

Carteret Public Schools
Guide to Second Language Learning

Why You Need To Speak a Foreign Language

Languages Spoken In New Jersey

Spanish	Persian
German	Kru, Ibo, Yurub
French	Greek
Vietnamese	Polish
Korean	Serbo-Croatian
Arabic	Urdu
Chinese	Mon-Khmer, Cambodian
Laotian	Portuguese
Japanese	Thai
Tagalog	Dutch
Italian	Telugu
Russian	Bengali
Gujarathi	Amharic
Kurdish	Hebrew
Hindi	



Languages Spoken in Middlesex County

Amharic	Korean
Arabic	Laotian
Bengali	Mandarin
Chinese	Mon-Khmer, Cambodian
Cushite	Persian
English	Polish
French	Portuguese
German	Russian
Greek	Spanish
Gujarathi	Tagalog
Hebrew	Tamil
Hindi	Telugu
Italian	Urdu
Japanese	Vietnamese

BENEFITS OF WORLD LANGUAGE STUDY

Two decades of research on the benefits of second language acquisition gives an impressive rationale for world language instruction in terms of the **cognitive benefits, academic achievement, and development of positive attitudes toward cultural diversity**. In addition, New Jersey's multicultural and multiethnic community and its growing economy demand increased contact and face-to-face interaction with members of other cultures both in New Jersey and around the world.

This *Framework* affirms the belief that all New Jersey students should be given the opportunity to study at least one world language other than English. The rationale provided below summarizes the necessity and importance of providing this opportunity for New Jersey's children.

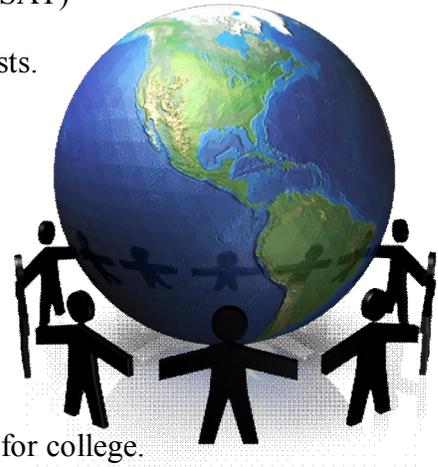
Why is it important to provide this opportunity for the children of New Jersey? The study of another language and culture:

- enables students to interact and communicate with others while gaining a greater understanding of and respect for the cultural perspectives, practices and products of different cultures;
- provides an appreciation of state and national responsibilities in the world community;
- enables students to become multilingual and multicultural resources for American and international business based in the state of New Jersey;
- strengthens critical-thinking skills through problem solving, conceptualizing, and reasoning;
- enhances the ability to see connections between the various disciplines by incorporating visual and performing arts, health and physical education, language arts literacy, mathematics, science, social studies, and workplace readiness into the language classroom;
- develops the skills and habits essential to the learning process;
- facilitates the acquisition of subsequent languages;
- provides a competitive edge in career choices and in professional development;

What are the benefits of learning a second language?

Overall, a competitive advantage on many levels!

- ✓ Non-gifted students' ACT scores show that they gain more from foreign language study than gifted students.
- ✓ Students who averaged 4 or more years of foreign language study scored higher on the verbal section of the Scholastic Aptitude Test (SAT)
- ✓ Students scored statistically higher on standardized tests.
- ✓ Enhances a child's English reading and writing skills.
- ✓ Improves a child's understanding of his/her native language.
- ✓ Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- ✓ Gives a student a head start in language requirements for college.
- ✓ Increases job opportunities and promotions in many careers where knowing another language is a real asset, for example: business, marketing, media, public relations, international diplomacy, foreign relations, the military, State Department, CIA, interpreting and translating, the law, engineering, education, medical and health professions, service and community development professions.
- ✓ Develop a deeper understanding and appreciation of their own and other cultures and people from other countries.
- ✓ Improved overall school performance
- ✓ Has a positive effect on intellectual growth.
- ✓ Enriches and enhances a child's mental development and memory.
- ✓ Gains in self-esteem and confidence.
- ✓ Children are more creative and better at solving complex problems.
- ✓ Gives a child the ability to communicate and develop friendships with people s/he would otherwise not have the chance to know.



