural situations.

Both teacher-directed and individualized materials are used in middle school programs. These materials are designed to accommodate different learning styles. Commercially prepared materials, including basic and supplementary texts, as well as personalized materials developed in workshops may be integrated into the program. The student's learning experience will be reinforced through the use of tangible objects and audiovisual aids such as audiotapes, videotapes, records and filmstrips, films, transparencies, posters, games and puzzles.

Fifteen school districts in Connecticut currently offer some type of foreign language program at the elementary level. However, 90 percent of the middle and junior high schools offer a foreign language. The most popular beginning point for second-language study is between Grades 5 and 8.

If foreign language study is initiated at the middle school level, it is important that it be started as early as possible, preferably Grade 5. The reasons for this are similar to those used to justify a foreign language program in the elementary school. The longer foreign language study is postponed, the less likely it is that students will be able to develop communicative competence in a second language. Similarly, all students should take part in at least the initial year of foreign language study at the middle school level, since no factors have been identified through research which can be used to select only those students who might be successful in learning a foreign language. When foreign language study is begun at a young age and when the language is taught by model, example and practice rather than by analysis and memorization, the only defensible means of identifying aptitude is to have the student try it for a significant period of time.

Ideally, all languages offered at the high school also should be available to students at the middle school beginning point. Instruction should be offered on a daily basis so that students and teachers may take the best advantage of time for developing skill in the foreign language. Short periods are optimal for skill development, but longer time blocks are needed for the important cultural concept development. Foreign languages should be offered for one full period per day for students to receive the full benefits available. (See Chapter 3, "Issues to Consider," for a more complete discussion of the time factor.)■

Foreign Language In The High School

Foreign language may be a requirement or a strongly recommended elective at the high school level. Students may be encouraged to continue in a language already studied in the middle school in order to improve their proficiency. Some students may wish to begin a second language at this point, building on the intellectual training they already have acquired. Course formats may vary according to the needs and interests of the students, both linguistically and culturally. Regular, modified and semester courses emphasize student interests and the basic skills. Honors courses give linguistically talented students an opportunity to progress at a rapid pace. Students who have advanced beyond the regular course offerings of the school should have an opportunity to maintain and improve their skills in the language.

The four major sequential steps in foreign language learning – listening (comprehension), speaking, reading and writing – are still followed. However, as a student progresses in a given foreign language, there is a steady shift in emphasis. The audiolingual skills are stressed throughout, but greater emphasis gradually is placed upon reading and writing – in that order. An ultimate goal is a student reasonably proficient in the four skill areas.

Culture cannot be separated from language. It is essential to remember that language is the most complete expression of the culture of any people. As language skills are acquired, the student's cultural insight and understanding develops.

No specific methodology is effective with all students at this level. Depending upon a student's learning style and the activity involved, the method most likely to achieve the desired proficiency level will be selected. Such methods may include the following:

- audiolingual approach
- traditional approach
- direct method
- total physical response
- natural approach

Materials used in the foreign language classroom will vary according to the methods used. They will include textbooks, workbooks, work sheets, supplementary readers, transparencies, menus, schedules, posters, magazines, newspapers, cue cards, recordings (records, audiotapes, videotapes), testing tapes, filmstrips and other appropriate tangible objects.

The foreign language laboratory, with its many functions, is an important extension of classroom teaching. Material presented in class also may be available in the language laboratory for the student to review as an assignment and/or elected activity. Above and beyond the variety of materials available through remote access, the laboratory should have its own tapes, records, cassettes and audiovisuals, including audiotapes, videotapes, videocassette player and television monitor. The use of computer-controlled programming even has made these labs adaptable to individual needs, provided audio materials are available.

More materials are appearing daily for use on computers, although much still is simply workbook material on software. Some programs provide creative practice in reading and writing, but the technology to reproduce the sounds of the human voice with sufficient accuracy to use computers directly in the practice of listening and speaking still is being developed. A promising development which combines computer technology and audiovisual material is the interactive videodisc. This combination can simulate communicative activity. The cost currently makes multiple stations too expensive for most public schools to obtain, but it is a phenomenon which foreign language teachers should follow closely.

Testing at the high school level is more formal. In addition to those prepared by the teacher to measure achievement, tests such as the Oral Proficiency Interview and the tests in French, German, Italian, Latin and Spanish developed for the "1986-87 Connecticut Assessment of Educational Progress in Foreign Language" may be used for diagnostic purposes. Some students who expect to attend college also may take the College Entrance Examination Board Achievement Tests or the Advanced Placement Tests in a foreign language.

A foreign language program which extends from kindergarten through Grade 12 is ideal from the point of view of developing language skill and cultural understanding in large groups of students. Unless a student is gifted, or is beginning the study of a second foreign language, a Grades 9-12 sequence does not offer sufficient time to attain the goals expected in today's instructional programs. To offer equal access for all students to develop usable skill in a foreign language, a K-12 program is recommended and a Grades 5-12 sequence is minimal.■

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DETERMINING A PHILOSOPHY 2

Educational Reform Movement
Global And International Education
Career Education
Proficiency Movement
Philosophy Statements

The first step in curriculum development or revision is for the staff to agree on a statement of philosophy. The philosophy should be a broad, comprehensive statement of the beliefs of the staff about the foreign language program and its place in the curriculum. It must relate to the philosophy of the school district and, at the same time, take into account the major influences and changes affecting foreign language instruction.

Since 1960, the mission of modern language instruction – to assist students in developing sound ability to understand, speak, read and write another language – has been firmly established. In classical languages, there has been emphasis on understanding the workings of language in general (with particular application to the structure of English) and on the ability to read and understand another language and an ancient culture. However, several factors recently have exerted considerable influence to modify the educational role of foreign languages and must be taken into account as a philosophy is developed. These phenomena include national and state needs as reflected in calls for educational reform, global education and career education. At the same time, the growing proficiency movement has promoted higher standards for performance in modern foreign languages within the language-teaching profession.■

Educational Reform Movement

In its report *A Nation at Risk: The Imperative for Educational Reform*, the National Commission on Excellence in Education made the following recommendation related to foreign language instruction:

> "Achieving proficiency in a foreign language requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the nation's needs in commerce, defense, diplomacy and education."

Former Secretary of Education William J. Bennett recommended in 1988 that all students study a second language, and that they begin no later than fourth grade. He already had included a minimum of two years of foreign language study for every student in his recommendations for the ideal American high school.

Connecticut's Common Core of Learning presents a policy on the skills, knowledge and attitudes that are expected of high school graduates of the state. The document specifies that, "As a result of education in Grades K-12, each student should be able to communicate in at least one language in addition to English." The study of a foreign language also fosters many of the other skills, attributes and understandings detailed in the *Common Core*.■

Global And International Education

The 1979 report of the President's Commission on Foreign Languages and International Education caused many foreign language educators to seek to establish a strong bond between foreign language instruction and international education. The Task Force on Education for a Global Perspective of the U.S. Commissioner of Education defines the concept of global or international education as follows:

> "Education for a global perspective occurs through learning experiences, formal or informal, which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures and civilizations, including our own pluralistic society and those of other peoples, with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationship between an individual's enlightened self-interest and the concerns of people throughout the world."

Although one might assume there is an important role for foreign language study in this field, at present global education is linked mainly to social studies. As long as foreign language teaching emphasizes only skill development in a second language, global education will not be a vital part of the foreign language curriculum. However, when emphasis in foreign language instruction is placed upon the way language and culture interact and influence the way one sees the world and upon the role language itself plays in the interdependence of nations, there is a strong relationship between

foreign language education and global education. The nations of the world truly have become interdependent. No one group can impose a cultural or linguistic structure upon another. The only alternative is to understand and communicate with each other. Neither true communication nor the resultant understanding can take place unless each group can speak the language of the other. It seems crucial that foreign language teachers assume some obligation to include international education in their curriculums.

In addition to including reference to global or international education in their curriculums, the foreign language staff also should cooperate with teachers in other disciplines, particularly the social studies. The elementary and early middle school curriculum is interdisciplinary in its implementation. Classroom teachers do not identify themselves readily with any single subject, so treatment of global education may easily pervade the entire curriculum. At the high school level, foreign language teachers must seek out teachers in other disciplines to find areas where they may combine efforts to help students to develop international competence.■

Career Education

In the last few years there has been increased realization that skill in a foreign language is marketable. The expansion of foreign-based business and industry in the United States, the growth of foreign trade among Connecticut companies, and the extension of U.S. companies abroad have underscored the dollar value of mastering a foreign language. In 1988 the Connecticut World Trade Association announced that over 135,000 jobs in Connecticut are derived from international operations and that every $50,000 of exports creates one Connecticut job.

In addition to the facts about Connecticut's involvement with foreign trade, the following factors point out why educational philosophies in foreign language curriculums should take career opportunities into account:

- A career/language approach appeals to a greater student population, including many who were excluded from second-language learning in the past.
- Motivation to continue language study is intensified when this approach is selected.
- This type of program helps students to understand the pragmatic application of a foreign language skill in projected career plans.
- Emphasis on communicative competence and interest in the notional-functional method (see Chapter 5) naturally support a program which aims at developing language skill for use in a career.

Career education, as part of the foreign language curriculum, provides students with an opportunity for career awareness, exploration and preparation. Studies have shown that many jobs exist for trained personnel with second-language skills. Certainly the foreign language program should offer students opportunities to discover these jobs and to develop the requisite skills to obtain them.■

Proficiency Movement

If one were to examine the titles of foreign language convention workshops and of articles in recent professional journals for foreign language teachers, one would quickly discover that the most frequent topic to appear is proficiency. The President's Commission on Foreign Language and International Studies has encouraged such organizations as the Modern Language Association, the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service to develop uniform performance or proficiency standards for language learners. Although the primary emphasis has been on oral proficiency, ACTFL has published guidelines for proficiency in listening (comprehension), reading and writing, as well as in speaking (see Chapter 4).

Considering that teaching for proficiency is a goal of paramount importance, the "1986-87 Connecticut Assessment of Educational Progress in Foreign Language" was administered to students in the spring of 1987, using tests based on the ACTFL guidelines. When one speaks of proficiency, one is not proposing a method, but rather defining parameters along a continuum that begins at zero, where a learner has no knowledge of a language, and proceeds to five, where one performs like an educated native speaker of the language.

The various stages along the continuum are described in terms of what the student is able to do. The choice of methods, then, is open and depends on the preferences of the department or of individual teachers, as long as the agreed-upon proficiency goals are attained.■

Philosophy Statements

The major influences on the importance of foreign language instruction in the education of today's youth described on the preceding pages must be considered in developing a valuable statement of philosophy for the program. The following exerpts from the curriculum

Foreign Language Department, Hartford Public Schools

1. We believe that in today's world foreign languages are an increasingly important vehicle for knowledge, communication and worldwide cultural understanding.

2. We believe that language study is of benefit to ALL students.

   - Foreign language study contributes to the mental and intellectual growth of the individual.
   - Foreign language study increases the student's understanding of how language functions in general, and in particular, enhances skills in the student's own language.
   - Knowledge of a foreign language is a career asset, giving the student an additional salable skill in the business world.
   - Foreign language study broadens the cultural horizons of the student, teaches the student awareness and appreciation for other cultures, and removes the student from an ethnocentric view of the world.

3. We believe language instruction should be a meaningful and profitable experience for the student.

   The overall language program should incorporate varied learning strategies and modes of attack, in order to allow for differences in learning styles, different emphases, different levels of achievement and different end-goals.

4. We view our primary function as one of providing the student a basis upon which to build and expand skill development in foreign language communication.

5. We believe that students should be encouraged to pursue individual interests and goals in foreign language learning by offering them appropriately balanced offerings at the advanced levels:

   - We recognize, for example, that some students may prefer to broaden their knowledge of culture and way of life of the peoples of that culture through reading and working with the traditional literature of the language.
   - We also recognize that many students may prefer to pursue the development of more pragmatic, career-oriented, or everyday-type skills in the language through conversation and readings in contemporary newspapers, magazines, etc.

   We feel that both goals are important and that advanced programs should be appropriately balanced to provide for both.

Hartford Public Schools
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Foreign Language Department, East Hartford High School

The Foreign Language Department at East Hartford High School is committed to the idea that learning a second language should be an essential part of every student's education.

Foreign language study includes the development of the communication skills of listening, speaking, reading and writing, as well as the study of the value system and behavioral patterns of the new culture.

The instruction of foreign language promotes close, personal relationships between individuals and nations of different cultures, and should strengthen ties between peoples of different geographical and political locations.

The knowledge of a foreign language provides an opportunity for students to pursue vocational and professional endeavors.

By contrasting one's own language with the new language, one gains insight into the nature of language itself.

We acknowledge the existence of individual differences and strive within the limits offered by the local educational school system to meet each student's needs.

East Hartford High School
Used with permission

plans of two Connecticut school districts – Hartford and East Hartford – are offered as examples or beginning points for other districts Both are used with permission.

These examples of philosophy statements are not presented as models to be imitated or as practices to be avoided. The statements are offered by the staffs of two different school districts as ways they perceive their places in the educational systems of their towns.■

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Issues To Consider

Human Resources
Facilities
Organizational Factors
Time Factors
Expected Levels Of Speaking Proficiency
Articulation Within The District
Articulation With Higher Education

Since a curriculum designer cannot function in a vacuum, many factors must be considered in the curriculum development process. Essential to the entire process will be a needs assessment and consideration of the resources available for meeting these needs.

As part of the needs assessment process, the staff must look at the student population with its unique composition, needs and potential goals. A prime consideration will be how many and which languages will be taught. Planners should weigh the advantages of studying various languages and cultures. Though romance and classical languages are common choices, other possibilities, including Germanic, Slavic, African and Asian languages, should not be overlooked. A strong case can be made for "nontraditional" languages simply on the basis of their economic and/or political importance, without considering some of the obvious humanistic arguments.

The composition of the student population and the community, with their attendant needs and goals, will indicate whether there will be a need for ESOL (English for Speakers of Other Languages) classes or classes for students with native language skill, in addition to classes which generally are considered to be part of a foreign language program. In ESOL classes, English will be the medium of instruction. These classes may be specific courses or special tutorial sessions.

Where there are large numbers of students who are native speakers of one of the languages offered in the school, these students should have an opportunity to experience a specially tailored program. The objective in classes for native speakers will be to enable the student who is fluent in the oral area of his or her native language to build reading and writing skills, while mastering grammatical concepts and strengthening cultural values.

Once a determination is made on how many and which languages will be taught, additional factors to be considered will be the following:

- How will these languages be taught?
- What methodology will be used?
- What will be the entry points?
- What will be the length of sequences?
- Will there be tracks to accommodate styles and rates of learning?
- How will the student of a "nontraditional" foreign language be served?

