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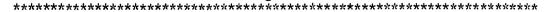   *State Standards; *Statewide Planning
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ABSTRACT
                 The draft version of South Carolina's state foreign
language curriculum for elementary and secondary schools is
presented. It begins by discussing the rationale for foreign/second
language education, focusing on economic, cultural, intellectual
reasons for studying languages and examining enrollment patterns and
trends in the state. The second chapter outlines a systematic
approach to change in foreign language education, examines what
constitutes an effective language program, describes program models,
and looks at how the languages to be taught should be chosen. Chapter
3 details alternative ways of designing programs for specific school
situations, teacher certification needs, professional development
considerations, and appropriate extracurricular opportunities for
language students, and considers the impact of foreign language study
on the whole educational system. Chapter 4 focuses on development of
appropriate learning outcomes and performance objectives for each
educational level, and examines Latin as an alternative to modern
languages. Student-teacher relationship, teaching skills and
techniques, classroom activities, the role of grammar instruction,
and interdisciplinary study are considered in chapter 5, and
instructional materials are discussed in chapter 6. The report
concludes with issues for further study, a brief bibliography, and
information on language proficiency levels. (MSE)

    c. notes, letters, cards
    d. short directed compositions
    e. simple notes on readings and/or lectures
3. use a bilingual dictionary in writing to locate some unknown or unfamiliar words

Content/context: Short messages, paragraphs, notes, letters, cards, short compositions, notes on readings and/or lectures.

Year 4 tasks — The student will be able to:
1. write in a variety of everyday circumstances, such as:
    a. social and formal correspondence
    b. essays of several paragraphs
    c. resumes with some detail
    d. summaries, descriptions, narrations
    e. detailed notes on readings and lectures
    f. statements of opinion with some simple explanation
    g. paraphrases
2. write coherent paragraphs to express opinions with some explanation

Content/context: See number 1 above.

Secondary Topics

Years 1 and 2 — Basic classroom objects, school activities, family members, time expressions, weather/seasons, nationalities, self-identification, professions, simple greetings, basic courtesy expressions, likes/dislikes, leisure time, phone conversations, transportation, colors, numbers, dates, clothing, food, body, health, animals, money, travel, directions, location, shopping.

Year 3 — Familiar everyday topics, biographical information, personal information, post office, future plans, invitations, directions, restaurants, foods, lodging, money, hobbies, shopping, health, instructions and all topics from years 1 and 2.

Year 4 — Current issues, education, travel, history, politics, leisure, cultural customs and all topics from years 1, 2 and 3.

Communication in action

"One morning a student came running into my classroom to excitedly report that she had had an opportunity to do something useful with her Spanish. She had a part-time job working in a department store and a non-English-speaking customer came in with a problem. No one could understand what he was trying to communicate and he was becoming increasingly frustrated and upset.

"Someone happened to remember that my student was taking Spanish in high school so she was sent up front. She was able to understand the problem, explain to the customer what he needed to know and resolve the conflict. (He thought he had been overcharged because he had misread a sale sign.)

"The customer left satisfied that he had been treated fairly, the store gained respect for my student, and she felt great about her accomplishment."

Submitted by a Spanish teacher at Lancaster High School.

Latin for young learners

"A renaissance of sorts has taken place in the study of Latin in recent years, and much of the activity has centered on the elementary school curriculum. Grades 4 through 6 have proved to be an excellent time to begin the study of a classical language. These formative years are ideal for building a foundation for future modern language study as well as a solid basis for improved native language skills. The largest elementary school Latin programs have been situated in large urban systems: Philadelphia, New York, Washington, D.C., Los Angeles. They have been responsible for introducing foreign language to students who might otherwise have missed the chance, and in addition they have provided these students with valuable general academic skills."

The College Board, *Academic Preparation in Foreign Language* (1986), p. 52.

The Latin alternative

Latin is a popular alternative to modern languages. Because Latin is no longer a spoken language, its goals and outcomes are somewhat different from the others. Reading is the primary objective of the Latin program, supported by limited skills in writing, speaking and listening.

