

# Models and Best Practices: World Language Instruction

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## Outline

1. [Research- sources American Language on the Teaching of Foreign Languages \(ACTFL\), Partnership for 21st Century Skills, American Association of Teachers of French, ERIC Clearinghouse on Languages and Linguistics](#)
2. [Goals of World Language Instruction](#)
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## 1. WHAT DOES RESEARCH SHOW ABOUT THE BENEFITS OF LANGUAGE LEARNING?

In this age of accountability in education, policymakers and administrators, as well as parents, are increasingly demanding to know what research studies show regarding the benefits of language learning. This document will identify some of the major correlation studies that highlight how language learners benefit from their experiences. **Furthermore, research shows that before the age of 10 the brain is at its optimum ability to learn foreign language sounds. The national foreign language standards indicate that “earlier starts with language instruction ensure greater success for more students.”** Also, FLES\* students outperform non-FLES\* students on basic skills assessments, demonstrate greater mental flexibility and creativity, develop a greater openness to other cultures at a young age, and outperform their peers on the advanced placement (AP) foreign language exam.

## THREE MAJOR AREAS HAVE BEEN IDENTIFIED:

How does language learning support academic achievement?

How does language learning provide cognitive benefits to students?

How does language learning affect attitudes and beliefs about language learning and about other cultures?

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## HOW DOES LANGUAGE LEARNING SUPPORT ACADEMIC ACHIEVEMENT?

*Click on the statement to review the specific studies that support this claim.*

Language learning correlates with higher academic achievement on standardized test measures.

Language learning is beneficial to both monolingual English and English language learners in bilingual and two-way immersion programs.

Language learning is beneficial in the development of students' reading abilities.

There is evidence that language learners transfer skills from one language to another.

There is a correlation between second language learning and increased linguistic awareness.

There is a correlation between language learning and students' ability to hypothesize in science.

Language learning can benefit all students.

There is a correlation between young children's second language development and the development of print awareness.

Heritage learners who use their language skills to interpret and translate for family members experience higher academic performance and greater self-efficacy.

There is a correlation between language study and higher scores on the SAT and ACT Tests.

There is a correlation between high school foreign language study and higher academic performance at the college level.

## HOW DOES LANGUAGE LEARNING PROVIDE COGNITIVE BENEFITS TO STUDENTS?

*Click on the statement to review the specific studies that support this claim.*

There is evidence that early language learning improves cognitive abilities.

There is evidence bilingualism correlates with increased cognitive development and abilities.

There is a correlation between bilingualism and the offset of age-related cognitive losses.

There is a correlation between bilingualism and attentional control on cognitive tasks.

There is a correlation between bilingualism and intelligence.

There is a correlation between bilingualism and metalinguistic skills.

There is a correlation between bilingualism and memory skills.

There is a correlation between bilingualism and problem solving ability.

There is a correlation between bilingualism and improved verbal and spatial abilities.

Find out more about the benefits of language learning by investigating these resources.

Find out more about the benefits of bilingualism by investigating these reviews of the literature.

## HOW DOES LANGUAGE LEARNING AFFECT ATTITUDES AND BELIEFS ABOUT LANGUAGE LEARNING AND ABOUT OTHER CULTURES?

*Click on the statement to review the specific studies that support this claim.*

Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.

Helpful Resources on the topic of attitudes and foreign language learning.

## 2. GOALS and MODELS OF WORLD LANGUAGE INSTRUCTION

### *World Language Instruction PAST and PRESENT*

#### IN THE PAST

- Students learned about the language (grammar)
- Teacher-centered class Focused on isolated skills (listening, speaking, reading, and writing)
- Coverage of a textbook- Using the textbook as the curriculum
- Emphasis on teacher as presenter/lecturer
- Isolated cultural “factoids”
- Use of technology as a “cool tool”
- Same instruction for all students
- Confining language learning to the classroom
- Testing to find out what students don’t know
- Only the teacher knows criteria for grading
- Students “turn in” work only for the teacher

#### TODAY

- Students learn to use the language
- Learner-centered with teacher as facilitator/collaborator
- Focus on the three modes: interpersonal, interpretive, and presentational
- Backward design focusing on the end goal
- Use of thematic units and authentic resources
- Emphasis on learner as “doer” and “creator”
- Emphasis on the relationship among the perspectives, practices, and products of the culture
- Integrating technology into instruction to enhance learning
- Using language as the vehicle to teach academic content
- Differentiating instruction to meet individual needs
- Personalized real world tasks
- Seeking opportunities for learners to use language beyond the classroom
- Assessing to find out what students can do
- Students know and understand criteria on how they will be assessed by reviewing the task rubric
- Learners create to “share and publish” to audiences more than just the teacher

