

Discussion Paper: Impacts of Foreign Language Education

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A. INTRODUCTION

Students will need to learn one or more foreign languages to be successful in the increasingly diverse global economy of the future. If U.S. businesses are to succeed, their representatives will need to know the culture and customs of business representatives with whom they are dealing. Many key education and government organizations have identified the critical importance of foreign language proficiency:

- The California Department of Education states, “If California students are to become world-class business leaders, they will require an education comparable to their overseas peers. European and Asian students begin their foreign language education in elementary school.” U.S. students will have to compete with students from other countries who have been required to learn two or three languages.
- The U.S. Congress noted, “Foreign language is crucial to our nation’s economic competitiveness and national security. Multilingualism enhances cognitive and social growth, competitiveness in the global marketplace (4 out of 5 new jobs in the U.S. are created from foreign trade), national security and understanding of diverse people and cultures. As we approach a new century where global communication will be essential for survival, we cannot afford the luxury of international ignorance...”
- A consortium of national foreign language organizations developed the following statement of principles in 1993: “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. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language...” (Nanduti).
- In June 2004, the U.S. Department of Defense convened the National Language Conference to discuss approaches to meeting the nation’s language needs in the 21st century. Delegates agreed that this country faces a critical shortage of linguistically competent professionals to meet the needs of federal agencies and departments responsible for national security. Member of the government, military, education and the private sector agreed that there is an urgent need to build towards the United States being a language-competent nation.
- A 2004 public opinion poll reported that nearly half of Americans say there is too little foreign language instruction in the nation’s public schools and 50% attribute this to a lack of funding (Troyer).
- The Senate passed a resolution declaring 2005 “The Year of Languages” in the United States. The American Council on the Teaching of Foreign Languages developed the campaign to focus attention on the academic, social and economic benefits of studying other languages and cultures.

B. BENEFITS OF FOREIGN LANGUAGE EDUCATION

The many advantages of learning one or more additional languages include personal benefits such as job and career advancement; opportunities for travel abroad; and an enhanced cultural understanding. A second category of benefits is the gains in academic achievement associated with foreign language education. Finally, researchers have suggested that acquisition of a foreign language enhances brain development, particularly at a young age.

1. Job Opportunities & Career Advancement

A second language is now becoming vital to an increasing number of careers. There is a growing need for individuals with both foreign language skills and technical training as a result of increased activity in international business, the increase in inflow of foreign capital to the U.S., and an expanded awareness of the need to conduct both business and diplomatic relations in the language of the host country. Even in those careers where the knowledge of a second language does not help to obtain a first job, many report that foreign language skills enhance their mobility and improve their chances for promotion. (Weatherford).

2. Travel Abroad

Unlike the past where people rarely ventured beyond their home states, large numbers of U.S. residents are increasingly traveling abroad for both work and pleasure. It is clear that although it is possible to travel to foreign countries without knowing the language, that having at least some skill in the language offers the traveler the ability to solve everyday travel problems more easily and to experience a greater understanding of the people and culture of the country. Therefore, language learning allows people to reduce their frustration and enhance their enjoyment of foreign travel (Weatherford).

3. Cultural Understanding & Mutual Communication

The need for mutual understanding and meaningful communication between nations has gained increased urgency due to the increasing levels of globalization and international business. Many in the U.S. have suggested a need for better international understanding and have suggested that foreign language study is one important means of achieving this. Although knowledge of a foreign language is not guaranteed to create empathy with and understanding of the native speakers of a language, these qualities are certainly facilitated by language study. In addition, foreign language study tends to help dissolve misconceptions and create feelings of sympathy for native speakers of the language, especially if the study is begun at an early age and pursued for a long time. (Weatherford).

4. Gains in Academic Achievement

Many have suggested that studying a foreign language provides benefits in terms of enhanced academic achievement in other areas. Numerous studies have identified positive correlations between foreign language study and performance on standardized tests; overall academic performance and college admissions test scores. These will be further discussed in later sections.

5. Enhanced Brain Development

A number of studies have suggested that foreign language study leads to enhanced cognitive development of the brain. Bilingual subjects in various tests have outperformed similar monolingual

subjects on verbal and nonverbal tests of intelligence (Weatherford). Researchers have also noted that people who learn additional languages are more creative and better at solving complex problems (Marcos).