The ability to read Latin requires the learning of vocabulary and analysis of grammatical structures. Reading skills progress from simple phrases and sentences of "made-up" Latin to longer passages adapted from Latin authors and, for advanced students, to authentic Latin texts (in both prose and poetry) from authors such as Caesar, Cicero, Horace, Catullus and Vergil.

Another goal of the Latin program is cultural awareness. Students study Roman daily life, art, architecture, history, literature, myths and legends. As a result, students become better equipped to analyze, understand, criticize and respect the diverse cultural threads of the modern world and to achieve cross-cultural understanding.

V. Students and Teachers

* *A cognitive approach*
* *Different ways to learn*
* *The eclectic teacher*
* *Communication skills/sample activities*
* *A word about grammar*
* *An interdisciplinary approach*

An elementary school foreign language teacher in Spartan-burg uses St. Patrick's Day as an occasion to teach French vocabulary. She asks her students — speaking French throughout the lesson — what color they're wearing today. "*Vert*," they answer. And what specific articles of clothing are *vert* today? "*Mes chaussettes*," is one reply. The teacher lightly pinches a student's arm, an old St. Patrick's Day custom, and asks what part of the body she has just touched. "*Le bras*," she's told. And how might a person feel if pinched too hard? "*J'ai mal au bras*," one student wails, acting out his imagined pain for the class.

This seemingly simple lesson has a lot going on. The teacher has appealed to students' multiple senses; she has empha-sized conversational communication; she has made the students an active part of the lesson; and she has made learning a foreign language fun. This is the way languages are taught today.

A cognitive approach

Today's foreign language teachers place less emphasis on development of native-like pronunciation and grammar and more emphasis on the ability to understand and be understood. They rely less on repetitive drills and more on listening and speaking activi-ties designed to simulate real-life situations.

Today's foreign language students are producers of real language, not just repeaters of phony dialogues out of text books. They are active participants in a two-way street of communication, not simply memorizers of vocabulary and grammar rules.

A field once heavily influenced by behaviorist methodol-ogy — which was based on the belief that if students heard and practiced native-like pronunciation and grammar often enough, proper language habits would eventually become second nature to them — now incorporates approaches to language learning based on cognitive psychology.

Meaningful learning

"Learning should always be *meaningful*, that is, students should understand at all times what they are being asked to do. New material should always be organized so that it is relatable to students' existing cognitive struc-ture. Since not all students learn in the same way, the teacher should appeal to all senses and learning styles."

Alice C. Omaggio, *Teaching Language in Context* (1986), p. 67.

Cooperative learning

At Lexington High School, French students work in groups of four or five to create and produce — often on videotape — original news broadcasts, complete with news reports, commercials and weather forecasts in French. This project requires some knowledge of current events, a certain amount of creativity and a good deal of cooperation.

Cognitive psychology views the mind as a creative, dynamic agent of learning — an active participant in the learning process, not simply a sponge soaking up information and responding to stimuli. According to cog. itive theory, individuals control and are responsible for their own learning. Learning is an internal process, not an external force.

In applying cognitive methodology, foreign language teachers have moved from treating knowledge of a foreign language as an end in itself to treating the language as a means to a more significant end: communication. Emphasis has changed from what students *know* about a language to what students can actually *do* with a language. As a result, several trends have developed in foreign language classrooms in recent years, including:

- student-centered instruction, with students having as much — if not more — opportunity to speak as the teacher, and with students participating in decisions about topics to be discussed
- more conversation *in* the language and less conversation *about* the language
- more opportunities for cooperative learning (working in pairs and small groups) and less reliance on competition
- more emphasis on acceptable communication and less on native-like pronunciation and grammar
- more use of authentic cultural materials — such as restaurant menus, newspapers and television programs — as springboards for communication in the language and less separation of the study of culture from language production
- the use of interweaving/spiraling/recycling — or teaching the same thing in different ways — to reinforce what is taught and to meet the needs of students with different learning styles
- an interdisciplinary approach, in which foreign language instruction is combined with instruction in other subject areas

Here's an example of a communication-based lesson in action: A student leaves the classroom. While the student is gone, something in the classroom is hidden from view. The student returns and follows the directions of classmates in order to find the missing object. The student can't do anything without first being

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told to do so by classmates. All talking among students, of course, is done in the foreign language.