A consideration of resources available also must be made if a language program is to be successful. The effectiveness of the program will have a direct correlation with the caliber of individual(s) selected to implement it and to the physical facilities available.■

Human Resources

The teacher is the most visible human resource. Before a language is included as a program offering, the availability of teachers trained in that language should be ascertained. Beyond that, supportive services for all teachers play an undeniably important role. A strong asset for any foreign language program is a coordinator, one who ensures effective articulation among all levels and acts as a facilitator by providing opportunities for a staff to be creative within the framework of a mutually developed curriculum. Such a coordinator is a cohesive force and serves as a liaison between teachers and curriculum committees.

In addition, this person can establish valuable contacts with consultants, including making available to teachers the services offered by the Connecticut State Department of Education's foreign language consultant. People in the community often can be helpful in curriculum development and in program implementation. These important resources should not be overlooked.

Each of these human resources has a positive role which should be recognized in the curriculum development process.■

Facilities

The physical facilities provided to accompany the human resources will vary according to the recognized and felt needs of a district and its willingness and ability to provide such facilities.

Physical considerations include classrooms, laboratories, media centers and existing foreign language materials (textbooks, audio- and videotapes, filmstrips, tangible objects, etc.). Each has a very special significance and potential. Effective use of even the most basic resource can have excellent results. Carefully selected teachers who receive support, supervision and direction, and are provided with physical facilities to meet expressed needs, should contribute to bringing about a successful foreign language program.■

Organizational Factors

Added to the human and physical considerations will be the technical factors of scheduling, working within the limitations of a prescribed budget, meeting any and all pertinent legislative mandates and satisfying needs for staff development.

As any program is developed, constraints and needs will be recognized, and since no program can

function in isolation, maintaining communication at every step of planning, implementation, maintenance and evaluation is vital. This will involve communication with persons representing other languages; bilingual and ESOL programs; other disciplines, especially English and social studies; and guidance, media, administration, parents, students, the community and the school board.

The staff may wish to develop succinct "constraint and solution" statements as part of the curriculum development process. Such a system may aid in communication and cause the task to proceed in a more satisfying manner. The following example illustrates such a statement:

Constraint

Placement of students with two years' experience in the same class with students with three years' experience. (Since language study is a sequential process, it is educationally unsound and unfair to both students and teachers to place students who have had only two years of study with those who have had three. No curriculum, however well articulated, can meet the needs of the diverse populations resulting from this kind of grouping.)

Possible Solutions

Elimination of an entry point to foreign language study at Grade 8, to be replaced by an entry point at Grade 9.

Annual report to guidance department on the number of years each foreign language student has studied and the proficiency achieved in order to provide correct, effective placement.

Introduction of a continuous progress report to accompany each student from Grade 7 on.

Successive reports to teachers, by means of this continuous progress report, on the proficiency level of each student and on the content to which the student has been exposed.■

Time Factors

One of the continuing problems faced in foreign language programs is the seeming lack of time to fit them into a crowded schedule. The Connecticut State Department of Education's *A Guide to Curriculum Development: Purposes, Practices and Procedures* (see current edition) explains how all of the 11 subject areas required by the *Connecticut General Statutes* might be accommodated.

Foreign language instruction has a place from Grades K-12. The range of minutes or periods per week is listed below, with the smaller number representing the minimum recommended.

Time Recommendations

Grades	Minutes Per Week	Periods Per Week
K-3	25-75	2 to 5
4-6	100-125	5
(6) 7-12	200	5

The development of a second-language skill in an academic setting is similar in time requirements to many other skill areas. Short, frequent practice sessions are most effective. The 75 minutes per week for Grades K-3 would follow this general rule by allowing daily 15-minute sessions. The minimum of 25 minutes would permit two short sessions per week and would be of some value, but the activities conducted during that time likely would be exploratory in nature, such as dealing with identification and reproduction of sounds of the language. The periods would not be frequent enough to provide for significant progress in skill development. Additional exploration of the foreign language also could take place, however, during subjects such as language arts, social studies, music and visual art.

The minimum time recommended for Grades 4-6 would allow five 20-minute periods per week, again adhering to the "short, frequent" principle, but also recognizing that the attention span of students will have increased to some degree. The more desirable allocation of 125 minutes would allow the extension of one session per week, in order to study more about the nature of the language and its relationship to English as well as the everyday life of the people who use (or used) the language.

The recommendation of five periods per week for the secondary program represents an average. The interests, goals and abilities of students tend to become more defined as they progress at the secondary level. Therefore, some may be studying two foreign languages (at least 10 periods per week) by Grade 10 and others who began continuous study in kindergarten may opt for a "skill maintenance" program of fewer than five periods per week in a language which they have already mastered.

In planning the amount of time allotted for language study, one also must consider how long it takes to reach various levels of proficiency and relate those amounts of time to the district's goals. Research done by

the School of Languages of the Foreign Service Institute provides some guidelines as to the time needed to attain proficiency levels 1, intermediate; 2, advanced; and 3, superior. Only modern languages actually taught in Connecticut public schools are included. The complete Foreign Service Institute chart lists many more.

"Length of Training" refers to the number of hours a student at the Institute studied a foreign language. Students were grouped for this study according to minimum, average or superior aptitude for language learning. The numbers represent a proficiency level attained. One (1) corresponds roughly to the intermediate level in the ACTFL Guidelines (see Chapter 4). Two (2) is similar to the advanced level and three (3) indicates superior in the ACTFL document.

One also must note that students at the Foreign Service Institute are adults who have a high school diploma and many have completed college. Furthermore, their motivation is likely to be strengthened by the fact that their career advancement might depend directly on their success at the Institute. Consequently, more time is likely to be required for students in the public schools to arrive at proficiency levels similar to those attained by Foreign Service Institute students (see accompanying chart).

A typical high school period is 45 minutes long and interruptions, such as assemblies, absences, etc., can affect instructional time. Thus, a high school student is likely to have no more than 120 hours of instruction per year. These hours include practice in all four skills, not just speaking and listening. The upper-level courses of a language, therefore, must be accepted as the end of a sequence that will lead to the development of communicative skills. All students who wish to approach mastery of some of these skills should take the upper-level courses. Even with participation in six years of foreign language study (Grades 7-12 with classes meeting daily for 45 minutes) a student will be exposed to only 720 hours of instruction; yet Grades 7-12 is the most common sequence among foreign language programs in Connecticut.■

Expected Levels of Speaking Proficiency In Selected Languages

	Aptitude for Language Learning		
Length of Training	**Min.**	**Avg.**	**Sup.**
Group 1: French, Italian, Portuguese, Spanish			
8 weeks (240 hours)	1	1/1+	1+
16 weeks (480 hours)	1+	2	2+
24 weeks (720 hours)	2	2+	3
Group 2: German, Modern Greek			
16 weeks (480 hours)	1	1+	1+/2
24 weeks (720 hours)	1+	2	2+/3
44 weeks (1320 hours)	2/2+	2+/3	3/3+
Group 3: Hebrew, Polish, Russian			
16 weeks (480 hours)	0+	1	1/1+
24 weeks (720 hours)	1+	2	2/2+
44 weeks (1320 hours)	2	2+	3
Group 4: Chinese, Japanese			
16 weeks (480 hours)	0+	1	1
24 weeks (720 hours)	1	1+	1+
44 weeks (1320 hours)	1+	2	2+
80-92 wks. (2400-2760 hrs.)	2+	3	3+

Articulation Within The District

For students to make continuous progress with their language skills, each level must build upon the previous level. This principle applies when moving from program to program – elementary school, middle school, high school – as well as from grade to grade or course to course. Throughout the year, departments should assess progress in all grades and be prepared to adjust instruction accordingly.

The major cause of articulation problems within a school district is the way course content is defined. Educators have been led to believe there is a body of content which is universally recognized as "French I" or "German II," etc. The same rationale is used by those who call seventh and eighth grade foreign language "Language I;" it takes two years for seventh and eighth graders to cover "Language I." In fact, there is no common definition of Language I, II, III, IV, V and VI, even within the borders of Connecticut. Therefore, the language teachers in a school district may determine the content of given language courses within a single language sequence.

Teachers may be comfortable in organizing the content and structure of what is taught in a given year or in a given 12 years of study of a language. If proficiency

is to be the goal in the modern languages, some of the extraneous vocabulary, mechanical grammar exercises, translation, memorization of paradigms and readings which bear no relationship to the real world should be deleted. Even new textbooks which claim to be proficiency based are inadequate in the degree to which they limit content. The reality is that only the teachers in a school or school district are in a position to know what content should be included in their specific situations. Textbooks exist to provide a wealth of content from which the teacher may choose. Even at that, authentic documents will be needed to supplement the textbook.

Proficiency goals will dictate that the content of a course should be organized around topics and functions rather than grammar. Most textbooks choose content which will illustrate such grammatical concerns as regular first conjugation verbs, imperfect tense or conditional clauses. The real-world use of language revolves around topics such as getting transportation, with functions of asking questions, giving directions and negotiating costs. A third grader may need to get transportation, as would a graduate student. The grammar and vocabulary needed by the elementary school student to get a ride home from school obviously is much different from what a college student would need to get round-trip transportation from the University of Connecticut to l 'Université de Lyon. Grammar and vocabulary are easily adjusted once the age and sophistication of the learners are determined. But teachers are the ones who must do the adjusting. Some material in the text will be appropriate to the topic, functions and sophistication of the learner, and some will be rejected.

Selection of content is a task in which all teachers of a foreign language must share. Choosing topics and functions and determining what degree of emphasis is to be placed on spoken and written language according to local conditions is much more appropriate than dictating that each teacher must cover a certain number of chapters by the end of a school year. This kind of selection will help to ease local foreign language program articulation problems.■

Articulation With Higher Education

The foreign language objectives of a school district should circumscribe a program which is appropriate to the district, taking into account general needs of the state, nation and world. Articulation is desirable, however, between the foreign language programs of the school district and college programs in which graduates of the school district might enroll. Professional associations in Connecticut have attempted to address the articulation problem. The first effort was the document prepared by the Connecticut Council of Language Teachers in 1972, *Goals: Reports of the School-College Committee.* The latest effort is by the Classical Association of Connecticut, *Goals for Intermediate Latin Programs* (see Chapter 4).■

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Setting Program Goals And Objectives

4

The goals for the foreign language program should be statements of educational expectations which cover the entire range of outcomes for the program in a relatively few items. Statements will be broad in nature, but will be neither language specific nor address specific educational levels. Objectives, on the other hand, are more specific and pertain to subgroups within the program. Different languages will have some common objectives, but also may have their own specific objectives. For example, a beginning Russian course may have as an objective mastery of the Cyrillic alphabet, and a French course might propose that students will demonstrate correct usage of *liaison*.

For clarity, it is suggested that both goals and objectives be stated in terms of expected outcomes for students. Foreign language program goals should be related to district goals or to broad district objectives. Through the district goals or objectives, the foreign language goals will be related to the "Statewide Educational Goals for Students" in *Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education* (1990). There are portions of each of the five statewide goals to which the foreign language program can relate. In addition, the goals should reflect the attributes, skills and understandings presented in *Connecticut's Common Core of Learning* (1987).

For a more complete discussion of the development of goals and objectives, see the current edition of the Connecticut State Department of Education's *Guide to Curriculum Development: Purposes, Practices and Procedures.*

Although goals and objectives must be tailored to fit the situation in the local school district, the staff may wish to choose its broad statements from lists which already have been written. Statements should be chosen which apply to all languages, modern and classical. Teachers in individual language sequences, however, may develop objectives with different emphases. For example, teachers of Latin probably will choose to develop the reading skills fully, using listening and speaking activities as tools for learning rather than as ends in themselves. There are several lists of goals in this chapter which may serve as pools from which the foreign language curriculum committee may select those which are appropriate for its program. It is only at the local curriculum development level that decisions as to what is realistic and attainable can be made.

Suggested Program Goals

Foreign language program goals include the improvement of student skills in listening (comprehension), speaking, reading and writing; the development of cultural insights, language awareness, literary and aesthetic appreciation; and interest in the study and use of a foreign language. "Suggested Goals for Foreign Language Programs," which follows, describes goals in terms of a student's expected achievement and was developed by the State Department of Education's foreign language consultant, with assistance from foreign language educators throughout Connecticut. The list includes many goals which are very ambitious and which most students in a typical sequence of foreign language study will never reach.

Suggested Goals For Foreign Language Programs

1. Listening (comprehension) skills. The students will...
   - 1.1 distinguish the sound patterns of the foreign language;
   - 1.2 derive meaning from speech of native quality;
   - 1.3 comprehend culturally authentic gestures as they accompany speech;
   - 1.4 comprehend readily the vocabulary learned as it is heard in speech by a competent speaker of the language;
   - 1.5 infer the meaning of some unfamiliar vocabulary from context;
   - 1.6 derive meaning through an understanding of normal conversation; and
   - 1.7 derive meaning from nonliteral language: figures of speech, puns, jokes, etc.
2. Speaking skills. The students will...
   - 2.1 produce the correct sound patterns of the foreign language, including intonation, rhythm, stress and juncture;
   - 2.2 use appropriate gestures to accompany speech;
   - 2.3 use correctly and in varied contexts the words which are part of the active vocabulary learned;
   - 2.4 employ typical grammatical structures of the spoken language in normal conversation; and
   - 2.5 participate in conversation with a fluent speaker, expressing ideas and reactions accurately.
3. Reading skills. The students will...
   - 3.1 make the correct correspondence between the oral and written representations of the foreign language;
   - 3.2 comprehend directly the meaning conveyed by the reading material without resorting to

conscious translation; and
3.3 understand and interpret the thoughts and feelings intended by authors writing creatively.

4. **Writing skills.** The students will...

4.1 reproduce the sound system of the foreign language correctly in writing;
4.2 write the foreign language with accuracy in mechanics such as spelling, punctuation and capitalization;
4.3 use vocabulary correctly in meaningful contexts;
4.4 use correctly the grammatical structures of the written language;
4.5 communicate personal thoughts accurately and coherently in writing;
4.6 organize writing with regard for good sentence and paragraph structure; and
4.7 develop a sense of style.

5. **Cultural insight.** The students will...

5.1 demonstrate an awareness of the differences in the foreign culture, especially as reflected in daily life: newspapers, magazines, TV, games;
5.2 accept different foreign expressions, actions and reactions as appropriate and natural to members of another culture;
5.3 use knowledge of the foreign culture to play the role of a member of that culture in either simulated (classroom) or real (trip abroad) situations;
5.4 demonstrate an awareness of similarities between the foreign culture and their own, and of universal human values embodied in both;
5.5 believe that the knowledge of a foreign language and culture contributes to the enrichment of one's life; and
5.6 believe that the foreign culture has made valuable contributions to world civilization.