C. BENEFITS OF FOREIGN LANGUAGE ACQUISITION AT AN EARLY AGE

In addition to those benefits noted in the sections above, many educators and researchers note that there are particular benefits to learning a foreign language at an early age. An international study of foreign language education found that most of the 19 countries surveyed begin compulsory language instruction for the majority of students in the elementary grades, whereas schools in the United States typically do not offer foreign language classes until middle school or high school (Christian). See Appendix A on page 12 for further details on foreign languages offered and age of introduction for a range of countries.

The Center for Applied Linguistics notes that learning a second language at an early age:

- Has a positive effect on intellectual growth.
- Enriches and enhances a child's mental development.
- Leaves students with more flexibility in thinking, greater sensitivity to languages, and a better ear for listening.
- Improves a child's understanding of his/her native language.
- Gives a child the ability to communicate with people he/she would otherwise not have the chance to know.
- Opens the doors to other cultures and helps a child understand and appreciate people from other countries.
- Gives a student a head start in language requirements for college.
- Increases job opportunities in many careers where knowing another language is an asset.

It is also suggested that it is easier to learn a language if one begins at a younger age. Studies have shown that the human brain is more open to linguistic development during the years between birth and pre-adolescence and that children who learn a language before the onset of adolescence are more likely to develop native-like pronunciation (Marcos). Researchers in London studied the brains of bilingual and monolingual people using brain scans. They found that the density of grey matter in the left inferior parietal cortex of the brain was greater in bilinguals than in those without a second language. The effect was particularly noticeable in those who had learned another language early (before the age of 15). They concluded that older learners wouldn't be as fluent as people who learned earlier in life (BBC News).

Recent research shows that any language a child learns through age 10 is stored in one part of the brain where it can be distinguished easily, and that after that it gets stored in a different part. This is why high school students and adults have to switch back and forth to translate from their native language to the one they are learning (Franklin).

Learning a second language at an early age also enables the learning of additional languages. If children become proficient in one foreign language at an early age, their brains become wired for learning languages and that makes learning a third language easier (Franklin).

D. CURRENT STATUS OF FOREIGN LANGUAGE EDUCATION IN THE U.S.

Given the numerous benefits of studying a foreign language, one might expect language programs to be a ubiquitous component of the U.S. K-12 curriculum. This does not appear to be the case. Limited resources are often cited as one of the reasons for a lack of foreign language programs. Total federal funding for foreign language education was approximately \$85 million in 2003, which represents less than 1/6th of 1% of the overall Department of Education budget (Cutshall). The pressures of increased accountability has led many schools to focus on those core subjects that are tested to meet state and/or national accountability standards, often to the detriment of foreign languages and other programs. Added challenges to the provision of adequate foreign language programs include the shortage of qualified teachers, particularly in the less common languages, and the lack of widely available curriculum and appropriate supporting materials.

One author notes, “The United States may be the only nation in the world where it is possible to complete secondary and postsecondary education without any foreign language study whatsoever. The prevalent practice of offering, or even requiring, one or two years of foreign language study for high school or college graduation is simply inadequate for giving students meaningful competence in foreign languages.” (Schulz).

The limited breadth of languages offered in U.S. schools is another issue of concern to many. The immigration of large populations of Spanish speakers has led to a perception that Spanish is the most valuable language to study. Spanish continues to dominate language instruction in the U.S., accounting for almost 70% of all language enrollments in grades 7-12 (Draper). This has led to attrition in other languages taught. Recent demographic changes have facilitated the introduction of more Asian dialects into our schools including Chinese, Japanese and Arabic (Franklin). These Asian languages remain a small minority of the enrollments in foreign language education. For example, despite the fact that Chinese is the most widely spoken language in the world with 874 million native speakers of Chinese, compared with 341 million of English, only 50,000 American students study Chinese. Arabic and Chinese are critical languages and without an emerging generation of speakers of these languages, the U.S. faces growing holes in intelligence gathering, trade relations and cultural understanding (Austin).

ACTFL figures for 2000 show that 43.8% of public high school students were enrolled in a foreign language class. The portion of the total high school students enrolled in various language classes was:

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| • Spanish | 30.2% | • Japanese | 0.4% |
| • French | 8.0% | • Russian | 0.08% |
| • German | 2.1% | • Latin | 1.3% |
| • Italian | 0.5% | | |

The Center for Applied Linguistics conducted a survey in 1997 to look at the enrollment; languages and programs offered relating to foreign language education in the U.S. They used the data to consider trends from an earlier study:

- Foreign language instruction in elementary schools increased by nearly 10%, growing from 22% of elementary schools reporting they offered foreign language instruction in 1987 to 31% in 1997.