In an activity like this, students are using language and getting results. That's what communication is all about.

Different ways to learn

As theories about the teaching of foreign languages have evolved over the years, so have opinions about how students learn. Research has shown that when confronted with learning another language, students exhibit a variety of individual learning styles and strategies.

For example, some students are more visual than others, some are more auditory and still others are more kinesthetic (meaning they have to physically experience something before they can learn it). Foreign language teachers must take these differences into account when planning classroom activities. They can't expect to teach all of their students in the same way, because all students don't learn in the same way.

Most teachers are familiar with the basic tenets of educational psychology and can cite examples of students who illustrate perfectly one theory or another. But teachers must go beyond general theories and delve more deeply into the matter of individual learning styles and strategies if they want to maximize their effectiveness as teachers. They must realize that learning styles run the gamut from the logical, analytical, bit-by-bit approach of some students to the holistic orientation of others; from the shy, low-key manner of the introvert to the expansive, communicative way of the extrovert.

Learning strategies — the actual operations used by students to acquire, store and retrieve information — are equally varied. It is probable, in fact, that no two language students in a given class will deal spontaneously in the same manner with the same language-learning task.

In spite of the variety of learning strategies that students use, however, some tentative conclusions have been reached about general tendencies. Rebecca Oxford and David Crookall, writing in a 1989 issue of the *Modern Language Journal*, have compiled a list of generalizations about language-learning strategies (pp. 413-14). Paraphrases of key points follow:

• A variety of strategies are used by good learners — strategies for organizing, focusing and evaluating learning;

Reading styles

"Reading is various. It changes as the message or story comes into focus, and it alters in tune with the reader's purpose.... Standing at a bus stop, a reader can skim the posted notice just to find out if he is at the right stop on the right line. He can also read the schedule through, studying it, because he wants to know what he can expect of public transportation at various times of the day. He can investigate the schedule carefully for an answer to a larger question: 'How does this city share its resources between housing projects and middle-class neighborhoods?'

"Teachers know this variety and want their students to recognize it. After all, that is why foreign language classes include dialogues, stories, and menus. But mere offering is often not enough. Teachers may literally have to act out the way their reading changes, in order to make the variations in approach visible and concrete for students."

Bette Hirsch, *Languages of Thought: Thinking, Reading, and Foreign Languages* (1989), p. 29.

Useful reading strategies

- Identifying familiar words first while scanning material
- Looking for words that resemble English words
- Guessing meaning of words based on context
- Using clues from titles and illustrations
- Underlining unfamiliar words and phrases
- Identifying main ideas in text
- Scanning the text for specific information
- Predicting logical outcomes of stories

strategies for handling personal attitudes and emotions; strategies for dealing with unfamiliar sounds, writing systems and cultural values; and strategies for working with others.

- It is advisable for teachers to teach learning strategies overtly so that students become aware of how best to use them. For optimal results, this instruction should be incorporated into routine classroom activities.

- Teachers usually don't know which strategies their students are using until they've conducted some form of research, either formally or informally.

Not only must teachers recognize that their students use different learning strategies, they must also help their students select and implement the most appropriate strategies for specific language-learning tasks. For example, teachers can instruct students to use nonverbal clues to meaning when listening to narrations or dialogues; to group like-words together when learning vocabulary; and to identify all familiar words first while scanning written material. In short, teachers must teach the language while at the same time helping their students discover the most efficient ways for them, as individuals, to learn the language.

