

Override Study Committee

Elementary World Language Program

Monday, December 17, 2007



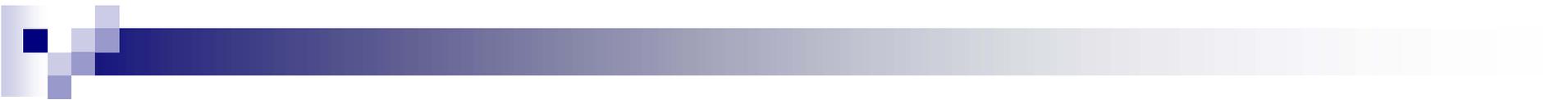
Elementary World Language

- Why learn another language?
- Why begin learning another language early in elementary school?
- What are the characteristics of an effective Elementary World Language (EWL) program?
- What is the EWL program we are proposing?



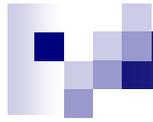
References

- *K – 6 World Language Proposal*, Nov. 15, 2005 at: www.brookline.k12.ma.us
- www.discoverlanguages.org
- www.nnell.org
- www.foreignlanguage.org/



Program Goals

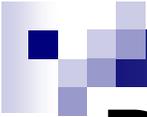
- To acquire proficiency in speaking, listening, reading and writing in the target language
- To reinforce learning of the general curriculum content through the study of a world language
- To acquire an understanding of and appreciation for other cultures



Benefits of Knowing Another Language

(What does the research say?)

- Students who study foreign languages develop a deeper understanding of their own and other cultures.
- Students who receive second language instruction are more creative and better at solving more complex problems.
- Americans fluent in other languages enhance economic competitiveness abroad, improve global communication, and maintain political and security interest.
- Students who study foreign languages have access to a greater number of career possibilities.
- Students who study foreign languages score statistically higher on standardized tests conducted in English.
- Learning other languages broadens a child's outlook and provides opportunity to communicate with more people.

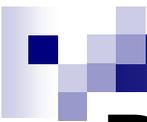


Benefits of Early Language Learning

(What does the research say?)

Students who have the opportunity to study a world language beginning at the elementary level:

- Greater academic achievement in other areas of study including reading, social studies, and math
- Higher scores on standardized tests
- Improved understanding of the English language and greater sensitivity to structure, vocabulary, and syntax
- Improved reasoning, conceptualizing, and analyzing, along with better listening and memory skills.
- Language learning skills transfer from one language learning experience to another.



Benefits of Early Language Learning

(What does the research say?)

- Earlier and longer sequences of language instruction enable students to achieve much higher levels of proficiency in a foreign language.
- Children who learn a language before the onset of adolescence are much more likely to have native like proficiency.
- The critical period for learning a foreign language comes at an early age. If a foreign language is not learned at this time, the ability to master the language may be lost.
- Children who are exposed to both a foreign language and culture gain more understanding of diversity and are better equipped to learn about global issues.



What are the characteristics of an effective elementary foreign language program?

- Access and Equity
- Program Goals and Program Intensity
- Extended Sequence
- Articulation
- Curriculum
- Instruction
- Materials
- Evaluation
- Staffing
- Professional Development
- School and Community Support and Development
- Culture

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Program Model

Content-Enriched FLES*

- Content enriched FLES programs incorporate general curriculum content in the language instruction
- Aim to acquire proficiency in the four language skills of listening, speaking, reading, and writing
- Concepts taken from the content area curricula are interwoven with foreign language instruction, thereby providing students with a meaningful context in which to learn language

*FLES - Foreign Language in Elementary Schools



Program Model

A content-enriched FLES program offers:

- The efficient use of classroom time, as both content and the target language can be taught in the same lesson (e.g., learning the days of the week in both English and Chinese)
- An emphasis on language in action, with the idea that the target language can be a part of everyday experiences (e.g. counting exercises in English and Spanish)
- The creation of a more naturalistic setting, in which children are fully engaged and participating in study and research (e.g. a social studies unit that researches Japan's economy while introducing key vocabulary and phrases). Content-based activities thus provide a framework for developing higher cognitive skills.
- A broader exposure to topics in the target language and a higher level of proficiency than those attending FLES programs that are not content-enriched.
- An enhanced appreciation of another culture through lessons that explore history, science, and social studies in the target language and encourage students to think in terms of another culture.