- The percentage of secondary schools with foreign language instruction remained fairly stable from 87% in 1987 to 86% in 1997.
- In 1997, over 4 million or approximately 15% of elementary school students were enrolled in foreign language classes.
- At the junior high/middle school level, about 3 million or 37% of students were studying foreign languages in 1997.
- Over 7 million high school students, or 52% of students were studying a foreign language in 1997.
- In terms of languages offered, Spanish and French continue to be the most common languages of instruction in elementary schools. Spanish instruction increased from 68% of schools in 1987 to 79% in 1997, while French declined from 41% of schools in 1987 to 27% in 1997. Japanese, Italian and Sign Language have also shown increases but remain a small proportion of the languages offered.
- Spanish instruction increased significantly at the secondary level growing from 86% to 93% of schools with foreign language programs in 10 years. French instruction remained stable, (66% in 1987 to 64% in 1997). Instruction increased for Japanese (up to 7% from 1%) and Russian (up to 3% from 2%), while other languages remained stable or decreased in frequency of offering.
- 79% of the elementary schools that offered foreign language instruction in 1997 provided programs aimed at introductory exposure to the language, while 21% offered programs having overall proficiency as one of the goals.
- 92% of the elementary schools with foreign language programs offered classes during the regular school day.
- Almost all secondary schools with foreign language programs offered standard classes that included listening, speaking, reading, writing and culture. There was a significant increase in the percentage of Advanced Placement classes offered (16% of school offering in 1997 versus 12% in 1987).
- The majority of foreign language classes at the secondary level tended to be taught in a non-intensive manner with an average length of class-time of five hours of instruction per week with one of the most common options being 80-90 minutes per day for 18 weeks in a block schedule.

Over the past twenty years, foreign language instruction has moved from an almost exclusive focus on the components of language (grammar, vocabulary & pronunciation), to a focus on the development of communicative proficiency – the ability to communicate in the target language in real-life contexts (Schulz). The emphasis is on learning and using the language. The American Council on the Teaching of Foreign Languages (ACTFL) in cooperation with other educational organizations has developed standards for foreign language learning. They define what students should know and be

able to do in a K-12 sequence of foreign language instruction. The standards address the 5 C's of language learning (for more detail, see Appendix B on page 13):

- Communication – communicate in languages other than English
- Cultures – gain knowledge and understanding of other cultures
- Connections – connect with other disciplines and acquire information
- Comparisons – develop insight into the nature of language and culture
- Communities – participate in multilingual communities at home and around the world.

E. FOREIGN LANGUAGE EDUCATION IN ELEMENTARY SCHOOLS

As noted above, there are clear benefits to both students and society of early foreign language education. The National Council of State Supervisors for Languages (NCSSFL) endorses beginning language instruction in the elementary grades for all students. There are three types of elementary school programs known as FLEX, FLES and Immersion. Each of these is described below:

1. Foreign Language Experience or Exploratory (FLEX)

FLEX programs introduce students to other cultures and to language as a general concept, typically in classes taught once or twice per week for 20-30 minutes per day. Students learn about one or more languages, but the emphasis is not on attaining proficiency in a particular language. Children are not expected to gain fluency in a particular language, but these programs can provide a basis for later learning in a long-term, sequential foreign language program (Branaman).

2. Foreign Language in the Elementary School (FLES)

FLES programs are the most frequently offered foreign language programs in U.S. elementary schools. These programs provide a second language as a distinct subject that is typically taught 3-5 times per week during classes lasting 20-50 minutes. Instruction generally begins in kindergarten and continues throughout elementary school. Schools and districts typically write their own curriculum for these programs. Most FLES programs focus on teaching the four communication skills – listening, speaking, reading and writing; along with culture. Depending on the frequency of the classes and the opportunities provided for practicing the language, children in long-sequence FLES programs may attain substantial second language proficiency (Branaman).