WORLD LANGUAGES AT THE ELEMENTARY LEVEL:

THE OPTIMUM STARTING POINT

Recent scientific research has provided many insights into **when** and **how** children best acquire languages. These findings have important implications for educators, policy makers, and parents as they challenge the traditional time framework for beginning language study in schools as well as methodology for teaching languages. Patricia Kuhl, at the University of Washington, reported that by six months, infants' perceptual systems are already configured to acquire their native language. With each year of growth, children are less able to filter out fine distinctions among the sounds of other languages. After early childhood, the language acquisition mechanism becomes highly structured creating an interference effect that may account for the difficulty in learning languages at a later time. This indicates that a window of developmental opportunity exists for acquiring other languages. These findings, along with the ease with which children in bilingual families acquire two languages, support the contention that world language instruction should begin as early as preschool age. (Education Commission of the States, 1996)

Dr. Gladys Lipton (1998, p. 11), highlights the results of research on children who study a foreign language in elementary school. These students:

- achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills;
- have an improved self-concept and sense of achievement in school; and can transfer their language learning skills in subsequent foreign language study in high school and college

Realities

- It takes time to learn a second language – more than the compulsory two years. Two years to learn another language is “woefully inadequate for high school students to develop any usable level of proficiency.” *Unknown*
- Children who learn a language before the onset of adolescence are much more likely to have native-like pronunciation. After the onset of adolescence native-like fluency is still possible but with time.
- Two hundred thousand Americans annually lose out to jobs in business because they do not know another language.
- Most of the growth potential for US business is in overseas markets.
- American students are linguistically deprived
- No Child Left Behind focused on measurable goals in reading and mathematics, and, as a result, many language programs suffer - particularly in high minority school districts.
- Foreign language instruction today is very different from what parents/administrators might have experienced in school. Best practices and national standards have caused many adults' memories of rote learning and memorization to be left behind. Unfortunately, these same adults that counsel students often base their advice and opinions on their previous experiences and this can lower enrollment in the advanced language courses that can give our students an edge in the job market and the university application process.
- Foreign language study is for **all** students; however technical path students are not held to the same standards as university path students. This is disheartening in that technical path students need a second language most since income is often determined by client base. Being bilingual can directly affect a blue-collar worker's income and well-being because it increases the opportunities for forming new business relationships which in the end, increases employee income.

ACTFL Proficiency Levels and Employment

The chart below correlates the anticipated level of proficiency to the number of years of language study.

PROFICIENCY LEVEL	FUNCTIONS	CORRESPONDING JOBS/PROFESSIONS	WHO HAS THIS LEVEL OF PROFICIENCY?
SUPERIOR	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	<ul style="list-style-type: none"> • Interpreter • Accountant • Executive • Lawyer • Judge • Financial Advisor 	Educated heritage speakers; students form abroad after a number of years working in a professional environment.
ADVANCED HIGH ----- ADVANCED MIDDLE ----- ADVANCED LOW	Narrate and describe in past, present and future and deal effectively with an unanticipated complication.	<ul style="list-style-type: none"> • University Professor of Foreign Languages ----- • Doctor • Sales Representative • Social Worker ----- • Customer Service Representatives. • Police Officers • School Teacher 	Students with masters degrees or doctorates ----- Heritage speakers who learned the target language in the home environment. ----- Graduates with second language degrees who have lived in target language-speaking countries.
INTERMEDIATE HIGH ----- INTERMEDIATE MIDDLE ----- INTERMEDIATE LOW	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions.	<ul style="list-style-type: none"> • Aviation Personnel • Telephone Operator • Receptionist ----- • Tour Guide • Cashier 	Graduates with target language degrees who have not lived in target language-speaking countries. ----- After 6 years of middle/high school, AP ----- After 4 years of high school
NOVICE HIGH ----- NOVICE MIDDLE ----- NOVICE LOW	Communicate minimally with formulaic and rote utterances, lists and phrases		----- After 2 years of high school -----

ELEMENTARY SCHOOL WORLD LANGUAGE PROGRAMS

GOALS

1. To develop an awareness of and interest in a foreign language and culture.
2. To develop language-learning strategies
3. To develop a greater awareness of the English language
4. To develop some knowledge of the foreign language.

EXPECTATIONS

Your child will be able to...