The fundamental realization that people learn in different ways is sometimes obscured in a search for "The Method" that will prove professionally rewarding to teachers and satisfying and effective for their students. But if teachers continue to pursue "The Method" without taking into account that it may not be appropriate for all of their students, they are doomed — if not to failure, then at least to limited success.

That is not to say that teachers must design personalized lesson plans for all of the 150 or so students they teach each school day. But teachers must develop multiple approaches, to be used in varying combinations, if they hope to be effective with all of their students. It is the teacher's responsibility to become aware of students' different learning styles and of the strategies they use in conjunction with those styles and then to determine how students can make the most appropriate match between the two.

The eclectic teacher

As has been made clear in previous chapters, there is no one model for an effective communication-based program. Many

foreign language professionals advocate using elements from several models.

An eclectic approach allows for both individual teaching styles and individual learning styles. Some guidelines do exist, however, for the effective foreign language classroom, where the main goal is to help each student develop into an individual who exercises fluency, flexibility and originality with language. Guidelines include:

° Create a secure environment that fosters risk-taking and "can-do" attitudes. Bette Hirsch writes in *Languages of Thought: Thinking, Reading, and Foreign Languages:* "Teachers now value the student who will risk generating a novel sentence as much as the student who has a keen sense of grammatical patterns." (p. 8)

• Focus on communicative ability more than technical correctness. Congratulate a student for successfully getting a message across to the rest of the class, even if the message includes grammar or punctuation mistakes.

• Expose students to topics that trigger their interests and then relate those interests to other cultures. High school students, for example, can practice language use while discussing dating practices in another country. Career-related topics are also good.

• Take into consideration students' readiness in their native language. Look for children's books written in foreign languages to use in elementary school foreign language classes, for example.

• Use a variety of teaching techniques, appealing at different times to all five senses, to accommodate the variety of learning styles and strategies among students. Allow a student to hold an orange and smell an orange while learning the foreign name for the fruit and the student will have an easier time remembering the new word.

• Use a combination of individual, pair, small-group and class activities, all in the language being studied, such as:

1. Speaking individually, students can narrate to the class things they did over the weekend.
2. Working in pairs, one student can interview another about a topic of interest.

Foreign language materials useful in the classroom

- Newspapers and magazines
- Television and radio spots
- Short stories and poetry
- Children's books
- Restaurant menus
- Hotel bills
- Airplane/train schedules
- Help-wanted ads
- Job resumes and applications
- Personal letters
- Greeting cards

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Cultural appropriateness

"Part of learning a new language is learning to recognize differences in world views, customs, beliefs, and social conventions. If a speaker wants to express a certain emotion in a [foreign] language — a sense of urgency, anger, impatience, deference, or authority, for example — in what manner can the emotion be expressed? Which voice modulations, facial expressions, and gestures would be culturally appropriate? Students need to learn that cultures are often quite different but that they all have values. The language cannot be separated from the culture that gives it life."

California State Board of Education, *Foreign Language Framework for California Public Schools Kindergarten through Grade Twelve* (1989), p. 8.

3. In a small group, one student can describe a picture while the others draw what is described.
4. An entire class can listen to a tape or watch a video together and then write down answers to specific questions about the program.

• Use audio-visual aids freely. Students need to hear foreign languages spoken by native speakers at normal speed and to read the languages in authentic contexts. Foreign language teachers should work closely with their school media specialists in establishing foreign language audio-visual collections.

• Accompany each activity with positive reinforcement. Concentrate on what students are doing right, not on what they're doing wrong. They will respond with a more positive attitude towards language learning.

Communication skills/sample activities

A communication-based program emphasizes all four modes of communication — listening, speaking, reading and writing. Following are some sample communication activities designed with various learning styles and strategies in mind and based on the performance objectives outlined in Chapter IV.

When introducing a new skill, a pre-speaking phase allows time for concept attainment before verbal production. This phase may include a process called Total Physical Response, during which students respond to verbal commands given in the foreign language — commands such as: "Walk." "Don't walk." "Put *your* paper on *my* desk." Student responses are physical, not verbal.