6. **Language awareness.** The students will...

6.1 demonstrate greater insight into language in general and their own language in particular;
6.2 demonstrate knowledge of the word heritage, which has enriched the vocabulary of English;
6.3 demonstrate a knowledge of the structural relationships between the foreign language and their native language;
6.4 use polite phrases, gestures and invectives to gain certain ends;
6.5 use idiomatic language and slang;
6.6 argue persuasively within the cultural framework of the target country; and
6.7 demonstrate knowledge of when silence or action should replace speech.

7. **Literary and aesthetic appreciation.** The students will...

7.1 respond to the sound of language as part of the total impact of certain literary works;
7.2 read and discuss works of proven literary merit in the foreign language;
7.3 attend plays, poetry readings and lectures in the foreign language;
7.4 identify and discuss works of art, buildings, monuments, musical works and regional dances; and
7.5 interpret quotations, humor, statistical and graphic data, newspapers, gestures and popular dance.

8. **Interest.** The students will...

8.1 demonstrate interest in the study and use of a foreign language.

The subgoals of 8.1 are examples of more specific indicators which may be used in judging whether the main goal has been accomplished. To demonstrate an interest in foreign languages, the students will...

8.1.1 take part in as many classroom activities as possible, according to ability;
8.1.2 use the foreign language in the classroom;
8.1.3 take part in cocurricular activities such as a foreign language club;
8.1.4 continue the study of a foreign language beyond a certain requirement;
8.1.5 read newspapers and periodicals in the foreign language;
8.1.6 seek opportunities to meet and talk with native speakers of the foreign language;
8.1.7 investigate and take part in programs of study abroad to gain firsthand knowledge of the language and people;
8.1.8 travel to a country where the target language is spoken;
8.1.9 interpret their native cultures to speakers of the target language;
8.1.10 invite native speakers of the foreign language to their homes;
8.1.11 listen to foreign language newscasts; and
8.1.12 discuss issues of importance with pen pals.

9. **Critical Thinking.** The students will...

   9.1 combine previously learned words and phrases in order to create new ideas with the language;
   9.2 evaluate the culture they are studying, as well as their own cultures;
   9.3 transfer reading and listening skills from one language to the other;
   9.4 reinforce skills in making inferences, analyzing and synthesizing, by using these skills in the second language;
   9.5 practice problem-solving activities in the second language;
   9.6 organize and relate ideas and express them via coherent oral and written presentations;
   9.7 follow inductive and deductive arguments in the foreign language;
   9.8 recognize fallacies in the foreign language; and
   9.9 draw reasonable conclusions based on foreign language text.■

Essential Skills And Concepts

Another list of goals and objectives, "Essential Skills and Concepts in Foreign Languages," has been developed by the Connecticut Council of Language Teachers (Connecticut COLT) and is printed below. The approach is different from the preceding list and provides a different outlook.

To put the statements in context, note that Goals I, II and III are of the "district level" type. The subgoal statements are at the "program goal" level. The following is used with the permission of Connecticut COLT:

Essential Skills And Concepts In Foreign Languages

Foreign language instruction is a portion of the public school curriculum which usually is not followed by all students or even a majority of them; yet, foreign language study offers opportunities to develop concepts and skills which are of great value to everyone. Goals I and II, with related subgoals and objectives, describe these concepts and skills.

Goal I

Each student accepts the existence of cultural differences and is appreciative of the worth of all peoples.

Subgoal 1

The student knows that one does not judge a person's worth by the language he or she speaks (another person is not inferior because he or she speaks a language different from one's own).

Objective 1.1
- The student interacts comfortably with a speaker of another language.

Objective 1.2
- The student respects differences among people and realizes that accented, "ungrammatical" language, be it English or another language, does not diminish the worth of an idea.

Subgoal 2

The student has an attitude of open-mindedness toward other ways of thinking and speaking and toward other customs.

Objective 2.1
- The student realizes that not all thoughts are generated in one language alone.

Objective 2.2
- The student recognizes human factors common to all people, e.g., physical attributes, emotional responses, attitudes, abilities and aspirations.

Objective 2.3
- The student realizes that thoughts originally expressed in another language undergo an interpretation in the translating process; subtleties may be lost and meaning may be changed.

Subgoal 3

The student realizes that contributions to the world community are made by speakers of all languages.

Objective 3.1
- The student seeks information through sources which may be foreign to his or her own culture.

Objective 3.2
- The student is acquainted with contributions made to philosophy, art, science, education, religion and government by speakers of languages other than his or her own.

Objective 3.3
- The student, with continued exposure, will become increasingly aware of the commonalities and mutual influence in art, music, literature, language, history, science and mathematics which are shared by himself or herself and speakers of other languages.

Subgoal 4

The student recognizes the pluralistic nature of United States society.

Objective 4.1
- The student will identify areas in his or her everyday life which reflect the influence of various nationalities.

Objective 4.2
- The student respects the efforts of various ethnic groups to preserve their heritage.

Subgoal 5

The student increases his or her objectivity in viewing his or her own culture.

Objective 5.1
- The student realizes that standards for judging values and behaviors vary from one culture to another.

Objective 5.2
- The student gains new insights into the bases for his or her own cultural values.

Goal II

Each student demonstrates competence in using his or her native language.

Subgoal 1

The student understands the nature of language.

Objective 1.1
- The student analyzes the structure of spoken and written language (sounds, words, word order).

Objective 1.2
- The student recognizes the commonalities and the differences that exist in the structure of languages.

Objective 1.3
- The student realizes that various styles of usage exist in all languages (conversational to formal).

Objective 1.4
- The student knows that language, although a person's most versatile means of communication, has its limitations.

Objective 1.5
- The student knows that the spoken form of language is the most basic, that only a few of the many languages of the world have a written form.

Subgoal 2

The student uses the appropriate style of language in different situations.

Objective 2.1
- The student differentiates between his or her use of language in informal situations with peers and in more formal situations (such as classroom).

Objective 2.2
- The student exhibits a style of writing which is consistent with the more formal nature of language rather than simple "written speech."

Certain minimal skills and concepts should be developed in students whose native language is not English and in those students who pursue foreign language study in order to acquire mastery of the language. Goals III, IV and V apply to those students. (*Editor's note: Connecticut COLT did not develop objectives for Goals III, IV and V.*)

Goal III

Each student whose first language is other than English uses the speech patterns of English with minimal interference from his or her native language.

Subgoal 1

The student is understood by English speakers who are not acquainted with the native language of the student.

Subgoal 2

The student speaks English with little visible frustration in informal situations.

Goal IV

The foreign language student understands, speaks, reads and writes the language being studied.

Subgoal 1

The student distinguishes the sound patterns of the foreign language.

Subgoal 2

The student derives meaning from speech of native quality.

Subgoal 3

The student comprehends readily the vocabulary learned as he or she hears it used by a competent speaker of the language.

Subgoal 4

The student infers the meaning of some unfamiliar vocabulary from context.

Subgoal 5

The student produces the correct sound patterns of the foreign language.

Subgoal 6

The student uses appropriate gestures to accompany speech.

Subgoal 7

The student uses correctly and in varied contexts the words in his or her active vocabulary.

Subgoal 8

The student employs typical grammatical structures of the spoken language in normal conversation.

Subgoal 9

The student participates in conversation with a fluent speaker, expressing his or her ideas and reactions accurately.

Subgoal 10

The student makes the correct correspondence between the oral and written representations of the foreign language.

Subgoal 11

The student comprehends directly the meaning conveyed by the reading material without resorting to conscious translation.

Subgoal 12

The student reproduces the sound system of the foreign language correctly in writing.

Subgoal 13

The student writes the foreign language with accuracy in mechanics such as spelling, punctuation and capitalization.

Subgoal 14

The student uses correctly the grammatical structures of the written language.

Goal V

The student who has developed skill in a foreign language recognizes areas where his or her ability may be applied to enhance future opportunities.

Subgoal 1

The student considers careers in which language skill is valuable as an auxiliary tool.

"Essential Skills and Concepts in Foreign Languages"
Connecticut Council of Language Teachers
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Subgoal 2

The student is aware of the opportunities for study that exist in other countries where a foreign language is the medium of instruction.■

ACTFL Proficiency Guidelines

The American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, although not written as goals and objectives, provide descriptions of student performance at various levels. These descriptions may easily be translated into goals and objectives that would lead to the desired performance. They are presented as another example of statements of goals and objectives and are used with the permission of ACTFL.

The 1986 ACTFL proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when or how the language has been learned or acquired; thus, the words *learned* and *acquired* are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since they are proficiency based, as opposed to achievement based, and are intended to be used for global assessment.

The ACTFL guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession.■

Generic Descriptions – Speaking

(*The novice level is characterized by the ability to communicate minimally with learned material.*)

Novice-Low

Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.

Novice-Mid

Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High

Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances, but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity, although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally-adapted ones. Vocabulary centers on areas such as basic objects, places and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

(*The intermediate level is characterized by the speaker's ability to create with the language by combining and recombining learned elements, though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic com..unicative tasks; and ask and answer questions.*)

Intermediate-Low

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can

perform such tasks as introducing self, ordering a meal, asking directions and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High

Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

(The Advanced level is characterized by the speaker's ability to converse in a clearly participatory fashion; initiate, sustain and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; satisfy the requirements of school and work situations; and narrate and describe with paragraph-length connected discourse.)

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced-Plus

Able to satisfy the requirements of a broad variety of everyday, school and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

(The Superior level is characterized by the speaker's ability to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics; and support opinions and hypothesize using native-like discourse strategies.)

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfa-

miliar topics. Usually the Superior-level speaker is only partially familiar with regional or other dialectical variants. The Superior-level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.■

Generic Descriptions – Listening

(These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.)

Novice-Low

Understanding is limited to occasional isolated words such as cognates, borrowed words and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High

Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid

Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High

Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.

Advanced

Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as

present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus

Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior

Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished

Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions – Reading

(These guidelines assume all reading texts to be authentic and legible.)

Novice-Low

Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid

Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High

Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive

Intermediate-Low

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure; for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid

Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal

structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places and things written for a wide audience.

Intermediate-High

Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Advanced-Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions, and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished

Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thoughts and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.■

Generic Descriptions – Writing

Novice-Low

Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce Romanization of isolated characters, where applicable.

Novice-Mid

Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.

Novice-High

Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-Low

Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and information of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.

Intermediate-High

Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.

Advanced

Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and résumés, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures; e.g., common word-order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-Plus

Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure, writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior

Able to express self effectively in most formal and informal writing on practical, social and professional

topics. Can write most types of correspondence, such as memos, as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

"ACTFL Proficiency Guidelines"
American Council on the Teaching of Foreign Languages
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Although the "Suggested Goals for Foreign Language Programs" and the "Essential Skills and Concepts" include goals which are appropriate for classical language programs, none are as specific for Latin as the "Proficiency Guidelines" are for the modern languages. The following suggested goals should assist Latin teachers in their task of defining specific, achievable outcomes for their students. They are used with the permission of The Classical Association of Connecticut, Inc.■

Goals For Intermediate Latin Programs

The following goals have been selected by the Classical Association of Connecticut to serve as a guide in organizing a Latin program from that point where a student begins the study of the language to that point where a student begins reading a standard author. The association supports the long-held view that "the indispensable primary [aim] ... in the study of Latin is progressive development of ability to read and understand Latin." This aim is the common thread, present to some degree in all Latin classrooms, that binds them together and distinguishes them from the classrooms of other subject areas. In the end, what ultimately distinguishes one Latin classroom from another is the relative emphasis given to each goal and the particular activities used to attain it. Accordingly, no time frame is imposed nor is a particular methodology favored.■

Selected Goals

As a result of the study of Latin, the student will demonstrate:

1. an increased ability to read and understand Latin prose;
2. a working knowledge of the basic structures of Latin;
3. an increased understanding of English;
4. an increased understanding of the nature of language in general;
5. an increased knowledge of the customs, daily life, institutions, mythology, history and achievements of the Roman people;
6. an increased knowledge of the history of Western civilization; and
7. a deepened awareness of, and sensitivity to, other cultures and values.

Definition of Goals

Goal 1

The student will demonstrate an increased ability to read and understand Latin prose. This prose will be adapted from, or written in a style consistent with the Latin prose of the late Roman Republic. For example, the student will:

1.1 answer specific questions about the content of a Latin passage by identifying its main characters, summarizing its events and ideas or describing its setting;
1.2 paraphrase a Latin passage;
1.3 write an English translation of selected portions of a Latin passage;
1.4 infer the meaning of Latin words from context; and
1.5 read Latin aloud with intonation that indicates comprehension.

Goal 2

The student will demonstrate a working knowledge of the basic structures of Latin. (See "Appendix to Goal 2" for recommended coverage of Latin grammar.) For example, the student will:

2.1 identify the morphology of selected words in a Latin sentence;

2.2 identify the syntax of basic constructions in a Latin sentence;
2.3 identify the antecedents of pronouns in a Latin passage;
2.4 identify missing elements of a Latin sentence such as the unexpressed subject or other elided words;
2.5 explain the significance of word order in a Latin sentence; and
2.6 use basic morphology and syntax to produce acceptable Latin sentences or paragraphs.

Goal 3

The student will demonstrate an increased understanding of English. For example, the student will:

3.1 identify the parts of speech and the functions of words in an English sentence;
3.2 recognize prefixes, suffixes and roots of English words derived from Latin;
3.3 spell English words derived from Latin; and
3.4 comprehend Latin words, phrases, abbreviations and quotations occurring in English.

Goal 4

The student will demonstrate an increased understanding of the nature of language in general. For example, the student will:

4.1 understand differences between an inflected and a noninflected language;
4.2 recognize the Latin roots in words of Romance origin and in other languages;
4.3 understand that languages change with use; and
4.4 recognize that the nature of each language is unique and that, therefore, different languages express the same ideas in different, but valid ways.

Goal 5

The student will demonstrate an increased knowledge of the customs, daily life, institutions, mythology, history and achievements of the Roman people. (See "Appendix to Goal 5" for suggested topics.)

Goal 6

The student will demonstrate an increased knowledge of the history of Western civilization. For example, the student will:

6.1 make critical assessments of the contributions of Roman culture and history to Western civilization; and
6.2 understand the basic cultural and historical contexts of Latin readings.