INSTRUCTIONAL MODEL	GRADE LEVELS	GOAL
<b>Total Immersion</b> -All subjects (math, science, etc) taught through the second language	All	<b>Fluency</b> -Able to fully understand, interpret, and communicate through speaking and writing in the second language
<b>Partial Immersion</b> - Some subjects taught in the second language. Language is the medium for the content rather than the subject.	All	<b>Fluency</b> -Able to fully understand, interpret, and communicate through speaking and writing in the second language
<b>Sequential</b> - One second language, three to five times per week, presented as a core subject such as science or social studies	K-8 and continued in High School OR Middle and High School	<b>Fluency</b> -Able to fully understand, interpret, and communicate through speaking and writing in the second language if continued through highest level of High School
<b>Exploratory</b> - introductory second language instruction, one to two times a week	Elementary	<b>Introductory Exposure</b> - understands general concepts of second language and other cultures

**\*Note- Sequential or Exploratory models can be augmented or delivered using online resources or instructors**

## 4. WORLD LANGUAGE IN OUR REGION/STATE

### Elementary Level

Supervisory Union	Elementary World Language	Instructional Model	Number of minutes per week/ per student
Bennington-Rutland K-6	Spanish or French	Exploratory	30-40 Minutes.
Burlington Schools K-5	No		
Colchester K-5	No		
Chittenden East- Jericho Only K-4	Spanish	Immersion beginning 2017-18	50% of school day delivered in the second language
Chittenden East- All other sites K-4	Spanish	Exploratory	30-40 Minutes
Chittenden Central K-5	No		
Essex Town SD K-5	No		
Franklin Central SU K-5	French in 2 of 3 schools	Exploratory 1 with use of online program	30-40 Minutes
Hartford K-5	No		
Lamoille North SU K-6	No		
Lamoille South SU K-6	Spanish	Exploratory	30-40 Minutes
Montpelier	No		

K-4			
Mill River K-6	Spanish	Exploratory	30-40 Minutes
Milton K-5	No		
South Burlington K-5	No		
Washington Central SU K-6	In 2 of 5 Schools- Spanish	Exploratory	30-40 Minutes
Winooski K-5	No		

## Middle Level

<b>Supervisory Union</b>	<b>World Language Offerings</b>	<b>Instructional Model</b>	<b>Number of minutes per week/ per student</b>
Bennington-Rutland 7-8	French or Spanish- required	Sequential- Core Class, Year Round	40-50 Minutes per day
Burlington Schools 6-8	French or Spanish- option	Sequential- Core Class, Year Round	40-50 Minutes per day
Colchester 6-8	French or Spanish-required	Exploratory/Sequential 1 quarter in grade 7, every other day year round grade 8	Varies
Chittenden East 5-8	French or Spanish- optional  Latin option for 13 hours per year	8th grade - French 1 and Spanish 1 - 4x/wk. @60 mins each (total 240 mins/wk)  7th grade - French 1 and Spanish 1 -3x/wk @60 mins each (total 180mins/wk)  6th grade - 1x/wk@60 mins  5th grade - 1x/wk@60 mins	
Chittenden Central 6-8	French- Westford French/Spanish Essex Required grades 7/8 only	Sequential- varies by school	Varies between schools
Essex Town SD 6-8	French or Spanish- required	Sequential- Core class, year long	40-50 Minutes per day
Franklin Central SU 6-8	In two out of three middle schools- as an option *1 School- French *1 School- Choice, Middlebury Interactive	Exploratory- semester long	40-50 Minutes per day
Hartford 6-8	French or Spanish- optional	Sequential- Year round	Every other day 40-50 Minutes
Lamoille North SU 7-8	French or Spanish- optional	Sequential- Core Class, year long	40-50 Minutes per day
Lamoille South SU 7-8	French, Spanish, Chinese- optional	Exploratory- semester long	40-50 Minutes per day
Montpelier 5-8	French or Spanish- optional	Sequential- Core Class, year long	40-50 Minutes per day

Mill River 7-8	French or Spanish- optional	Exploratory- semester long	40-50 Minutes per day
Milton 6-8	None		
South Burlington 6-8	French or Spanish- Required	Sequential- Year Round Daily for 7/8 Every other day grade 6	40-50 Mins per day
Washington Central SU 7-8	French or Spanish- option	Core Class: World Language is considered an elective. Students complete Spanish I or French I over the course of 7th and 8th grade. At present, there is no option for an 8th grader to take World Language if he or she did not start it in 7th grade.	
Winooski 7-8	French- Required of all 1 semester - can take more if interested	Exploratory- 1 semester	40-50 Mins.