Directed listening activities make use of authentic materials, such as radio announcements, television commercials and recorded telephone conversations, without overwhelming the beginning student. Students hear the language spoken by native speakers at normal speed. They are not expected to understand every detail of the material, but are directed to listen for specific information, such as a telephone number or date .

Following the pre-speaking/listening period, students are encouraged to answer questions and initiate conversations using short — even one-word — replies. Gradually these minimal responses grow to complete sentences. Total physical response can be used again, this time with students giving commands to each other and to the teacher. Guessing games are also useful here.

Students can divide into pairs, with one student naming items in a given category and the other trying to guess the category.

Reading activities also include multiple approaches and student involvement. Beginning activities might include reading with flash cards; unscrambling words and rearranging them in meaningful sentences; performing commands read from slips of paper; and a classroom scavenger hunt with all items to be found written down. Later, students can do dramatic readings and unscramble and rearrange parts of a story. At higher levels of reading, authentic materials in their original formats, such as newspaper and magazine articles, are recommended.

Writing activities include realistic tasks, like writing letters to pen pals and transcribing phone messages. Students can also be divided into small groups and given several bits of information, which they must collectively use in creating a story. Or, give students a chart containing different parts of a sentence and have them form a certain number of complete sentences or paragraphs with that information. Students can also fill in comic strip bubbles, write letters to Santa Claus, work crossword puzzles, fill out job resumes, summarize something they've read or write short poems.

This sampling of communication-based classroom activities is by no means exhaustive. It needs only the creativity of students and teachers, working together, to be expanded. (For more ideas, see the *South Carolina Framework For Foreign Languages*.)

A word about grammar

To say that today's foreign language programs should be communication-based is not to say that grammar is no longer important. But in the modern curriculum, grammar plays a supporting role to communication needs.

In the communication approach to teaching foreign languages, grammatical accuracy is viewed as a process, not an event. It is believed that students will develop accuracy gradually, on their own, if provided with exposure to a great deal of comprehensible language, in the same way that children learn how to accurately use their native language.

Mistakes are a natural part of the language-learning process. But as students develop in proficiency, they will eventually reach the point where they begin asking specific questions about grammar. Teachers can take advantage of these occasions to enhance student accuracy.

Grammar's role

"When students are engaged in communicative activities that focus on meaning...the teacher's role should be to observe the errors rather than to correct them on the spot. The correction should come later, perhaps in the form of a manipulative or a meaningful drill of points that most students had trouble with in the communicative exercises. The importance of delaying the correction is that students are encouraged to treat the oral interaction as real communication, and not as a pretext for a grammar lesson. The exchange of information in the student-to-student interaction provides greater motivation for communication than any pattern drill ever can."

The College Board, *Academic Preparation in Foreign Language* (1986), pp 69-70.

Languages and math

"Some mathematics compe-
tencies do have a role to play in
foreign language study. For ex-
ample, it is not unreasonable to
expect students to add, subtract,
multiply, and divide in the foreign
language and to learn the metric
system...Students need to practice
these skills in order to count; give
historical and birth dates; use
telephone numbers; read train,
plane, theater, movie, and TV
schedules; tell time using the 24-
hour system; make currency ex-
changes; describe height and
weight and clothing sizes — in
short, to learn how to make their
way in the practical and necessary
routines of daily living. Knowledge
of these skills is an indispensable
part of foreign language instruction.
Foreign language study provides
ample opportunities for students to
become proficient at using the
simple arithmetic of everyday life."

The College Board, *Academic Preparation
in Foreign Language* (1986) pp. 100-101.

An interdisciplinary approach

Foreign languages are ideal candidates for interdisciplinary
teaching. With its emphasis on meaningful content and real-world
applications, a communication-based foreign language program
presents language as a means for learning about the world, not as an
isolated subject in and of itself.