Goal 7

The student will demonstrate a deepened awareness of, and sensitivity to, other cultures and values. (By "culture" is meant the way of life of a specific group in a given time and place: its habits, institutions, arts and ideals.) For example, the student will:

7.1 understand and appreciate not only the overall culture of the Romans but also the diversity of cultures among the many peoples of the Roman Empire and recognize the similarities and the differences between these cultures and the cultures of contemporary America; and
7.2 understand and appreciate the Roman attitudes toward class structure, education, marriage, entertainment and war. The student will recognize the similarities and differences between these values and the values of contemporary America.

"Goals For Intermediate Latin Programs."
The Classical Association of Connecticut, Inc.
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The complete *Goals For Intermediate Latin Programs* includes appendices to Goals 2 and 5. Because of their specific nature they are not reprinted here. The entire statement is available from the Connecticut State Department of Education's foreign language consultant. Curriculum developers for Latin also should be alert to a publication by the Committee on Latin Guidelines, a joint committee of the American Classical League and the American Philological Association, planned for release during the 1990-91 school year.■

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Resources

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IMPLEMENTATION 5

Notional-Functional Method
Cognitive Code Learning Theory
Grammar-Translation Method
Direct Method
Audiolingual Approach
Proficiency-Based Curriculum
Intensive Language Instruction
Immersion Programs
Exploratory Programs
Affective Approach
Individualized Instruction
Communicative Competence
Cultural Understanding
Careers
Media
The Language Laboratory
Computers
Phase-In
Staff Development

Once a philosophy for the foreign language program has been adopted, and goals and objectives for the program have been stated, the next step is to examine current methods, approaches and instructional resources and to select those which will best accomplish the objectives. Some methods and approaches that professional educators are using, discussing and evaluating are described in the following pages. Examples are given and resources from which to obtain more detailed information are listed. A preferred method is not recommended, since methods relate directly to goals for instruction, and goal selection is a local prerogative in Connecticut.■

Notional-Functional Method

Most foreign language programs are designed to teach progressively the elements of grammar or structural form. This is done to facilitate inclusion of high-frequency vocabulary and grammar structures that go easily from the very simple to the more complex. This does not reflect, however, the patterns of natural speech or the interests of many of the language learners.

The notional-functional or "situational" syllabi, which are based on the objective of teaching survival skills, work well in a career education approach or in the teaching of special language classes such as Italian for the traveler, German for the researcher, etc. By asking speakers of a language what they communicate in specific situations, one is able to organize in terms of language content rather than language form. Many European educators have joined in this approach, although it has generated both support and opposition. The following description helps to clarify its relevance to trends in language education.

The notional-functional approach:

- provides a general characterization of the type of language in which the learner as a member of a certain target group will engage;
- delineates the language activities in which the learner will participate;
- anticipates the setting in which the learner will use the foreign language;
- describes the roles (e.g., social and psychological) the learner will play;
- delineates the topics with which the learner will deal; and
- describes what he or she will be expected to do or say with regard to each topic.

General functions are described as follows:

- imparting and seeking factual information;
- discovering and expressing intellectual attitudes;
- discovering and expressing moral attitudes;
- getting things done (persuasion); and
- socializing.

Some of the practical communication functions relate to the following:

- education and career
- food and drink (services)
- health and welfare
- house and home
- leisure time and entertainment
- life at home
- personal identification
- relations with other people
- shopping
- travel
- weather

While this approach provides for a convenient systematization of functions the learner is likely to perform, the question in the minds of some educators is what effect this training will have on the study of literature or language at the advanced level. With care, the benefits of this approach can help to launch the learner into a foreign language curriculum that is motivational by providing communicative competency at an early level (Elling, 1980).

Harlow, Smith and Garfinkel (1980) provide a complete description of this type of program, including the syllabus design for use at the secondary level and a sample of an effective "Survey of Communication Needs in a Foreign Language," which is used to assess student needs before planning the curriculum.■

Cognitive Code Learning Theory

Current defenders of cognitive development through the study of certain disciplines believe in the interrelationship of memory, reason, observation and creativity. They also recognize the need for specific knowledge along with training in effective learning. This is a far cry from the 19th century (and earlier) view that all learning was general and gave one increased intellectual powers in dealing with any situation.

Cognitive benefits in the language field include:

- improvement in first language skills, e.g., sound systems, vocabulary, structures, syntax, etc.;
- problem solving (skills in making inferences,

coping in unfamiliar surroundings, etc.); and
- creativity (verbal creativity, developing original responses, etc.).

A strong case for cognitive benefits is not available, since only limited research has been conducted (Herron, 1980).

Grammar-Translation Method

The grammar-translation method was devised for schools whose primary immediate objective was a reading knowledge of the language. In its pure form, the method begins with the memorization of isolated rules, paradigms, vocabulary items and two-way translation exercises. After a certain level of proficiency is achieved in these areas, supplementary readings in the form of stories or simplified novels are introduced. Oral work and pronunciation practice are ancillary exercises designed to reinforce the grammatical rules and linguistic structures which have been presented in class. The aim of the method is to develop decoding skills which enable the student to translate the foreign language into English.

Because the method concentrates solely on the printed word, it has fallen into general disuse among modern language teachers who strive to develop mastery in all four communication skills – listening (comprehension), speaking, writing and reading. However, teachers of Latin and ancient Greek frequently use the method to achieve specific goals.

The grammar-translation method may be particularly appropriate for academically talented students who intend to pursue their study of Latin at the collegiate level. However, in those programs for which the primary objective is not the study of Latin in college and in which the students are more typical of the school population in general, other methods and approaches may be appropriate.■

Direct Method

The direct method attempts to teach a foreign language using only the target language. The use of English is proscribed in the classroom and the textbook. Typically, the teacher employs objects and actions normally found in the classroom as the first referents for instruction. The student's foreign language universe gradually is expanded, using pictures, pantomime, tangible objects and other concrete stimuli. This method has enjoyed varying degrees of popularity for over a century. Some modern adaptations of the direct method are Total Physical Response (TPR), the Multiple Approach and the Natural Approach. (For a more detailed discussion of these methods, consult Alice Omaggio's text, *Teaching Language in Context*, pp. 57-60 and 69-79.)■

Audiolingual Approach

In the late 1950s and early 60s there was a revolution in the language-teaching profession. Disillusioned with the inability of students to speak and understand the new language they were studying, and prompted by the nation's response to the Soviet launching of the first man-made satellite, language teachers looked for new ways to teach, emphasizing the aural-oral skills.

The National Defense Education Act provided money to school systems for tapes, language laboratories and other audiovisual equipment. Large numbers of teachers were paid to attend federally funded institutes in order to improve their language and teaching skills. The methodology taught in those institutes became known as the audiolingual approach, or sometimes, inappropriately, the audiolingual method. It was based on learning theories derived from behavioral psychology and descriptive linguistics. In the classroom, teachers emphasized listening and speaking skills and students spent much of their time memorizing and reciting dialogues and manipulating patterns. Although "pure" audiolingualism no longer is widespread, many of the teaching strategies developed during this period still are quite useful in helping students learn a new language.■

Proficiency-Based Curriculum

As a result of the research and field practice involved in setting up the "ACTFL Proficiency Guidelines," it now is

Outline Of Possible Goals In Proficiency-Based Programs

Level	Speaking	Listening	Reading	Writing
I	Novice	Novice	Novice	Novice
II	Novice-mid	Novice-high	Novice-high	Int.-low
III	Int.-low	Intermediate	Intermediate	Int.- mid
IV	Int.-mid	Int.-high	Intermediate	Int.-mid
V	Int.-high	Int.-high	Int.-high	Int.-high

possible for a district to use proficiency as the organizing principle for the foreign language curriculum. In order to construct such a curriculum, a district would have to derive its major objectives from these guidelines. It would then have to decide upon specific proficiency levels in each of the four language skills to correspond with each level of instruction. An outline of possible goals for different levels of instruction in a proficiency-based program is shown on page 37. It is based on the actual statewide results of the *Connecticut Assessment of Educational Progress in Foreign Languages*, 1987.

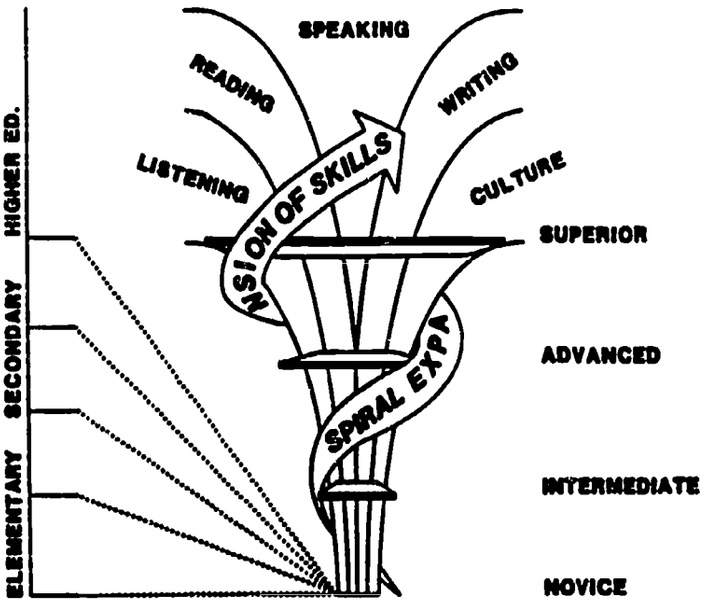
By referring to the ACTFL guidelines, one would be able to describe expected achievement in all four skills at the end of each level. In this curriculum, for example, students who successfully complete Level IV would be able to create with the language, ask and answer questions, and function in basic, survival-type situations. They would pronounce well enough to be understood by a native speaker who is used to dealing with nonnative speakers. They also would be able to understand the spoken language when their interlocutor speaks carefully and slowly, and in contexts with which the student is familiar. Reading abilities would include understanding linguistically simple texts, signs, directions, schedules and catalogs. Students also would be able to write short messages and fill out forms and questionnaires.

The illustration on page 41 depicting a curriculum organized around proficiency levels rather than grade levels is used with permission of Weston (MA) High School.

In a proficiency-based program, the emphasis throughout the first level would be on vocabulary acquisition. Correct grammar (accuracy) would be less important initially, growing in relative importance during later levels. By the end of the fifth level, grammatical accuracy would be the most important factor in the students' proficiency development. The same grammatical point would be introduced at various times, with each introduction calling for a deeper level of understanding and mastery. Because of the importance placed on communication in a proficiency-based program, a great percentage of class time should be spent on activities that actively involve students in communicating. These would include extending greetings, conveying and asking for new information, expressing feelings, discussing classroom procedures, giving assignments and many other functions involving the exchange of needs and ideas.

The fact that any individual student's performance will vary in differing skills at any one time can pose a challenge in organizing a curriculum in the proficiency mode. This type of challenge can occur in any curriculum, but it *cannot* be ignored in a proficiency-based program.

The following illustrates the spiral expansion of curriculum skills and cultural understandings as students progress in their proficiency development. The illustration is used with permission of the Utah State Department of Education.■



Spiral Expansion of Skills and Understandings
Utah State Department of Education
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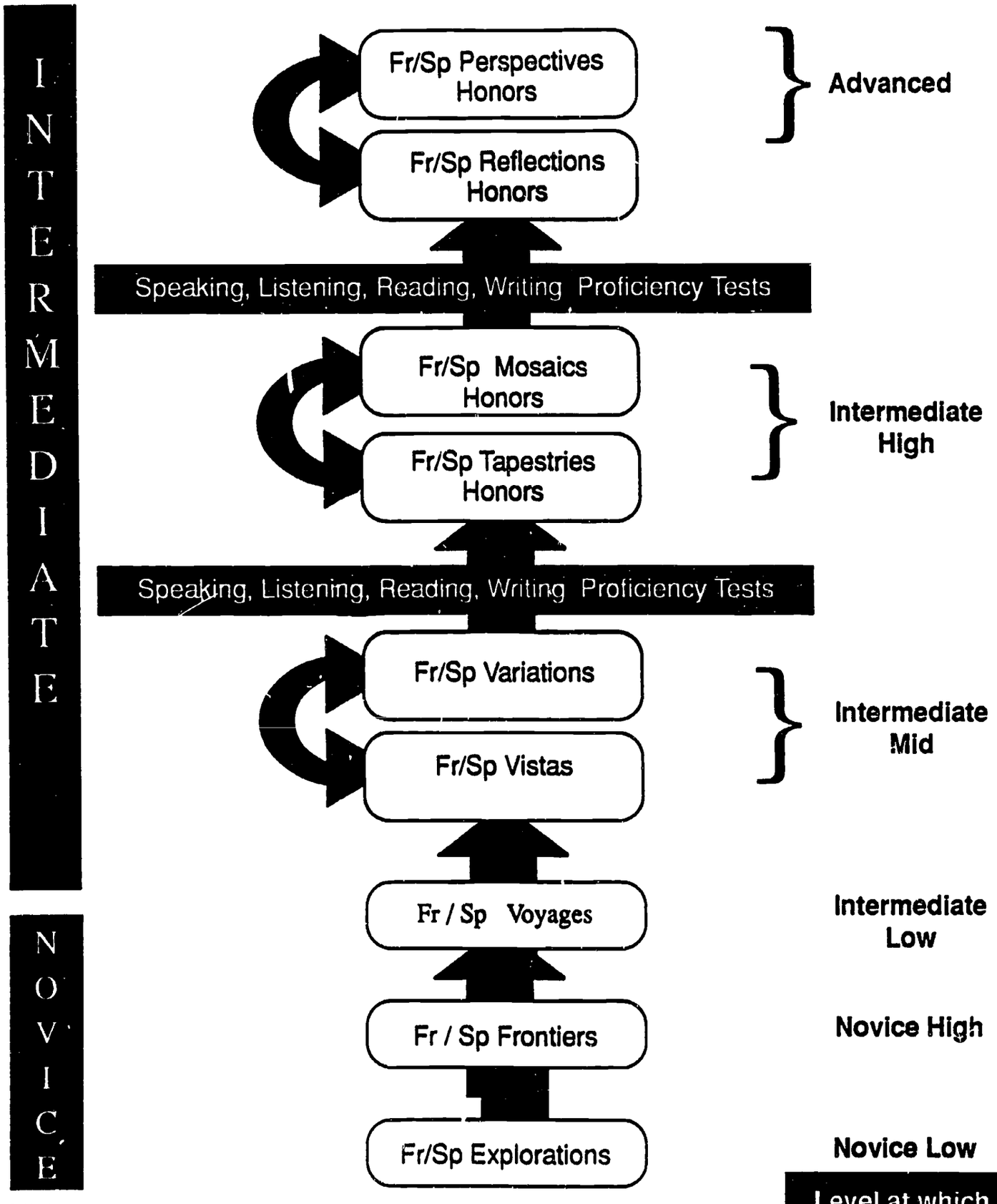
Intensive Language Instruction

Intensive instruction has no one definition. Any class that meets more frequently than the traditional one period a day can be referred to as intensive. Courses range from a total immersion experience to intensive Saturday courses. There are institutions offering intensive summer programs, intensive semesters or intensive year-round programs.