- Identify colors
- Identify classroom objects and school supplies
- Tell the date using day and month
- Ask and tell when their birthday is
- Identify the seasons of the year
- Use simple phrases to talk about the weather
- Follow simple instructions related to classroom and daily life.
- Respond in memorized, familiar phrases to highly practiced questions about personal life, likes and dislikes
- Describe people, places, and things with high-frequency, memorized chunks of language.
- Express thanks or apology in response to visual or audio clues.
- Use highly practiced questions to make simple real life requests.
- Talk about some traditional holidays and celebrations of the target culture in their native language
- Talk about some cultural differences between personal culture and the one studied in their native language



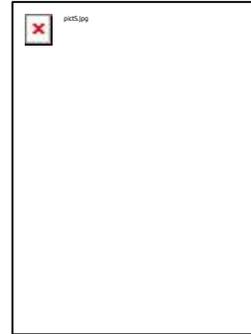
How well will your child be able to use their language at the end of the program?

At the end of the Flex program your child will use memorized chunks of highly practiced vocabulary and phrases. They may identify random objects in the target language such as classroom objects, items in your home, or in a store. They will recognize the target language in their own environment. They will have an emerging awareness of the target cultures and locations where the target language is used. These students have learned the language within the context of the classroom and may not perform on demand. However, in Carteret, students only have 1 day/week of instruction grades K-5.

MIDDLE SCHOOL WORLD LANGUAGE PROGRAMS

FIRST SEMESTER PROGRAM

- Use the target language alphabet to spell
- Identify colors
- Identify classroom objects and school supplies
- Tell the date using day and month
- Ask and tell when their birthday is
- Identify the seasons of the year
- Use simple phrases to talk about the weather
- Use numbers 0-100 in simple statements
- Greet and say good-by in a variety of ways
- Introduce people and respond to an introduction
- Ask how someone is and say how they are
- Ask and respond to how old someone is
- Ask where someone is from and say where they are from
- Talk about what you like and do not like
- Identify in authentic text cognates and borrowed words from target language
- Write short and simple biographical statements
- Talk about what they want and need
- Talk about what you need and want to do
- Talk about some traditional holidays and celebrations
- Talk about some cultural differences between personal culture and the one studied



MIDDLE SCHOOL WORLD LANGUAGE PROGRAMS

SECOND SEMESTER PROGRAM

At the end of a second semester-long* Middle School course your child will be able to :

- Talk about school subjects
- Sequence events
- Tell time
- Tell at what time something happens
- Talk about being late or in a hurry
- Describe people and things
- Talk about things they like and explain why
- Talk about what you and other like to do
- Talk about what you and others do during free time
- Tell where people and things are
- Discuss how often you do things
- Talk about what you and your friends like to do together
- Talk about what you do during a typical week
- Give the date
- Talk about the weather
- Talk about some traditional holidays and celebrations
- Talk about some cultural differences between personal culture and the one studied

How well will your child be able to use their language at the end a second semester-long* Middle School course?

Middle School learners mainly **react**.

They understand messages and information related to topics they have learned that are heavily supported by verbal or nonverbal clues or visuals. These students rely greatly on repetition and contextual clues. They repeat words, phrases, and basic sentences to make themselves understood. They speak using primarily one word or phrase and rely heavily on memorized expressions. They have an extremely limited vocabulary and do not master the use of grammatical structures. To communicate they use repetition, verbal or nonverbal expressions, visual props, contextual clues, or even fall back on their native language. Most frequently it is their teachers (or others who are used to speaking to beginning speakers) who can understand them. When attempting to speak, their speech is marked by errors, false starts, pauses and/or use of their native language. They will make mistakes but will begin to express their own ideas in a very limited manner. The student's cultural awareness of the similarities and differences between the native and the world language begin to emerge and when reading materials written in the world language, they should be able to get the main idea.

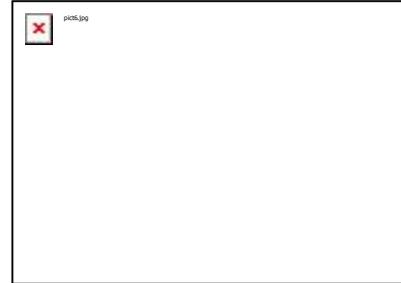
* Students do not progress to a new proficiency level each year; therefore, proficiency levels may appear to be the same.

SECONDARY SCHOOL WORLD LANGUAGE PROGRAM

EXPECTATIONS

At the end of First Year of a World Language class your child will be able to :

- Introduce oneself and others
- Exchange basic greetings and farewells
- Ask and tell one's age
- Express likes and dislikes
- Tell time in target language
- Make simple statements in the present tense
- Recognize the past tense
- Understand simple commands
- Ask/answer simple questions on topics such as school, family, food, self, the house, places around town and daily routines.
- Use formal/informal forms of address appropriately
- Give simple statement about the weather
- Read and understand simple, level appropriate authentic text
- Identify and demonstrate knowledge of geographical locations where the target language is spoken
- Prepare and present simple original skits in the target language
- Recognize basic cultural similarities and differences
- Compare essential structures of the target language with their own
- Give simple directions
- Compare and contrast the view points of the target culture with their own.