Time spent studying foreign languages is not time taken
away from other areas, but time spent reinforcing concepts and
skills learned in other subjects. For example, students can learn the
metric system in French, study geography in Spanish or write
poetry in German. Students can also use sewing patterns and
recipes from another country in home economics class and receive
instruction in art and physical education in a second language. In
order for interdisciplinary work to be effective, foreign language
teachers must work closely with content-area teachers to coordinate·
instruction, with teachers acting as resources for each other.

Interdisciplinary teaching is a mutually beneficial experi-
ence, enhancing both content knowledge and language skills. *In
Languages and Children — Making the Match*, Helena Anderson
Curtain and Carol Ann Pesola explain:

> When content-based instruction is incorporated into
> elementary school foreign language programs, the class-
> room teacher who must struggle to schedule a multitude
> of curricular areas into a limited amount of time will see
> the elementary school foreign language teacher as an ally
> in this effort, rather than as someone who is taking away
> another valuable block of time. (p. 112)

Student projects can also cross disciplinary lines. The
following secondary-level example is taken from an article by
Linda M. Crawford-Lange in *Curriculum, Competence, and the
Foreign Language Teacher*, edited by Theodore V. Higgs:

> Language students could rewrite in storybook form a play
> they had written and performed earlier in the year. They
> would then work with art students to illustrate the text,
> being sure that the representations were culturally appro-
> priate. Students from the graphics department could be
> invited to print and bind the storybook, which could be
> used with elementary-level students. (pp. 94-95)

By initiating and promoting interdisciplinary work, foreign
language teachers not only improve the general curriculum, but also
secure an integral role for foreign languages in that curriculum.

VI. Instructional Materials

- *Content criteria*
- *Presentation criteria*
- *Pedagogy criteria*
- *Flexibility and variety*

An effective foreign language program requires a variety of instructional materials, including many that are nontraditional (such as computer software and interactive multi-media) and many usually considered supplementary (such as audio-visual aids, newspapers, magazines and other authentic materials).

Because of the unique role of nontraditional and supplementary materials in foreign languages — not luxuries, but integral components of the program — these materials should be of quality as high as that of traditional basal materials. In fact, these materials should be of such quality that they can be used as alternatives to traditional textbooks; and the state's materials adoption process should be flexible enough to allow school districts that option.

All foreign language instructional materials — whether supplementary or basal, traditional or nontraditional — should meet the following general criteria:

- Materials should support a sequential, articulated, communication-based curriculum as established in this framework.
- Materials should incorporate an active and creative role for teachers and students, taking diverse learning styles into account.
- Materials should include authentic and meaningful content, with culture integrated throughout.

More specific criteria, categorized according to content, presentation and pedagogy, follow. Materials must also satisfy guidelines of the Office of Instructional Technology Development.

Content criteria

1. Content is meaningful and can be easily related to the lives of students.
2. Content includes language that is authentic and natural and based on real-life experiences.

Useful media and technology

- Foreign newspapers and magazines (including purchase of duplication rights)
- Fiction and nonfiction written in other languages
- Video and audio tapes produced in other languages
- Foreign television programs
- Computer software
- Interactive multi-media (such as "*Montevidisco*," produced by Brigham Young University, and "*A la rencontre de Philippe*," produced by Massachusetts Institute of Technology)

3. Language is viewed as a medium for logical thinking processes and not as a collection of isolated words and phrases.

4. Content places primary emphasis on communication skills in listening, speaking, reading and writing.

5. Grammatical structures and vocabulary are introduced naturally as components of themes and functions.

6. Content is appropriate to the language needs, age levels and interests of students.

7. Activities are personalized and students are encouraged to express their own meanings in their own words.

8. Content becomes progressively more challenging as students advance in the language.

9. Information is current and accurate.

10. Content is not encyclopedic in quantity, but encourages students to seek other resources for additional information.

11. Cultural content is integrated throughout, reflecting multi-ethnic diversity within language groups and giving an accurate view of everyday life.