The idea of teaching a foreign language during concentrated time periods has been with us since the 19th century, when Francois Gouin suggested five hours each day for six months would constitute an effective language program. During World War II this form of instruction was utilized to produce second-language speakers in a short time. The Army Specialized Training Program (ASTP) featured small classes, highly motivated students and intensive instruction, with emphasis on listening and speaking skills. Instructors were alternated so that students heard more than one speaker.

Not only have some colleges adopted this practice, but the Foreign Service Institute language programs, the Defense Language Institute and the highly successful Language Training Mission at Brigham Young

Weston's Model Program for the 90's



Weston (MA) High School
Used with permission

University all use intensive instruction programs developed during World War II. Courses must be carefully planned and very tightly structured in order to be successful.

Some of the advantages of intensive courses over conventional ones are the following:

- They allow increased contact time with the language and offer a setting that is closer to a natural language-learning situation than is possible in traditional courses.
- They provide a more realistic time frame for achieving a level of proficiency. A conventional two-semester sequence usually consists of between 90 and 150 hours of instruction. Experience has shown this amount of instructional time to be insufficient to achieve even minimal control of a language. Some intensive courses offer 75 percent more instructional time than conventional courses offering the same number of credits.
- They enable students to learn a language without the usual lengthy time commitment. This factor is important for individuals who want to acquire proficiency in language as an adjunct skill to their chosen profession. Candidates for an advanced degree also can fulfill a language requirement in a relatively short time.
- They can attract high school seniors, travelers, business people and other interested citizens for a quick, concentrated introductory or refresher course in a language.
- If well planned and taught, they can motivate students for further language study.
- There is evidence that they can help in the development of superior language proficiency.

There are several reasons why intensive courses experience difficulty that traditional classes do not. These include lack of publicity about the new courses; failure to select only those students with very high motivation for language learning and the stamina to commit the necessary time and energy to the classes; scheduling (especially in the public schools) which allows students to attend other courses and does not interrupt the school's normal routine too severely; failure to offer variable credits for portions of the program completed; and staffing problems due to the need for a "team teaching" approach (Schulz, 1979).

Intensive programs at the high school level take energy and the willingness of language teachers to become deeply involved with the community, administration, school board, other faculty members and students (Wattenmaker, 1979).■

Immersion Programs

Immersion simply means a program in which the usual curriculum activities are conducted in a second language which becomes the medium of instruction rather than the object of instruction. It can begin at any level – elementary, middle or high school, or college. However, most immersion programs begin at the early elementary level.

There are at least four elements essential to understanding an immersion method of second language learning.

- The regular school curriculum is taught in a language not native to the students.
- It is a method for all children who have acquired a first language.
- In addition to acquiring a second language, children not only learn the basic curriculum but also develop greater cognitive flexibility and social tolerance.
- Immersion programs cost little more than traditional forms of elementary instruction.■

Exploratory Programs

Foreign language exploratory courses are not a new development. They have appeared in cycles for many years. Each time they have been considered as one means of introducing young learners, usually middle or junior high school students, to foreign languages in a less formal context. An exploratory course may serve a number of purposes, irrespective of whether a pupil elects a foreign language at a later time. These include:

- acquainting pupils with a language they may later choose to study in depth;
- enhancing their understanding of English;
- providing a glimpse into other cultures; and
- increasing the level of general linguistic awareness.

Several ways in which Connecticut school systems have elected to implement exploratory courses follow.

- **The Language Potpourri,** where four languages are offered as a requirement for successive nine-week periods in the school year.

- **The Single Language Offering,** in which one language is offered in a six- or nine-week block, or on alternate days for an entire semester.
- **The Required Elective Approach,** in which all languages offered in the high school are offered as required electives in the middle school. Each student must elect one of the languages, and the program is sequential.
- **The General Language Course,** which is unified around the theme "What is language all about?" Topics include the history of language, the interrelationship of the various language families and the relationship of culture to the different languages considered. The course is interdisciplinary in thrust and intercultural in orientation.

A general summary of course content might include:

- language categories – phrases or expressions to say and/or recognize;
- the relationship of the language to English; words from the foreign language used in English (e.g., rouge, tacos, gesundheit); English words derived from the foreign language, such as liberty (Latin) and cyclotron (Greek);
- a comparison with other foreign languages;
- a body of information about the language intended to build awarenes of structure and syntax; pre-Level I concepts touching on "how to study a foreign language;"
- geography, social customs and historical highlights; role of users of the language in American history and in our contemporary national life;
- consideration of all areas where the language is or was used, with class focus on those most frequently visited by Americans;
- ideas to help the foreign visitor or immigrant to the United States; and
- the relationship of that language to career development.■

Affective Approach

In the late 1960s, educators in the language field began to express the feeling that most teachers concentrated almost totally on transmitting subject-matter knowledge and skills, i.e., *cognitive learning*, and that too little effort was being directed toward the emotional, or *affective* dimension of learning. The result of such thinking was a movement which became known as affective or "humanistic" education.

An affective foreign language curriculum is one which incorporates the following dimensions:

- communication and sharing by the students of their ideas, daydreams and imaginations instead of supplying just one "right" answer as required by the teacher;
- consideration by teachers of a student's need for self-esteem when working in the area of pronunciation;
- development by teachers of rapport with students as well as rapport among students in order to foster successful communicative competence (Disick and Barbanel, 1972); and
- goals and objectives that focus on student attitudes, values, self-concept and philosophy of life.

An affective curriculum must not disregard cognitive content. Teaching subject matter on three levels is advocated: the facts level, the concepts level and the values level. The goal of this three-level teaching is to help students discern facts, make sense of them and live according to the meanings they perceive.

The affective education movement is not without its critics, who cite the following:

- Schools should not be overly psychoanalytic (dealing with emotions should be reserved for professional therapists).
- Behaviorally stated affective goals are difficult to measure.
- Affective techniques are not suited to all teachers or all students.

Despite criticism, the affective education movement cannot be dismissed. Including this dimension in a foreign language program has proven valuable when applied by individual teachers in situations where the teacher's background and the students' needs are compatible.

Even if the curriculum is not organized around affective goals, *Connecticut's Common Core of Learning* (1987) asks that schools address the following affective components:

- motivation and persistence
- responsibility and self-reliance
- interpersonal relationships
- sense of community
- moral and ethical values

Foreign language study serves to bolster the development of these attributes because its ultimate affective goal is to help students to a clearer understanding of themselves that is enriched by experiencing and examining another culture. Students also learn to persevere in the challenging but satisfying task of learning a new language. Along the way, they are able to compare and contrast the values, standards and traditions of peoples of other cultures.■

Individualized Instruction

Individualized instruction is an approach to teaching and learning that offers choices in four areas: objectives of learning, rate of learning, method (or style) of learning and content of learning. Within this category one can find programs which both feature a selection of course objectives to be pursued at individual rates (independent study), thus utilizing many learning methods (often called multimedia), and offer a specific content choice (mini-courses).

In order to bring about individualization, many teachers have used carefully defined performance objectives, learning packets (LAPS) and criterion-referenced testing. Individualization is not "doing one's own thing," teacher abandonment or a classroom study hall (Disick, 1975).■

Communicative Competence

There are many definitions of communicative competence, but basically it is the ability to interact meaningfully with members of other cultures. This includes understanding the social rules of language use. Components to include in analyzing verbal interaction are the following:

- time and place
- sender and receiver of message
- intended purpose in mind of communicators
- mood or tone of message
- language or dialect used
- social rules, e.g., voice volume
- speech categories, e.g., greetings, jokes, proverbs (Hymes, 1972)

Research has defined several concepts for consideration in the implementation of a communicative approach. Some of these are:

- understanding nonverbal communication gestures, kinetics, etc.;
- necessity of meaningful situational contexts through use of informative activities, rather than pattern drill exercises;
- positive learner attitude toward target culture; and
- carefully considered pedagogical approaches to error correction and provision of meaningful situations (Schulz and Bartz, 1975).

Involvement in a communicative competence language program may require many changes in the instructional setting, including:

- a greater proportion of time devoted to communicative ability;
- the use of game and simulation techniques;
- the use of native speakers as resource people;
- a reinterpretation of the role of the teacher;
- a restructuring of the classroom environment;
- extensive curriculum redesign – away from structure for its own sake to natural language use (Savignon, 1972); and
- new means of evaluation.

Language items to be studied should be selected in unit sequences according to the following criteria:

- frequency and utility – for lexical items;
- intralingual analysis – easiest form with fewest exceptions;
- language acquisition universals – natural expression, e.g., in English, "I am going" rather than "I go";
- reduction to smallest number of grammar points necessary;
- use of learner systems – cognitive process; and
- tolerance of errors.

Valdman (1978) makes the point that "either students are allowed to deviate from target language norms during natural speech acts, or the goal of communicative competence is abandoned."■

Cultural Understanding

As was pointed out earlier, the inclusion of cultural understanding in the foreign language classroom is necessary if one is to be aware of the cultural situation in which the language is spoken, and thereby to glean the full implication of what is being said. Presenting knowledge about another culture instills a critical awareness of our own, and increases understanding of customs and values which differ from ours.

Comparisons between cultures must be stressed

in order to decrease ethnocentrism. Studies in cultural differences help students better understand world views and cross-cultural conflicts. Language contains clues about the culture in which the language predominates. By recognizing the clues, students can gain insight and develop sensitivity to situations they may encounter.

Authentic documents and printed or audiovisual materials actually used in a community where the target language is spoken are useful in developing cross-cultural skills. These materials may be used to elucidate ceremonies such as greetings and social events, to foster curiosity about the other culture and empathy for a different way of life and to increase self-awareness. Among the various techniques that might be used to get the most from authentic documents are the following:

- culture capsule – a brief focus on one cultural item;
- mini-dramas – critical incidents involving cross-cultural encounters;
- cultural assimilators – individualized cultural learning incidents;
- interviews – gathering data in the target language;
- opinion polls – reflecting cultural values;
- simulation games – creating cross-cultural situations;
- literature – novels, dramas and journal articles revealing cultural values; and
- music – popular songs authentically representing the target culture.■

Careers

Career education is an increasingly important component of education essential for today's world. Happily for foreign language teachers, career education blends easily into their classrooms, enabling students to combine language acquisition with knowledge of the world of work. An examination of the advantages of proficiency in a second language as an auxiliary skill for a wide variety of careers can be made in the target language even in elementary-level classes.

The following activities provide career information while emphasizing career choices:

Using resources from the school library or guidance office, students gather basic information about specific careers such as "anesthesiologist" or "legal aide," that provides facts about:

- education necessary
- major responsibilities
- place of work
- probable salary
- work hours

Short descriptions may be presented orally or in writing. Attaching a picture of the job described enables the teacher to use it in a bulletin board display and helps students recognize immediately the job being discussed.

A resource person may be brought in to be interviewed by the class regarding a particular career choice. Students may prepare the questions ahead of time, and the interview may be placed on audio- or videotape so that classes may review what was said for content and language use.

Teachers may prepare job descriptions in the target language and have the students try to guess the profession described. Students may be encouraged to ask questions to clarify the information provided or to obtain additional data.

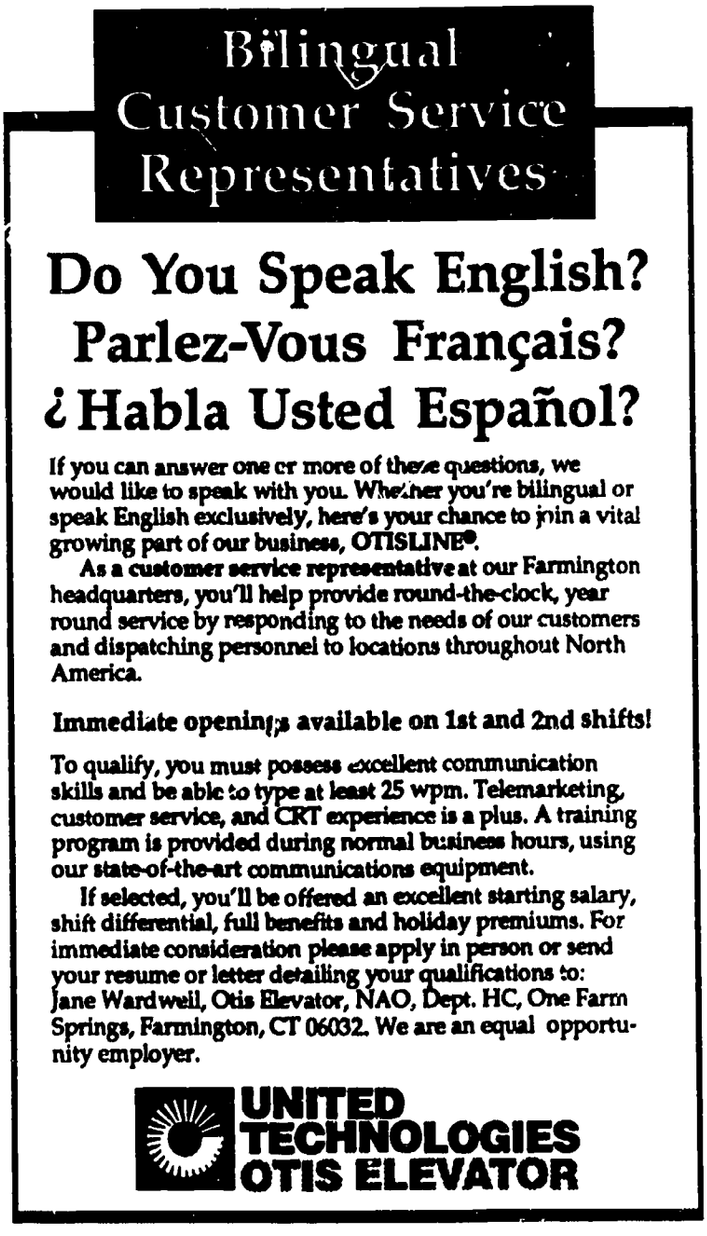
Role-play programs in which students portray career situations are motivational as well as useful in presenting grammar and vocabulary. One advantage of using materials created to simulate careers is that they do not go out of style as do conventional textbooks, and emphasis is on oral proficiency.