Proposed Class Schedule

- Grades K-2:

3 sessions/ wk x 20 minutes/session =
60 minutes/week

- Grades 3-6:

3 sessions/wk x 30 minutes/session =
90 minutes/week



Brookline Elementary World Language Program

- Access and Equity
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Additional Information

- Members of the EWL Advisory Committee
- National Program Goals
- National and State Standards
- K-12 ACTFL Performance Guidelines
- History of EWL in Brookline
- Education Week Article



Elementary World Language

Budget Summary

	Total
Staff	\$557,280 9.8 FTE
Health Insurance	\$132,000
Materials/ Supplies	\$62,400
Prof. Dev.	\$28,980
Equipment	\$12,100
TOTAL	\$792,760



2006-2007 EWL Advisory Committee

■ Participants

Dr. Jennifer Fischer-Mueller	Deputy Superintendent for Teaching and Learning	Brookline Public Schools, MA
Mindy Paulo	K-8 World Language Curriculum Coordinator K-12 English Language Learners' Program Coordinator	Brookline Public Schools, MA
Dr. Geoff Tegnell	K-8 Social Studies Curriculum Coordinator	Brookline Public Schools, MA
Agnes Alberola	9-12 World Language Curriculum Coordinator	Brookline Public Schools, MA
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Lauren Carroll	Spanish Teacher	Brookline Public Schools, MA
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Sarah Moghtader	Community Member & French Teacher	Brookline, MA
Paul Dryfoos	Parent	Brookline, MA

■ Consultants

Dr. Mary Cazabon	K-12 Bilingual & English Language Acquisition Director	Cambridge Public Schools, MA
Dr. Yu-Lan Lin	World Languages Program Director	Boston Public Schools, MA
Olmanda Hernandez-Guerrero	Lecturer in Spanish	Brandeis University, MA
Therese Caccavale	K-12 Foreign Language Specialist	Holliston Public Schools, MA



National Program Goals

The following goals are defined by the National Standards in Foreign Language Education to guide the development of a consistent and articulated program.

- **Goal 1:** To enable learners to communicate in a foreign language of modes and within a wide range of cultural contexts.
- **Goal 2:** To enable learners to expand opportunities to use language by connecting with other disciplines, accessing information through authentic language sources, and by interacting in the global society.
- **Goal 3:** To enable learners to demonstrate knowledge of world cultures, develop an appreciation of cultural diversity, and expand awareness of their own language and culture.



National & State Standards

The curriculum will be designed to meet the standards outlined in the Massachusetts Foreign Language Curriculum Framework and the nationally established standards for foreign language education as encompassed in five strands:

Communication

- Students can hold conversations in the target language, understand and interpret written language, and present information to an audience.

Culture

- Students gain knowledge and understanding of the cultures of the native speakers of the target language.

Connections

- The curriculum reinforces knowledge of other subject areas using the target language.