Presentation criteria

1. Materials foster positive self-images for all students and reduce student anxiety by:

- presenting directions clearly to prevent frustration
- promoting positive attitudes towards various cultures
- offering activities designed to boost student confidence

2. The foreign language is the primary medium for learning and communication, with more and more foreign language appearing in basal materials as students advance.

3. Materials provide abundant practice in a range of contexts likely to be encountered in the foreign culture.

4. Concepts, functions and vocabulary are recycled throughout in a spiraling fashion; that is, they are introduced multiple times in various contexts, each time building on skills developed previously.

5. Themes and functions are sequenced in a meaningful and logical order.

6. Abundant authentic materials are integrated into content and activities.

About computers

"The foreign language student and teacher can do many things at the computer. Drill can be less tedious than when a text or a workbook is used, and the feedback is immediate — and visual. It is, however, important not to be dazzled or disoriented by the possibilities the computer offers. Selection among those possibilities should be guided by the communicative purposes and the proficiency goals of the foreign language curriculum."

The College Board, Academic Preparation In Foreign Language (1986), p. 101.

Pedagogy criteria

1. Activities are open-ended and encourage creative use of language and negotiated meaning in a variety of situations.

2. Activities call for higher-order thinking skills and reflection, not simply recollection of factual information.

3. All communication skills — listening, speaking, reading and writing — are taught in an integrated fashion.

4. Ample opportunities are provided for active communication among students.

5. Activities include a variety of communication tasks appropriate to learning objectives.

6. Activities are designed to meet the needs of students with diverse learning styles, including a variety of individual, pair, small-group and class activities.

7. Activities are student-centered and require student involvement and responsibility.

8. An interdisciplinary approach is used with themes that encourage cross-disciplinary projects.

9. Teacher editions and manuals contain clear instructions for use of materials, along with model units. Programs for training teachers in use of materials are provided where appropriate.

10. Materials include ongoing assessments of all four communication skills, with emphasis on language proficiency.

Flexibility and variety

When it comes to adoption of instructional materials, foreign languages require flexibility and creativity so that a variety of materials are available for use in the classroom. It is through variety that students are provided with a classroom environment rich in language and culture.

This framework calls for a flexible approach to materials adoption on the state level. It is recommended that districts exhibit similar flexibility and allow their foreign language teachers the freedom and funding necessary to incorporate nontraditional and authentic supplementary materials into local programs.

For their part, teachers need to be on the lookout for quality instructional materials and submit possibilities to the state for consideration. After all, the state can't adopt a particular magazine, video program, computer program, etc., if it doesn't know about it. The best results will be achieved for our students if everyone takes initiative and we all work together .

Student involvement

"Instruction should not be based on only the material at hand but should lead the student to other sources and formats of information. One source of information cannot possibly provide in-depth coverage of a subject without encouraging the student to seek information elsewhere. The material being examined should require that students be *active* constructors of knowledge not passive recipients of information."

South Carolina Department of Education, *South Carolina Criteria for Adoption of Instructional Materials*, p. 3.

South Carolina Department of Education

Conclusion

Foreign language education for every student in South
Carolina is a tall order — one that won't be filled over-
night. But with careful curriculum planning, cooperation
among all members of the community and a deep commitment to
developing the language capabilities of our students, it can happen
in the 1990s.

This framework provides guidelines for designing and
implementing foreign language programs for students from kinder-
garten through twelfth grade. All guidelines are based on one
primary language principle: to be effective — that is, to train
students to function successfully in the global economy and in an
increasingly diverse society — foreign language instruction must
be communication-based. Only by learning to communicate in real-
life situations will students reap the economic, social and cultural
benefits inherent in the ability to speak a second language.