A growing number of schools use career concepts within their language programs. In Dade County, FL, a federal grant enabled language teachers to prepare "ISSE" (Individualizing Spanish for Speakers of English), which offers students language materials covering many vocational choices found in the greater Florida area. The materials are written to serve students in Grade 9 through adults. In Jamaica, NY, a school located near Kennedy International Airport geared courses toward aviation and the air transport industry.

The addition of a career component in the foreign language classroom is an attempt to provide capable workers in specific career areas with knowledge of a second language to enable them to deal more effectively with our multiethnic society or to participate in the world of international business. It may be that these are the students who in the future will fill the 90,000 language-designated jobs available in industry, business and government. The newspaper advertisement on page 46 from Otis Elevator, headquartered in Farmington, is an example of a Connecticut corporation which regularly recruits bilingual employees.■

Media

Educational technology has grown by leaps and bounds during the last few decades with the introduction of computers that schools can afford, videocassettes, camcorders, videodiscs, laser discs, hypercards, interactive television, satellite dishes and many other electronic devices. Now that every student has easy access to a cassette recorder which reproduces high-quality sound, teachers can give homework assignments, for recording



Otis Elevator Farmington, CT
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or listening, on audio tape. There is a plethora of cultural and linguistic material available on audio- and videotapes and disks, as well as on slides, filmstrips, television and radio.

Effective modern language study requires that students learn to communicate. Technology has provided devices which permit students to practice manipulation of language patterns and vocabulary, but the vital practice of communicating – interacting with another speaker of the language – has been missing. Essentially this still is the case. However, the interactive laser videodisc can provide a degree of realistic interaction by providing choices to the learner, much like the "branching technique" of programmed learning popular in the 80s. The hardware is available, but much remains to be done in developing the software programs. To be effective, each student must have a "position" available, and the cost of each position is several thousand dollars. This is a development about which language teachers should keep informed, however.

Interactive instructional television now is developed to the point where it again is beginning to have a strong impact, particularly for use in instructing advanced classes or classes which tend to have small enrollments, such as Chinese or Russian. School districts are joining forces to offer these classes in a "broadcast" mode, where the teacher and a few students in one school are linked to small classes of students in other schools. The teacher and all students can see each other and talk to each other via television monitors.

Although interaction is restricted, particularly as it concerns small group work, student-to-student communication and active movement of the teacher about the classroom, the key issue seems to be whether it is effective enough to make it better than offering neither advanced classes nor less popular languages. This is a question which only can be answered at the district level. Problems of how to get schools to plan class schedules so that German IV, for example, will be offered at the same time in five different high schools are troublesome, but they bear no relationship to the effectiveness of the medium. The reliability of hardware and the quality of sound and picture still are serious drawbacks in using interactive television to provide instruction in modern languages. This field also is one which bears constant monitoring.■

The Language Laboratory

The language laboratory in various forms has been a staple of foreign language programs for more than 25 years, yet the potential of this tool rarely has been realized. The laboratory could be used to provide a variety of different auditory programs, as a means of testing listening comprehension of many kinds of materials, as an opportunity for students to record dramatic or humorous scenes they create, or as an opportunity to provide students with materials just for listening pleasure. More often its use has been limited to endless pattern drills. Ironically, as the durability, quality, fidelity and flexibility of equipment has increased and unit costs have declined, the language laboratory has fallen into disrepute.

The reasons are not hard to discover. Inadequate use of the laboratory hurts a foreign language department. Lack of coordination between laboratory

tapes and classroom, equipment that often was inoperative, and laboratory operators chosen for engineering skill instead of foreign language training have contributed to the loss in popularity.

Since the language laboratory is perhaps the most loved and simultaneously most despised of foreign language teachers' instructional resources, it is interesting to contemplate whether or not it is the best tool to get the job done. The job is to afford foreign language students an opportunity to practice hearing and speaking the target language. They can practice listening comprehension and sound discrimination activities. They also can practice speaking, but there is a lack of appropriate technology in most laboratory installations for permitting the students to determine their progress in this skill.

One must prepare a varied program for the laboratory – combinations of drills on structure, pronunciation and translation, listening comprehension exercises and relief activities such as popular songs. Laboratory equipment and materials must show a greater degree of responsiveness to individual student needs than has been evident in most language laboratories.■

Computers

Because of its capacity to interact, the computer promises even more than the language lab. The microcomputer can be programmed to facilitate simulation of any aspect of a foreign language except natural quality speech. It can provide appropriate cues, environmental details and confirmation to assist learners. Games which already are on the market can be adapted for instruction which will provide students with practice they will find fun to do.

The teacher can bring a microcomputer into the classroom and, combined with a large display screen or adapter for an overhead projector, give demonstrations and generate exercises and visuals.

Word processing programs are useful to students and teachers for a variety of tasks. For example, students can revise compositions and other written exercises by using the editing capabilities of the program. Teachers are able to keep records, store and revise tests and handouts, and analyze test results much more efficiently.■

Phase-In

Whether revising an existing program or introducing a new one, the foreign language department should consider how much of the curriculum needs changing and how fast the changes will be implemented. For example, it takes several years for students who begin a language at the FLES level to get to high school. So it may be unrealistic to initiate sweeping changes across several grade levels at one time. Also, if a department were to revise goals and objectives – changing texts, methods or instructional materials – it might take some time for students in the original program to make the transition. In that case, one might consider introducing the new program from lower to higher levels of language study one year at a time.■

Staff Development

New programs often demand new perspectives and new skills on the part of the teachers, administrators and paraprofessionals involved in the project. To set up new instructional strategies one often needs considerable retraining, which can be accomplished in a number of ways. First, members of the department can help each other by sharing knowledge and experience, and by offering mutual encouragement. Individuals may consult journals and books in the district's professional library or at a nearby college. The district could arrange for workshops or provide released time for attendance at state or national conventions. The Connecticut State Department of Education sponsors summer workshops for teachers who are trying to improve professionally. The state foreign language consultant is available to advise districts on what is essential as they initiate new programs or approaches, so that those involved in the new curriculum have the knowledge and skills necessary to do their jobs.■

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EVALUATION 6

TESTING IN FOREIGN LANGUAGE
Listening Skills
Speaking Skills
Reading Skills
Writing Skills
Cultural Concepts
Attitudinal Outcomes

An effective evaluation system has two main thrusts. First, it will provide information on the effectiveness of the curriculum in meeting the program's goals and objectives. It then will use this information as a means of improving instruction. The evaluation system, therefore, must consider in its design and implementation the philosophy and goals underlying the curriculum. Also, data collected will be used in making decisions concerning adjustments in the curriculum or in the evaluative process whenever either need is indicated.

Foreign language program evaluation will:

- establish minimal proficiency requirements, based upon goals and objectives, to (1) determine standards for movement from level to level, step to step, or phase to phase, and (2) assure sequential development of skills;
- maintain continuous progress reporting on individual students to determine level, step or phase;
- provide an uninterrupted sequence and ensure continuous progress for each student in a given language regardless of the point at which language study is begun;
- assess individual progress during instruction and at regularly established intervals;
- apprise school administrators and the community of the results of such assessments;
- monitor the overall effectiveness of the curriculum and instruction;
- provide information which will aid in adjusting, updating or revising the curriculum and instruction in order to meet any needs revealed by the assessments; and
- permit allocation of resources to the areas of greatest need.■

TESTING IN FOREIGN LANGUAGE

The vital role that testing plays in a foreign language program requires a close tie between teaching and testing. As the educational objectives and instructional methodologies change in the language-teaching profession, the method of testing must change as well. Language tests must report information about functional proficiency in the language, not only about understanding the structure or individual aspects of grammar and vocabulary. The term *communicative competence* is used to describe this functional skill, and testing which requires the application of knowledge and skills to perform a task is referred to as performance testing.

Performance testing appears to be a better choice for assessing communication skills than knowledge testing (dealing with facts), although both tests have their respective places in a language-teaching program. Unfortunately, no recent standardized tests are available to test either knowledge or proficiency in all four skills in the modern languages, or reading and writing skills in classical languages. However, the "ACTFL Proficiency Guidelines" do provide criteria that describe performance at the various levels of proficiency, and therefore can be used to generate tests that would match performance to those criteria. The *Connecticut Assessment of Educational Progress* (CAEP) *in Foreign Languages*, administered during the spring of 1987, consisted of listening (comprehension), reading and writing tests which were based on the ACTFL guidelines. The CAEP battery also included the ACTFL Oral Proficiency Interview to test speaking ability.

Another test battery which may be helpful in some of the modern languages is the one being developed by ACTFL in listening and reading. These tests also are based on the proficiency guidelines and will be designed for administration by computer.

Before considering any form of testing, the goals and objectives of a program must be clearly understood and the evaluators must make certain the instruments being used test all skills, knowledge and attitudes expressed in the goals.■

Listening Skills

Since actual performance cannot be observed in this area, indirect indications of whether or not an utterance is understood are required. Many well-constructed listening comprehension tests are available in multiple choice format, but they do not always test listening comprehension exclusively. Both the test item and response choices must be given without reference to the printed word if only aural comprehension is to be tested.

Dictation tests recently have reappeared. These measure a student's ability to understand, or at least to decode, a spoken message and to encode it again in order to write it down. A variation of this exercise is spot dictation, where students have a copy of the text with some words missing, and listen to the text and supply the missing words. A more practical measure of listening comprehension is to test the degree to which a student can get the essence of a message, referred to by Valette (1977) as "gisting."■

Speaking Skills

Since this skill can be demonstrated only as a performance test with subjective scoring, it is very costly to evaluate in terms of time and personnel. In view of

current goals and objectives, however, it remains a vital area. Among the speaking tests available are the ACTFL Oral Proficiency Interview and the Group Oral Test – Folland and Robertson.

The Oral Proficiency Interview is the most complete measure of speaking ability currently available; with the training and certification of testers, resulting ratings are more objective. A sufficient number of certified testers is available in Connecticut to conduct widespread ratings of student performance. Each modern foreign language program which lists speaking ability as a goal should include provisions for having students' speaking performances rated on a regular basis. It is highly desirable to obtain at least one oral rating for all students during their secondary level studies.■

Reading Skills

Reading tests are well established in language programs in the United States. To actually measure reading, a test must involve much more than manipulation of vocabulary and structure. The most important aspect is overall comprehension. Objective foreign language reading tests can be used as valid measures of reading comprehension.

Another possible format attracting attention, and one which should be considered, is the Cloze procedure. In the Cloze test an authentic passage in the foreign language is selected and then each fifth, sixth or seventh word is systematically deleted. Students write in the missing words and receive a point for each word which is either the same as, or an acceptable substitute for, the original word of the text (Valette and Linder, 1979).

Reading tests are given widely in Latin programs, but often they are actually tests of translation. The Foreign Language CAEP in Latin provides a model for testing reading comprehension.■

Writing Skills

The testing of writing remains an almost forgotten area. In modern languages, writing often is considered the least important skill. In classical languages, there may be writing exercises, but seldom is there an aim of developing a high degree of writing skill. When writing is given a high priority, the most common form of writing test is still the essay or composition; it remains the most valid method of measuring a student's ability to write in the target language.

If communicative writing – actually communicating a message to someone – is the instructional goal, the scoring of the writing sample should be done with that objective in mind. Holistic scoring is widely used to judge a piece of writing from a communicative point of view. Mechanical and structural errors are not considered individually in rating the writing but, rather, the overall effectiveness and sophistication in communicating ideas are the touchstones used, as is the case in rating speaking via the interview.

Translation from native to target language also is widely used as a test of writing ability, but its validity for that purpose is questionable. Translation is the skill of matching the vocabulary and structure of one language to those of another. It would be possible for one to be able to write meaningful messages in a foreign language without being able to translate well from English into that language.■

Cultural Concepts

Communicative competence must include the social and cultural meanings in language, since missing a cultural clue may mean missing the message. Testing cultural and social aspects of communication presents problems for language teachers. Many have learned how to describe the language but are not at all certain or aware of their own nonlinguistic communicative behavior. As a result, most language tests are devoid of any cultural framework.

Cultural and social tasks must be incorporated into teaching situations. The varied cultural implications in such areas as greetings, introductions, excuses, compliments, complaints, and masking feelings by polite statements or responses, must be recognized and understood. Language learners must be able to interpret and understand nonlinguistic signals expressed in a manner which may be "different," yet sincere. Testing in this relatively uncharted area remains a challenge, since in the classroom the motivation for communicating feelings remains artificial.■

Attitudinal Outcomes

The term *attitude* needs a common definition if progress in attitude research in foreign language is to be made. There seems to be general agreement that ". . .it refers to some aspect(s) of an individual's response to a given social object or class of social objects, e.g., 'the United Nations,' 'the Church,' 'War,' 'foreigners,' or 'studying a foreign language' " (Lett, 1977).

Most of the available information on the subject of attitude measurement is to be found in the literature of social psychology. The quality of attitude research in foreign language education is likely to improve only as

more foreign language researchers become acquainted with appropriate segments of this literature.

Three standard approaches to attitude measurement are the Bogardus Social Distance Scale, the Semantic Differential and the Likert Scale. Each is characterized by a particular format and a certain set of assumptions which must be considered when seeking the most appropriate instrument for a given study. Once an instrument has been selected, it must be administered and evaluated repeatedly if its findings are to be considered valid.

Current interest in the possible relationships between attitudes and foreign language achievement and in alleged nonlinguistic outcomes of foreign language study seem to indicate that more research will be conducted by both professional researchers and classroom teachers.

It is recommended that a central clearinghouse such as the Educational Resources Information Center (ERIC) system be used for the accumulation and storage of such research data so that knowledge generated by individual research efforts can be of maximum value to the profession.■

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CONSIDERING SPECIAL ISSUES 7

Equity and Integration
The "New Student" In Foreign Languages
Adults
Gifted and Talented
Limited English Proficient
Preschool Programs

The preceding chapters of this guide offer information for and guidance in the development of foreign language curriculums applicable, for the most part, to the overall student population. This chapter will discuss some of the special issues in relating foreign languages to special populations. One or more of these issues will apply to each school district in Connecticut.■

Equity and Integration

When the chief reason for studying a foreign language was to overcome a hurdle placed in the path of secondary school students who wanted to go to college, equal access to foreign language courses was seldom a controversial issue. These courses were offered primarily in Grades 9-12, and even in Connecticut high schools which used "tracking" to place students in course sequences according to their postsecondary school aspirations (an approach still used by some schools), students in the general or business tracks theoretically were permitted to enroll in courses such as Latin or French. Foreign language courses were available to all students, although those with certain characteristics were discouraged from enrolling in them. The letter of the law was met even though the *spirit* may not have been.