How well will your child be able to use their language at the end of the First Year?

Level 1 learners mainly **react**.

They understand messages and information related to daily life and other topics they have learned that are supported by verbal or nonverbal clues or visuals. These students rely heavily on repetition and contextual clues. They repeat words, phrases, and basic sentences to make themselves understood. They speak using primarily one word or phrase and rely heavily on memorized expressions. They have a very limited vocabulary and do not master the use of grammatical structures. To communicate they use repetition, verbal or nonverbal expressions, visual props, contextual clues, or even fall back on their native language. Most frequently it is their teachers (or others who are used to speaking to beginning speakers) who can understand them. When attempting to speak, their speech is marked by errors, false starts, pauses and/or use of their native language. They will make mistakes but will begin to express their own ideas. The student's cultural awareness of the similarities and differences between the native and the world language begin to emerge and when reading materials written in the world language, they should be able to get the main idea.

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SECONDARY SCHOOL WORLD LANGUAGE PROGRAM

EXPECTATIONS

At the end of Second Year of a World Language class your child will be able to :

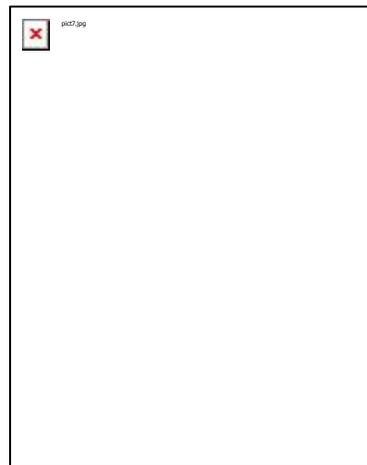
- Express needs and preferences
- Express feelings and emotions
- Give and follow simple directions
- Ask and answer simple questions about topics such as: school, family, past experiences, future goals, special events, the community, daily activities, etc.
- Read and understand simple, level-appropriate authentic text
- Give brief, organized oral presentation with visual aids
- Write short, organized paragraphs about familiar topics
- Demonstrate greater understanding of the influence of geography on food, clothing, and other cultural aspects.
- Compare and contrast with a deeper understanding the cultural similarities and differences
- Compare and contrast the view points of the target culture with their own
- Compare essential structures of the target language with their own
- Use simple sentences and phrases to narrate in the past about familiar topics.
- Recognize the future tense.
- Use level-appropriate idiomatic expressions of the target language

How well will your child be able to use their language at the end of the Second Year?

Level 2 learners mainly **react**.

They understand messages and information related to daily life and other topics they have learned that are supported by verbal or nonverbal clues or visuals. These students rely heavily on repetition and contextual clues. They repeat words, phrases, and basic sentences to make themselves understood. They speak using primarily one word or phrase and rely heavily on memorized expressions. They have a very limited vocabulary and do not master the use of grammatical structures. To communicate they use repetition, verbal or nonverbal expressions, visual props, contextual clues, or even fall back on

their native language. Most frequently it is their teachers (or others who are used to speaking to beginning speakers) who can understand them. When attempting to speak, their speech is marked by errors, false starts, pauses and/or use of their native language. They will make mistakes but will begin to express their own ideas. The student's cultural awareness of the similarities and differences between the native and the world language begin to emerge and when reading materials written in the world language, they should be able to get the main idea



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SECONDARY SCHOOL WORLD LANGUAGE PROGRAM

EXPECTATIONS

At the end of Third Year of a World Language class your child will be able to :

- Communicate in the present and past tenses about: daily routines, school life, leisure activities, special events and art
- Express likes and dislikes
- Express feelings and emotions
- Talk about what people are like
- Recognize and understand patterns of past and future tenses
- Maintain short conversations about music and dance
- Exchange information about jobs and volunteer work
- Give practice presentation about well-known people and historical events
- Express needs and desires
- Compare and contrast the view points of the target culture with their own
- Compare essential structures of the target language with their own
- Utilize internet resources in the target language to discover more about the target culture such as jobs, technology, architecture, music and dance.
- Demonstrate level-appropriate understanding of listening, reading, and viewing of culturally authentic materials.
- Develop a deeper understanding the cultural similarities and differences



How well will your child be able to use their language at the end of the Third Year?