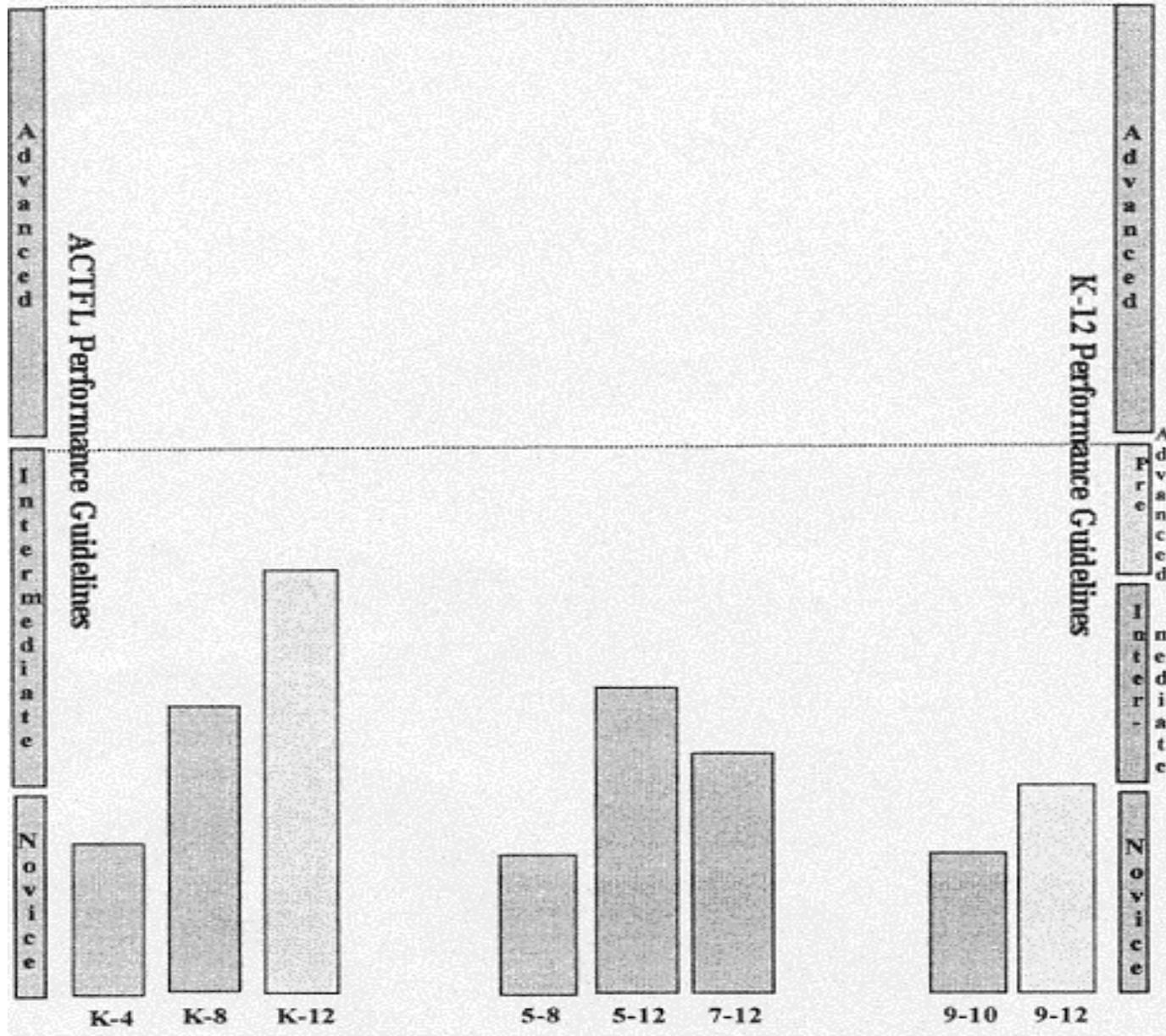
Comparisons

- Students gain the ability to understand the structure of the target language through comparisons to the structure and rules of the native language.

Communities

- Students are encouraged to use the target language outside the school setting.
 - These strands describe the overall content of teaching, learning, and assessment in world languages.
 - The Massachusetts Foreign Languages Curriculum Framework includes each strand and the learning standards.

K-12 ACTFL Performance Guidelines





History of EWL in Brookline

1997- 1998

- In 1997 a Task Force was established to explore the option of introducing an EWL program to Brookline.
- The purpose of the Task Force was to investigate the feasibility of a lower grade world language program. Their recommendation was accepted by the School Committee, but not funded.

1999- 2000

- The Mandarin Chinese program initially started in September 1999 when Driscoll School hosted the first teacher from the Gao X'in School in China as part of Brookline's exchange program. During the one-month exchange, the teacher taught Mandarin to grade 2 and grade 6.
- A grant allowed the continuation of Mandarin language instruction for the remainder of the 1999-2000 school year.



History of EWL in Brookline

2000- 2001

- Driscoll offered Mandarin Chinese to grades 1-3, 6, and 7.

2001- 2002

- In September 2001, 3 schools were awarded a 3-year Freeman grant for the study of either Chinese (Baker, Lincoln, Pierce) or Japanese (Lawrence).
- The program at Driscoll was expanded to include grades 4, 5, and 8.
- Baker, Lincoln, and Pierce offered EWL in grades 1 and 2 for one hour a week.
- The Lawrence School offered Japanese to grades 1 and 2 for one hour a week.
- Spanish was introduced to grades 1 and 2 at Heath, grades K and 1 at Runkle.



History of EWL in Brookline

2002-2003

- The Spanish program at Devotion was introduced to grades 1 and 4 in September 2002; grades 2 and 5 were added in 2003.
- Grades 3 and 4 were added to Baker, Lincoln, Pierce, and Lawrence at 90 minutes a week.
- Eliminated the program in Kindergarten and offered grades 1, 2, and 3 at Heath and Runkle. Grades 1 and 2 met for one hour a week and grade 3 for 90 minutes a week.

2003-2004

- In September 2003, Driscoll School was awarded another 3-year Freeman grant to continue their Mandarin Chinese program.
- A program evaluation was conducted by an independent consultant to
 1. Determine the perceived effectiveness of the program
 2. How well received the program was by a variety of audiences
- All programs, except the Mandarin Chinese program at Driscoll, ended in June 2004.



History of EWL in Brookline

2004-2005

- In September 2004, Driscoll added Kindergarten to have a fully articulated program grades K-8.
- A K-6 World Language Planning Committee was established. The Committee presented a K-6 World Language Proposal.

2005-2006

- Chinese program continues at Driscoll.

2006-2007

- The Freeman Foundation provided an additional year of funding for the Driscoll program this year, 2006-2007. .
- The Freeman grant, funding the Mandarin Chinese program at Driscoll, ended in June 2007.
- Elementary World Language Advisory Group is established.