Equal access to foreign language study certainly is an important consideration. It should be clear from the content of this guide that the chief purpose for studying a language today, particularly a modern foreign language, must be to gain functional proficiency in that language – to be able to use the language for communication. Another goal is of secondary importance only because it depends on the first. It is to develop a sense of the world community, an insight which will cause people to step outside the bounds of their own cultural orientations and to examine physical, political and social factors from the point of view of their impact on the people of the whole world. To share in the benefits of a high quality of life through thoughtful participation in the world's society, to compete for jobs which in increasing numbers require U.S. citizens to have the ability to understand and to speak languages other than English, students must learn to communicate in foreign languages. These skills and concepts may not fairly be designated as the exclusive right of students who have their sights set for higher education. They are learnings which are essential to all students.

Learning to communicate in a foreign language is a key to understanding another culture and, with appropriate guidance, to developing a more objective stance toward the many perspectives held by people throughout the world. Unless students of a foreign language can gain a sufficient comprehension of that language to understand the different points of view – the different perceptions of reality – expressed in the foreign language they are studying, foreign language courses per se will not make unique contributions to their world understanding. A world cultures course given in English may have equal potential.

Every student must have an opportunity to develop some functional proficiency in at least one foreign language in order to be adequately educated for U.S. society today. To offer this chance, foreign language study must be available to students at a very early age. If foreign language study begins in the primary grades and continues throughout a child's public school education, most children can develop useful proficiency in the language. Although all students may not learn enough to be able to use the spoken and written forms of the foreign language for both social and work situations, they should have sufficient understanding to get "inside" the foreign culture. This insight will provide the basis for generating a world perspective. This is the most universal benefit of foreign language study, one which every student needs. In most other countries students study several foreign languages as part of their basic schooling. Not all of these students develop competence in all of the languages they study, but at least they arrive at a broader understanding of the peoples of the world. American students must do at least as much. What educators must understand is that the time is now. This is not a requirement which can be placed sometime after the year 2000.

This information relates directly to the equity issue, since foreign language study is not offered at the early elementary level throughout Connecticut. There are only 15 districts in the state in which foreign language study starts in the elementary schools. Two large cities are included among these districts, but neither starts its program prior to Grade 5. Nine districts begin foreign language study by Grade 3, and all of these are classified as suburban or rural. In one of the cities only some of the fifth grade students have a chance to begin studying a foreign language. Although the number of districts where foreign language study begins in elementary school is growing, 15 of 169 school districts is such a small percentage that it is clear only a few students have this vital educational opportunity available to them. It must further be noted that even though 90 percent of the middle and junior high schools in Connecticut offer a foreign language, several of these do not begin as early as Grade 7, and even more do not permit all students to enroll in the language. Thus, the point at which foreign language study is available to most students is Grade 9. By then it is too late for all but the students most talented in language learning ability to develop real communicative skill in a second language.

Foreign language study has played a salutary role in other states in the U.S. in achieving racially integrated education. Many of the immersion programs

(see Chapter 5) began as desegregation efforts, serving as magnets to attract a varied mixture of races and language minority groups to a single school or group of schools. Immersion programs in Milwaukee, Cincinnati and San Diego were instituted using federal funds attached to desegregation projects. Parents from all racial, ethnic and language groups were anxious for their children to have a chance to become bilingual – a reasonable expectation for total immersion programs in a foreign language. The only program in Connecticut comparable to these is the multicultural/multilingual magnet school in Bridgeport.

Immersion programs offer more than an opportunity for students to learn a foreign language in a potentially racially integrated setting. The results of longitudinal research on a partial French immersion program in Cincinnati recently were reported (Holobow, 1988). The study contained enough students so the achievement of several groups could be compared: immersion vs. English only, working class vs. middle class and black vs. white. Achievement was measured by test scores on paper and pencil tests. The following is a summary of the conclusions reported.

- Students in the immersion program showed no setbacks in English language, mathematics or science skills when compared to students who had been educated entirely in English.
- Working class students benefited as much as middle class students from participation in immersion. Any differences which were displayed were the same in both programs, i.e., participation in immersion did not exacerbate social class differences. The same was found for ethnic group (black/white) differences.
- Working class students in immersion programs tended to score just as well on the French tests as did middle class students. They also showed they are successfully learning academic matter via their second language.

A finding which is significant for this discussion relates to a comparison of English language and French language skills. Middle class students scored significantly higher than working class students in the tests of English language skills in kindergarten and Grades 1-3. This advantage for middle class students has been corroborated in many studies. Yet, as reported in the last finding (above), when tested in French language skills no significant difference was found between working class and middle class students. Furthermore, students received all of their science instruction in French, yet scored as well on science tests at the end of the fourth year as their counterparts who had science instruction only in English. When income is a factor, it is possible that students from poorer families may have a smaller handicap when they study subject matter using a foreign language as the medium of instruction.

The question of equity and integration has direct bearing on the conduct of programs in bilingual education. Is it fair to isolate students whose dominant language is Spanish, for example, in programs where they will have limited contact with children their own age who are native speakers of English? Special help in the form of bilingual education for students who are of limited English proficiency should take place in a context where there is adequate opportunity for those students to interact with English-speaking peers. Segregation by language can be as damaging to children as segregation by color. In fact, conducting the bilingual program in a truly bilingual setting has advantages for all. This provides an opportunity for two-way bilingual education. Offering some content instruction in both languages of the bilingual program to speakers of the foreign language allows an opportunity to continue to use and improve native skills in that language while native speakers of English get a chance to learn a foreign language in the effective mode of partial immersion.■

The "New Student" In Foreign Languages

Too often foreign language study has been considered appropriate only for the so-called "better" students. This generalization is illogical in our modern society (see Chapter 3). The skills and insight which may result from studying a foreign language are valuable for everyone. As students, teachers, administrators and parents see the advantages of foreign language competence for living and working in a world which cannot avoid international interaction, more students who may be planning to end their academic studies with high school, or who plan to pursue a technical education, are enrolling in foreign language classes. For language teachers these are "new students."

The backgrounds of the new students in foreign language classes will vary from some who have learning disabilities to those whose learning styles simply have been incompatible with traditional academic instruction. Many may be involved in remedial programs to improve English or mathematical skills. These students should not be excluded from foreign language classes. One of the reasons for the failure of children who have not been academically inclined is their lack of exposure to the same English language experiences as other children. However, these students suddenly might find themselves on an equal footing with other students in terms

of experience in a foreign language with which none of the students is familiar. The 1988 (Holobow) study found this to be the case among students who studied science in French as part of a partial immersion program. Achievement in the subject area when the medium of instruction was a foreign language previously unfamiliar to all students was less related to other characteristics traditionally tied to English language achievement such as race, ethnicity or socioeconomic class.

If the new student is aware of being in a more equitable or competitive position and experiences success, the study of a foreign language may bolster that child to be more successful in other subjects. This has been documented in studies made of programs in Washington, DC, in which Latin was offered to inner-city children at the elementary school level (LeBovit, 1971). Not only did the students prove themselves capable of learning Latin, but their achievement also increased in other areas of the curriculum.

In teaching the new foreign language student, customary materials may be inappropriate, the usual instructional method unsuitable, or academic learning may seem to be irrelevant to the student's world or aspirations. In some cases, there may be little reinforcement in the home for the value of academic skill and knowledge. Although learning styles and interests vary, one generally may expect students who have shown limited academic interest to be more successful in a program which emphasizes developing aural comprehension and speaking skills in a foreign language. (In reality, this is even true of the more traditional students, although our foreign language programs seldom reflect this fact.) This is a particular characteristic of any child of elementary school age. The teacher should be prepared to present content and to use procedures which take these students into account.■

Adults

Adult education usually refers to programs, with or without academic credit, which meet specific needs and interests of the adults in a given community. Evening classes offered as part of adult education programs and sponsored by a local board of education are most common. Foreign languages figure prominently in these offerings. Adults may enroll for purposes of enrichment and personal growth or to receive academic credit toward a high school diploma. Public school teachers who accept positions teaching adults in the evening school quickly become aware of certain differences between adults and the students they are accustomed to in Grades K-12. Among these differences are the following:

- The objectives of adults often are much narrower than those of public school students.
- Contact hours (one or two meetings per week) will be more limited.
- Study time and access to special resources, such as a language laboratory, will be limited for the adult who works full time.
- Students in adult education classes tend to be considerably older than those in the public high schools and, therefore, may have difficulty in developing native-like speaking skills in another language.
- Adults may be highly motivated when there is a clear relationship between the learning activities assigned and the special purposes for which they have enrolled.

Since the objectives, interests, learning rates and time commitments of foreign language learners in adult evening classes differ greatly from those of the public school students to whom the teacher is accustomed, special preparation is required. The course must be organized to achieve realistic goals. The content must be focused specifically on the objectives of the adults in the class. The students must understand that, to develop real skills in listening, speaking, reading or writing, many additional hours of practice will be needed. The teacher should give particular attention to the notional-functional method described in Chapter 5.

The adult evening course in a foreign language provides an additional opportunity for the foreign language teacher to make a visible contribution to education in the community. The teacher who accepts the challenge and gives instruction suited to the situation and to the learners will be adding support for the K-12 language program and to the profession in general, as well as meeting a community need.■

Gifted and Talented

Identification of gifted language learners happens most often through an early experience in foreign language learning. No factors have been discovered through research which will permit adequate prediction of unusual ability to understand and to speak a foreign language. Of course, there is some correlation with high academic skill, since that is a general indicator a student has adapted well to "learning things in school." The best predictor, however, is to have students try, as young as possible, to learn a second language.

The student with extraordinary foreign language learning ability not only will learn more than the aver-

age, but also will learn it faster. There is a good chance this student will develop actual mastery of basic communication in a second language, and even in additional languages, during the sequence of study offered in Grades K-12. Every teacher has an obligation to use different strategies, just as is required for general students, so the gifted language learner may progress as far as possible.

The intellectually gifted pupil with high motivation in foreign language study should be given an opportunity to work on skills and knowledge "identifiably different" from that provided in the regular program. The teacher must recognize that there may be students who are gifted in different aspects of language learning. While some may master reading and writing quickly, others may find listening comprehension and speaking easier. It is the latter who often may be overlooked in the academic setting. Students who are gifted in either or both of these areas may use their skills for exploration and research in aspects of the culture and civilization of countries where the language they are studying is spoken.

Special curricular opportunities also may be offered to the gifted student. Examples of these are advanced placement courses; permitting the study of several languages; independent study involving special projects, immersion programs designed for high-ability students; participation in classes for native speakers of a foreign language; placement in actual work settings where the language can be used (e.g., as an interpreter); and study of less commonly taught languages such as Chinese, Japanese, Arabic, Urdu or Swahili. The latter may be done by independent study with materials supplied by the school or by arrangement with an institution of higher education.

The student with extraordinary language learning ability often is ignored by educators who assume they have met that learner's needs by offering advanced language courses. School districts should re-examine

programs to ascertain whether they truly are serving the needs of the gifted language learner.■

Limited English Proficient

Foreign language teachers should have special concern for students who are limited in their English proficiency because they come from homes where a language other than English is the chief means of communication. These students often have been treated as though they were less able because they have only a limited command of spoken English. Many students have suffered academically when they were denied access to content instruction in curricular areas such as mathematics, science and social studies until they had a sufficient command of English. It is this situation which gave rise to bilingual programs in which students study the content areas in a language they understand while they are learning English.

Connecticut General Statute 10-17f requires that all public school students be assessed as to their dominant language. Those who have a home language other than English also are assessed in their English proficiency. Where there are large concentrations of students from a language background other than English who are limited in English proficiency, the law also requires that they be offered a program of bilingual instruction. Whether or not there are large numbers of students of limited English proficiency, specific help should be provided to any student who falls in this category.

Where there are bilingual programs, the foreign language department may have staff members who are competent in the native language of the students and who may be valuable resources for the bilingual program. There also may be language teachers who have interest, experience or training in teaching English to speakers of other languages who may teach students in the ESOL field.

Perhaps the most direct contribution of the foreign language curriculum to students of limited English proficiency is in the establishment of a special sequence of courses for native speakers. There are large numbers of native speakers of Spanish, Portuguese and Italian in the schools of Connecticut. These languages also are taught in many of the communities where these students attend school. Students who are limited in English but proficient in Spanish, for example, should have an opportunity to expand, enhance and augment skills in their native languages. To accomplish this most effectively, there must be separate classes in Spanish for native speakers. Just as it would be outlandish to assume that the native speaker of English comes to school with no knowledge of English, so it would be ridiculous to place a student whose first language is Spanish in a class with students who are learning it as a second language.

In the development of foreign language curriculums and the implementation of language instruction, both the English and native language needs of students should be considered.■

Preschool Programs

Unless the schools of the United States wish to foster the bias that the English language offers the only valid means of communication, exploration of other languages should begin at a very early age. Contrary to prior beliefs, beginning to learn a second language as early as age 3 does not interfere with native language development. Although there may be some crossing over from one language to the other in vocabulary, the child soon develops a better language sense as the two languages are mastered.

Foreign language development activities with young children may be similar to those used for English, except that a shorter amount of time will be devoted to them each day. Language learning progress will be rapid for most 3- and 4-year-olds. In order to assist them to differentiate clearly between English and another language, a certain area of the room might be reserved for students to communicate in the non-English language. Other alternatives are to reserve a certain portion of the day for the foreign language or to utilize a different teacher who would be identified with the foreign language.

More school districts each year are planning publicly supported preschool programs. Whether the program is part of the public schools or a private venture, the issue of foreign language instruction underscores the need for discussion, cooperation and articulation between programs for 3-and 4-year-olds and the regular public school program beginning in kindergarten. The benefits of an early learning program in foreign languages will be lost unless study continues in the elementary school programs and beyond. Just as younger children acquire a language more easily, so can one language quickly replace another. Foreign language skill learned at ages 3 or 4 will be lost completely unless the child has continued exposure to it.

If foreign language skill is valued by our society, then foreign language study should start at a young age.■

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EPILOGUE
THE CHALLENGE OF CHANGE

Languages change relatively slowly. Modern languages are not totally revised in a matter of months because of some scientific breakthrough. Classical languages do not change at all. Yet, the role of both modern and classical foreign languages in our society has changed considerably in only a few years. Therefore, foreign language education should be different. Characteristics of the students, goals, methods, materials and equipment available also change, and so must the planned curriculum.