Level 3 learners mainly **react** and **begin to create** in the target language.

They function within and understand messages or information (oral or written) on familiar learned topics and themes. They can use sentences and occasionally short strings of sentences to be understood. Grammatically, they are able to combine and recombine sentences and they will begin to ask and answer basic questions using words and short sentences. These students are most comfortable talking about present events and are just starting to develop their use of the past tense. Their vocabulary relates to everyday experiences and includes some idiomatic expressions. The students may revert to native language if they are unsuccessful in their communication attempts. These learners are also most often understood by their teachers (or others who are used to speaking to beginning speakers). They demonstrate basic understanding of some cultural behaviors, perspectives, and products. When reading material in the world language they are able to understand more than the main idea and are able to start to answer and understand more comprehensive questions on the material.

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SECONDARY SCHOOL WORLD LANGUAGE PROGRAM

EXPECTATIONS

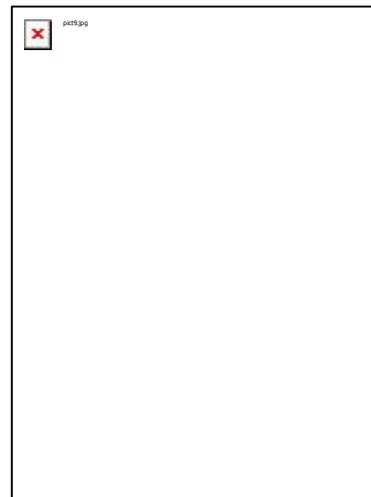
At the end of Fourth Year of a World Language class your child will be able to :

- Give opinions and exchange information about culturally authentic materials.
- Share personal reactions to spoken and written information related to the target culture
- Participate in extended written and oral activities
- Exchange idea clearly using level-appropriate material
- Identify main ideas, supporting details, and various elements such as plot, theme, setting and characters from a variety of texts
- Communicate effectively in the present and past tenses
- Ask and answer questions about future events
- Discuss how view points of people in countries where the target language is spoken are reflected in their practices and products such as political systems, music, art, literature, etc.
- Compare and contrast the view points of the target culture with their own
- Develop a deeper understanding the cultural similarities and differences.

How well will your child be able to use their language at the end of the Fourth Year?

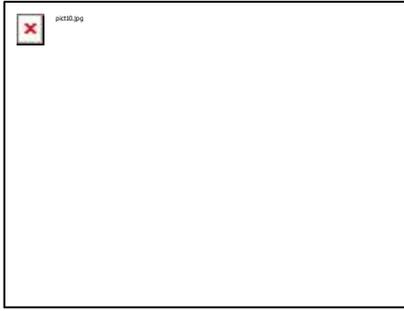
Level 4 learners **create** in the target language.

They function within familiar contexts. They can understand messages or information (oral or written) on learned topics. They use sentences and strings of sentences to be understood. Grammatically, they are able to combine and recombine sentences. Students begin to expand the variety and type of questions they ask and answer questions using short sentences. These students talk best about present events. When speaking about future and past events, they tend to make frequent errors. Their vocabulary relates to everyday experiences and includes some idiomatic expressions and shows an awareness of both cultural and literal meaning of words. The students use a variety of means to communicate but may revert to native language if they are unsuccessful. These learners are still most often understood by their teachers (or others who are used to interacting with beginning speakers). These learners create on their own although errors are still present. Fluency in the language is just starting to emerge. They use their language skills in different social situations with emerging confidence. They demonstrate basic understanding of some cultural behaviors, perspectives, and products. When reading material in the world language they have a more in-depth understanding and are able to answer and understand more complex questions and offer their opinions and thoughts.



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National Foreign Language Standards



Language and communication are the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.
-- Standards for Foreign Language Learning in the 21st Century

1. Competence in more than one language and culture enables people to

- communicate with other people in other cultures in a variety of settings,
- look beyond their customary borders,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge, and participate more fully in the global community and marketplace

2. All students can be successful language and culture learners, and they

- must have access to language and culture study that is integrated into the entire school experience,
- benefit from the development and maintenance of proficiency in more than one language,
- learn in a variety of ways and settings, and
- acquire proficiency at varied rates.

3. Language and culture education is part of the core curriculum, and it

- is tied to program models that incorporate effective strategies, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels, and develops and enhances basic communication skills and higher order thinking skills.

NOTES