This framework also highlights a number of implications of
expanded, communication-based foreign language education. These
implications include:

* the need for more foreign language teachers
* the need for ongoing, updated professional development
  opportunities for foreign language teachers
* the need for extra-curricular cultural and language
  opportunities for students
* the need for more non-traditional instructional materials,
  such as subscriptions to foreign newspapers and
  computer programs, for classroom use
* the need for reorganization in high school foreign
  language programs to accommodate increasing
  numbers of students who begin foreign language
  study in elementary school
* the need for collaboration between the State Department
  of Education and colleges and universities in
  designing teacher preparation programs and college
  placement tests

These issues must be addressed in the early stages of
expanding foreign language education. As K-12 foreign language
programs are put into place, other issues will become evident.
Some questions that will need addressing in years to come are:

- With proficiency testing becoming increasingly
   important throughout the curriculum, what is the
   best way to administer student assessments?
   Should statewide tests be developed or should
   testing be left to individual school districts?

- What is the best way to award high school credit for
   foreign language study? Should students receive a
   credit for every year of study completed or for
   every designated level of proficiency achieved?

- As South Carolina's school population becomes more
   culturally diverse, where does English as a Second
   Language fit in? Should ESL students receive
   foreign language credits for ESL classes or for
   courses taken in their native languages?

- When foreign languages are taught to all students, what is
   the best way to group students so that all have a
   chance to develop proficiency? Is it possible to
   group students based on proficiency levels alone,
   regardless of grade level or academic standing?

- How can lesser-taught languages, such as Russian and
   Japanese, be incorporated into the curriculum?

- How can students best be given the opportunity to study
   a third, and even a fourth, language?

     The above questions will provide a basis for discussion
when the time comes to write the next curriculum framework. But
for now, this framework proposes significant changes in foreign
language education that need immediate attention. One question is
on a lot of people's minds: Who will make sure these changes take
place? The answer is simple: All of us must do our part.
     To bring about communication-based foreign language
education for every student in every grade in South Carolina will
require the collaborative efforts of students, parents, teachers,
administrators, state personnel, business people, publishers, legisla-
tors and any other interested members of the community. We must
all work together, diligently and creatively, in the planning, imple-
menting and funding of foreign language programs. That's the only
sure way to meet the global challenge.

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The following chart outlines expected speaking proficiency levels of students of various languages. Levels are based on the federal Interagency Linguistics Roundtable scale for languages commonly taught at the Foreign Service Institute (FSI).

In analyzing this data, it is important to remember the following: students at the FSI are highly motivated; they have a high degree of aptitude for learning languages; instructional methods stress communicative skills and create a nearly total immersion situation; and the program is very intense (30 hours/week). While the specific time periods indicated in the chart cannot be transferred directly to foreign language instruction in public schools, they can assist in setting realistic outcome goals for various languages relative to each other.

Group I: Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish.

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
8 weeks (240 hours)	1	1/1+	1+
16 weeks (480 hours)	1+	2	2+
24 weeks (720 hours)	2	2+	3

Group II: Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	1	1/2+	1+/2
24 weeks (720 hours)	1+	2	2+/3
44 weeks (1320 hours)	2/2+	2+/3	3/3+

Group III: Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Pilipino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1/1+
24 weeks (720 hours)	1+	2	2/2+
44 weeks (1320 hours)	2	2+	3

Group IV: Arabic, Chinese, Japanese, Korean

Length of Training	Aptitude for Language Learning		
	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1
24 weeks (720 hours)	1	1+	1+
44 weeks (1320 hours)	1+	2	2+
80-92 weeks (2400-2760 hours)	2+	3	3+

Oral Proficiency Rating Scales

Government (FSI) Scale	Academic (ACTFL/ETS) Scale	Definition
5	Native	Able to speak like an educated native speaker
4+ 4 3+ 3	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate—High	Able to satisfy most survival needs and limited social demands
1	Intermediate—Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate—Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice—High	Able to satisfy immediate needs with learned utterances
0	Novice—Mid	Able to operate in only a very limited capacity
	Novice—Low	Unable to function in the spoken language
	0	No ability whatsoever in the language

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual.* Princeton, N.J.: Educational Testing Service, 1982.