A Guide to Curriculum Development in Foreign Languages has presented some of the factors the curriculum planner must consider in developing an exemplary foreign language program for the 1990s. The goals of promoting intercultural understanding and providing opportunities for the development of language skills to the point where they can be applied for practical purposes are sure to endure throughout the decade. It also is likely that the foreign language program will be expected to accommodate a student population which is more varied in interests and aptitudes. The challenge to those who plan the curriculum, as well as to those who implement it, is to maintain what is valid from the past while modifying aims, methods and materials in order to better serve the needs of students and society today and in the future. The purpose of this curriculum guide is to assist foreign language educators in accomplishing that task.■

APPENDIX A
LEGISLATION

This series of guides to curriculum development is consistent with the provisions of Sections 10-4 and 10-16b of the *Connecticut General Statutes.*

Section 10-4. Duties of (State) Board (of Education). (a) . . . shall prepare such courses of study and publish such curriculum guides . . . as it determines are necessary to assist school districts to carry out the duties prescribed by law. . .

Section 10-16b. Prescribed courses of study. (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention and safety and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government and history; and in addition, on at least the secondary level, one or more foreign languages and vocational education.

(b) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the commissioner of education shall request, attest to the state board of education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(c) The state board of education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section.

Section 10-220. Duties of boards of education. (b) . . . Each local or regional board of education shall develop student objectives which relate directly to the statement of educational goals prepared pursuant to this subsection and which identify specific expectations for students in terms of skills, knowledge and competence. . .

APPENDIX B
SAMPLE CULTURE QUESTIONNAIRE

The following carefully compiled questions for cultural awareness may be studied using techniques such as interviews and minidramas. Information may be gathered by students, teachers or native speakers in the community, or it may be found in published materials. The questionnaire, written by Toby Tamarkin of Manchester Community College, originally was prepared for the Connecticut State Department of Education's *Guide to Curriculum Development in Foreign Languages* published in 1981.

A. Social Customs

1. Are the people overtly friendly, reserved and formal, or hostile to strangers?
2. What are formal and informal greeting forms? Which may be used appropriately by a guest? by a child?
3. What are appropriate manners for entering a house? Do you remove your shoes or any other items of clothing before entering? Do you wait to be welcomed in by the owner or await the owner inside the door? Do you send a calling card in advance? Do you ring a bell, clap hands or bang with your fist on the door?
4. What are appropriate manners when shopping? in a bazaar? in an haute couture salon? Do you line up, or call for a salesperson or wait until a clerk approaches you? Do you bargain? Are you expected to carry your purchases? Do you provide your own containers for food purchases?
5. What are appropriate manners at the theater? Do you clap hands or shout "bravo" or hiss or whistle to show approval? Do you seat yourself or await an usher? Do you tip the usher? How do you get a program?
6. What are appropriate manners in a beauty shop? Do you make an appointment in advance or walk in? Do you bring your own beauty supplies? To whom do you give tips?
7. What are appropriate manners when entering a room? Do you bow, nod or shake hands with others there? Do you shake hands with everyone, only males, no one or only the first person to greet you?
8. What is the appropriate moment in a new relationship to give one's name, ask the other's name, inquire about occupation or family? How are names used for introductions? When compound names are customary, which elements do you use? How do you present SRA. Maria Josefina Molina de Diez de Medina or Señorita Consuelo Vazquez Gutierrez del Arroyo?
9. Is it proper for a wife to show affection for her husband in public by a term of endearment, by holding his hand or greeting him with a kiss?
10. What is the expected gesture of appreciation for an invitation to a home? Do you bring a gift? What kind? Do you send flowers in advance? After? Do you send a thank-you note?
11. When gifts are exchanged, is it impolite to open the gift in the presence of the donor? Are gifts presented or received in a special manner? Is it proper to express appreciation for a gift? Are any gift items taboo?
12. Are there any customs affecting the way one sits or where one sits? Is it impolite to sit with feet pointed toward another person? Is the right of the host a position of special honor?
13. What are the ways of showing respect: hat off or on, sitting or standing, bowing, lowering head, etc.?
14. Are there special observances a guest should be familiar with before attending a wedding, funeral, baptism, birthday or official ceremony?
15. Is it offensive to put your hand on the arm of someone with whom you are talking?
16. Do you offer your arm when escorting someone across the street?
17. What are reactions to laughing, crying, fainting or blushing in a group situation?
18. Are any particular facial expressions or gestures considered rude?
19. Do people tend to stand close when talking? What is the concept of proper personal space?
20. What constitutes "personal" questions?
21. What is the attitude toward punctuality for social and business appointments?
22. How do you politely attract the attention of a waiter in a restaurant?
23. How can invitations be refused without causing offense? Is a previous engagement an acceptable excuse? What happens if the excuse of illness is used?

B. Family Life

1. What is the basic unit of social organization – the individual, the basic family, the extended family, the tribe, the village, the region, the linguistic group, the national state?
2. What family members of which generations live

together? If you are invited to a home, whom in the family would you expect to meet?
3. Are the elderly treated with special respect? Are they greeted differently from other adults? Does a young person look forward to or dread old age?
4. Is homemaking considered the preferred role for women? How do women figure in the labor force, the professions, officialdom?
5. What are the duties in the family of women, of men? Who controls the family money? Who makes the decisions about the upbringing of children?
6. How do the inheritance laws work? Can female offspring inherit land? Does the last born have a different legacy from the firstborn? What arrangements are usual for widows?
7. What do girls aspire to become? What careers are preferred for boys? Do toys and games ascribe special roles to either sex?
8. How are children taught – by rote, by precept, by conceptual learning? Who are their teachers in and out of school? What techniques are used at home and at school? What techniques are used at home and at school to reinforce desirable behavior and to correct disapproved behavior?
9. What are the important events in family life and how are they celebrated?
10. When does a child become an adult and is there a ceremony to mark passage from one stage to the next – debutante ball, circumcision rites, bar mitzvah?
11. Are marriages planned or by individual choice? What do people look for or want from marriage? Who pays for the wedding ceremony? Is a dowry necessary?
12. At what age do most marry? What encounters between the sexes are approved prior to marriage? Is chastity a virtue? Is polygamy or concubinage approved? Is homosexuality accepted?
13. Is divorce permitted?
14. What are the symbols used in the marriage ceremony and what do they signify?

C. Housing, Clothing and Food

1. What functions are served by the average dwelling? Is there a separate structure for bathing, cooking, toileting, shelter of animals or storage of foodstuffs?
2. Are there differences in the kind of housing used by different social groups? Differences in location, type of building or furnishings?
3. Which textiles, colors or decorations are identified with specific social or occupational groups and not considered appropriate for others – special colors for royalty, for mourning?
4. What occasions require special dress? Weddings, funerals, holidays, religious events?
5. Are some types of clothing considered taboo for one or the other sex?
6. What parts of the body must always be covered by clothing?
7. How many meals a day are customary?
8. With what implements is food eaten? Is there a common bowl or individual servings? Is there an age or sex separation at mealtimes? Is there a special role for hosts and guests in regard to who eats where, what and when? Are there any customary expectations about the amount of food guests must be offered or must eat? Any special rituals for drinking?
9. Are any foods unique to the country and not eaten elsewhere?
10. Which foods are of importance for ceremonies and festivals?
11. Which are the prestige foods – champagne and caviar equivalents?
12. What types of eating place, what sorts of food and drink are indicative of appropriate hospitality for (a) relatives (b) close friends (c) official acquaintances and (d) strangers?
13. Is "setting a good table" important for social recognition?
14. When dining, where is the seat of honor?

D. Class Structure

1. Into what classes is society organized – royalty, aristocracy, large landowners, industrialists, military, artists, professionals, merchants, artisans, industrial workers, small farm owners, farm laborers, etc.?
2. Are there racial, religious or economic factors which determine social status? Are there any minority groups and what is their social standing? Is wealth a prerequisite for public office?
3. Does birth predetermine status?
4. Is class structure in rural areas different from that in urban areas?
5. Is there a group of individuals or families who occupy a predominant social position? Can they easily be identified? Is their status attributable to heredity, money and/or political influence?
6. Are there any particular roles or activities ap-

propriate (or inappropriate) to the status in which Americans are classified? Does high status imply facility for generous contributions to charitable causes? Does a man lose face by helping his wife with dishes or changing diapers?

E. Political Patterns

1. Are there immediate outside threats to the political survival of the country? What protections does the country have against any such threats? What defensive alliances? What technological advantages in weaponry? Do any traditional enmities influence policy options?
2. How is political power manifested – through traditional institutions of government, through control of military power, through economic strength?
3. What channels are open for the expression of popular opinion?
4. What media of information are important? Who controls them? Whom do they reach? What are the sources of information available to the average citizen?
5. What are the political structures for the cities? Mayors, councils? For the countryside? Village chiefs, town councils?
6. How is international representation handled? What is the process for formulating foreign policy? Who receives visiting heads of state? Who negotiates treaties?
7. If a profile of the power structure should be drawn, which individuals or groups visible or "behind the scenes," would figure key elements?
8. In social situations, who talks politics? Is it a subject in which a guest may show interest?
9. What channels, if any, are available to opposition groups to express dissent?

F. Religion and Folk Beliefs

1. To which religious groups do people belong? Is one predominant?
2. How can the fundamental religious beliefs about the origin of man, life after death, the source of evil and the nature of the deity(ies) be described?
3. Are there any religious beliefs which influence daily activities, such as noon prayers or begging bowls?
4. Is religion institutionalized? What is the hierarchy of religious functionaries and in what ways do they interact with the people?
5. Which places have sacred value? Which objects? Which events and festivals? Which writings?
6. Is there tolerance for minority religions? Is proselytizing permitted? Educational activities of minority religion?
7. What is said or done to "exorcise" evil spirits: knocking on wood? making the sign of the cross?
8. What is done with a new child or enterprise or building to ensure good fortune?
9. What objects or actions portend good luck, which bad luck?
10. What myths are taught children as part of their cultural heritage – sandman, Jack Frost, Père Nöel, fairy godmother, etc.?

G. Economic Institutions

1. How do the geographic location and climate affect the ways food, clothing and shelter are provided? Has extensive irrigation or hydroelectric development been necessary? Has terrain facilitated or obstructed development of air transport?
2. How adequate are the available natural resources? Which must be imported? Which are in sufficient supply to be exported?
3. What foodstuffs, if any, must the country import?
4. What are the principal products? Major exports? Imports? What is the gross national product?
5. In the marketplaces, what items basic to a minimum standard of living do you find missing? Are luxury items available?
6. What kinds of technological training are offered?
7. Are industrial workers organized in unions, confederations, political parties or none of these? What about rural workers?
8. Are cooperatives important in the economy?
9. Are businesses generally of the family type, large corporations or government operated? Is the multinational corporation significant?
10. What percentage of the population is engaged in agriculture, in industry, in service trades?
11. What protections have been developed against natural disasters – floating construction to minimize earthquake damage, advanced warning systems for typhoons, extensive crop insurance backed by the government, private disaster relief?

H. Arts

1. Which media for artistic expression are most esteemed?
2. Are there professional artists? Art schools?
3. Which materials are most used? Stone, ivory, bone, shell, wood, clay, metal, reed, textile, glass?
4. What art objects would you find in a typical home, in a museum?
5. What kinds of music and musical instruments are unique to the country?
6. What forms of drama and dance are popular?
7. Are there special songs for special occasions?

I. Value Systems

1. Is life to be enjoyed or viewed as a source of suffering?
2. Is competitiveness or cooperativeness most prized?
3. Is thrift or enjoyment of the moment more exalted?
4. Is work viewed as an end in itself or as a necessary evil to be kept to a minimum?
5. Is face considered more important than fact?
6. Is politeness regarded as more important than factual honesty?
7. Is it believed that destiny is controlled by man's actions or is subject to impersonal forces?
8. What killing, if any, is sanctioned – capital punishment, war, killing of adulterers, infanticide during famine?
9. How is "friend" defined? What are the responsibilities of friendship?
10. What are the injunctions taught children?
11. Who are the traditional heroes or heroines? From what fields of endeavor? Who are the popular idols of the day? What values do they symbolize?
12. How would the virtues and vices be defined?
13. How would work, as compared to play, be defined?

APPENDIX C
FOREIGN LANGUAGE RESOURCES

Agencies

Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect Street, NW, Washington, DC 20007.

Connecticut State Department of Education, Foreign Language Consultant, P.O. Box 2219, Hartford, CT 06145.

Associations and Journals

American Association of Teachers of French, 57 East Armory, Champaign, IL 61820. *The French Review.*
*Connecticut Chapter AATF.

American Association of Teachers of German, 523 Building, Suite 201, Rt. 38, Cherry Hill, NJ 08034. *German Quarterly.*
*Connecticut Chapter AATG.

American Association of Teachers of Italian, Department of Italian, Indiana University, Bloomington, IN 47401. *Italica.*
*Connecticut Italian Teachers Association.

American Association of Teachers of Slavic and Eastern European Languages, Department of Russian, University of Arizona, Tuscon, AZ 85721. *Slavic and East European Journal.*
*Connecticut AATSEEL.

American Association of Teachers of Spanish and Portuguese, Department of Modern Languages and Literature, Holy Cross College, Worcester, MA 01610. *Hispania.*
*Connecticut AATSP.

American Classical League, Hall Auditorium, Miami University, Oxford, OH 45056. *The Classical Outlook.*

American Council on the Teaching of Foreign Languages, 6 Executive Blvd., Upper Level, Yonkers, NY 10701. *Foreign Language Annals.*

Association of Departments of Foreign Languages, 62 Fifth Ave., New York, NY 10011. *ADFL Bulletin.*

Association of Teachers of Japanese, Department of Languages and Linguistics, Cornell University, Ithaca, NY 14853. *Journal of ATJ.*

Chinese Language Teachers Association, Institute for Eastern Studies, Seton Hall University, South Orange, NJ 07079. *Journal of the CLTA.*

*Classical Association of Connecticut.

*Classical Association of New England. *New England Classical Newsletter.*

*Connecticut Council of Language Teachers, Inc., *FL News Exchange.*

*Connecticut Association for Bilingual/Bicultural Education. *CABBE Newsletter.*

*National Association for Bilingual Education. *NABE News.*

National Association of Learning Laboratory Directors, Language Laboratory, Ellis Hall, Ohio University, Athens, OH 45701. *NALLD Journal.*

Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 06753.

Teachers of English to Speakers of Other Languages, School of Languages and Linguistics, Georgetown University, Washington, DC 20057. *TESOL Quarterly.*
*Connecticut TESOL. *CONN TESOL Newsletter.*

*No executive office is maintained. Contact Foreign Language Consultant, Connecticut State Department of Education, P.O. Box 2219, Hartford, CT 06145 for current address.

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