### HIGH SCHOOL- course offerings (not required)

Course Name	Harwood	Burlington	Essex	Montpelier	MMU	S Burlington	U32
AP French	x	x	x		x	x	
AP Latin		x					
AP Spanish		x	x	x	x	x	
Chinese I	x	x					x
Chinese II	x	x					
Chinese III	x	x					
Chinese IV	x	x					
Conversational French I						x	
Conversational French II						x	
Conversational Spanish I						x	
Conversational Spanish II						x	
French Assistant	x	x			x		
French I	x	x	x	x	x	x	x
French II	x	x	x	x	x	x	x
French III	x	x	x	x	x	x	x
French IV	x	x	x	x	x	x	x
French V	x	x	x	x	x	x	x
German I	x	x				x	
German II	x	x				x	
German III	x	x				x	
German IV	x	x				x	
Japanese I			x			x	

Japanese II			x			x	
Japanese III						x	
Latin Assistant					x		
Latin I	x	x		x	x	x	x
Latin II	x	x		x	x	x	x
Latin III	x	x		x	x		
Latin IV	x	x		x	x		
Spanish Assistant		x			x		
Spanish I	x	x	x	x	x	x	x
Spanish II	x	x	x	x	x	x	x
Spanish III	x	x	x	x	x	x	x
Spanish IV	x	x	x	x	x	x	x
Spanish V	x	x	x			x	x

## 5. ADMIN TEAM DECISIONS

Given the benefits of sequential instruction, as referenced in the afore-cited studies, we determined this method of instruction should commence earlier than in our current model. Given the time constraints created by addressing the other foundational skills we build in preschool - 4th grade, we do not endorse additional world language instruction at this level, and thus retained the exploratory model with this age cluster. The offering of only one language at 5th/6th is in recognition of staffing constraints and the importance, first and foremost, of having a strong teacher.

- **K-4** - Exploratory. One language, with language choice based on staffing. Includes instructional focus on world cultures. Minimum 60 minutes/week throughout the school year, with 2-3 classes/week.
- **5-6** - Sequential- One language minimum, with language choice based on staffing. Minimum 90 minutes/week throughout the school year, with 3-5 classes/week.
- **7-8** - Sequential. Two language offerings- French and Spanish. Minimum 90 minutes/week throughout the school year, with 3-5 classes/week. (Elective or Required TBD)
- **9-12** - Sequential. Current offerings/minutes stay the same.
- Changes to the K-12 HUUSD World Language program will go into effect in the 2018/2019 school year.

## 6. COSTS

The changes proposed require an additional 1.0 FTE World Language Teacher at both Thatcher and Crossett, 2 additional full time teachers. In addition, it may be preferable to have .50 FTE (versus .40 FTE) Teaching

positions at the valley elementary schools that can be combined for a full 1.0 FTE. Warren Elementary was unable to fill their .40 FTE position this year. No changes are anticipated at Harwood Union. Current FTE and costs for World Language in the FY2018 HUUSD budget and an estimate of the cost of an additional 2.4 FTE World Language Teachers is below. In addition, there may be one-time classroom set up expenses and curriculum materials.

World Language					
	FY2018 HUUSD Budget		Changes in FTE per Proposal		
	Teacher FTE	Amount \$	Teacher FTE	Amount \$	Estimated FY18 Enrollment (K-12)
Salary & Benefits					
Fayston Elementary (PK-6)	0.40	\$ 27,594	.40 to .50	\$ 35,094	86
Moretown Elementary (PK-6)	0.40	\$ 27,574	.40 to .50	\$ 35,074	103
Waitsfield Elementary (PK-6)	0.40	\$ 27,315	.40 to .50	\$ 34,815	108
Warren Elmentary (PK-6)	0.40	\$ 23,244	.40 to .50	\$ 30,744	138
Thatcher Brook (PK-4)	-	\$ -	1.00	\$ 75,000	386
Crossett Brook (5-8)	1.00	\$ 57,202	2.00	\$ 132,202	292
Harwood Union (7-12)	5.60	\$ 502,110	5.60	\$ 502,110	673
	8.20	\$ 665,039	10.60	\$ 845,039	1,786
Contracted Svs. Materials & Supplies		\$ 11,600		\$ 15,000	
Total World Language	8.20	\$ 676,639	10.60	\$ 860,039	
Rough Estimate Increase in Teacher FTE and Expensse			2.40	\$ 183,400	