3. Immersion

Immersion programs allow English-speaking children to spend part or all of the day learning in a second language. In full or total immersion programs, children learn all of their subjects in the second language. Teachers use no English at all in the early grades and only introduce English language arts in 2nd, 3rd or 4th grade for one period per day and gradually move to an even distribution of English and the immersion language by 5th or 6th grade. In the early grades teachers use body language, visuals,

manipulatives, exaggerated facial expressions and expressive intonation to communicate their meaning as they realize that students will not understand everything they say (Fortune).

Partial immersion programs offer only a portion of the curriculum in the second language, typically 20-50% of the school day. Partial immersion programs are more prevalent than full immersion programs in the U.S.

In both cases, the second language is the medium for content instruction rather than the subject of instruction. The goal of these models is for students to become academically proficient in their home language as well as in the second language and to develop an increased level of cultural awareness. Children enrolled in immersion programs work toward full proficiency in the second language and usually reach a higher level of competence than those participating in other types of language programs (Branaman).

4. The impacts of elementary foreign language instruction

A number of studies highlight the value of early foreign language instruction in terms of academic achievement and cognitive development:

- Immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking. It has been suggested that the very processes learners need to use to make sense of the teacher's meaning make them pay closer attention and think harder. This has a positive effect on cognitive development. However, a high level of second language proficiency is needed in order to experience the positive cognitive benefits of bilingualism (Fortune).
- Over three decades of studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Fortune).
- Full immersion students' English development may lag temporarily in reading, word knowledge, and spelling while instruction is occurring exclusively in the immersion language. However, after a year or two of instruction in English language arts, this discrepancy disappears (Fortune).
- Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic backgrounds and supports the notion that these programs are not intended exclusively for middle and upper-class Anglo families (Fortune).
- A statewide study of 3rd, 4th & 5th grade students in Louisiana examined how children who received 30 minutes of foreign language instruction daily fared against those receiving none. Researchers found that children who study foreign languages statistically outperform non-language students in language, math, science and social studies. On the English Language portion of the 4th grade Louisiana Educational Assessment Program (LEAP), 84% of the language students passed the test versus 76% of the non-language students. In the science portion of the test, 80% of the language students passed versus 73% of the non-language students. (Franklin).

- A study of the reading ability of 134 four and five-year old children found that bilingual children understood the general symbolic representation of print better than monolingual children (Marcos).
- A study analyzed the achievement test data of students in Fairfax County, Virginia, who had participated for five years in an immersion program. The study concluded that those students scored as well as, or better than, all comparison groups on achievement tests and that they remained high academic achievers throughout their schooling (Marcos).
- Numerous other studies have also shown a positive relationship between foreign language study and English language arts achievement (Marcos).

F. FOREIGN LANGUAGE EDUCATION IN MIDDLE SCHOOL

Middle school philosophies emphasize the importance of interdisciplinary teaching, relevant content, interactive teaching and the use of a broad range of materials. Including language learning in the middle grades curriculum can play a positive role in replacing outdated and ineffective instructional practices and providing young adolescents with learning experiences that help them make sense of themselves and the world around them; involve them in a rich and significant knowledge about the world; open doors to new ideas that evoke curiosity, the desire to explore, and use the full range of communications skills and technologies in purposeful contexts (National Middle School Association – see Sandrock).

Effective middle school world language programs emphasize meaningful skill development and offer all students the opportunity to take part in language instruction. Instruction in other languages should not be considered as an accelerated program or reserved for Gifted and Talented students. Interest is the best motivator that will lead to success in learning a language (Sandrock).

Language learning in the middle school builds basic skills that serve as the foundation for further language study and lifelong learning. Students who begin world language courses in the middle grades develop good language learning skills including paying attention to context clues, repeating sounds, making mistakes and learning from them, memorizing high frequency vocabulary for rapid recall in conversation, looking for language patterns, and learning to work in pairs and small groups (Sandrock).

Another benefit of beginning language study in middle school is the potential for higher student achievement in the language. Beginning an extended sequence of foreign language study in the middle grades, or earlier, provides students with the opportunity to become more proficient in the target language. Middle school is a natural time to begin learning a language by using it. Most other countries begin language study by the late elementary or early middle grades. (See Appendix A on page 12 for more detail on programs in other countries). Beginning language study in the middle grades or earlier and continuing in an articulated sequence throughout high school will allow students to enter college or work with a useable level of language proficiency.

G. FOREIGN LANGUAGE EDUCATION IN HIGH SCHOOL

Although not as likely to develop high levels of proficiency and native-like pronunciation as students who begin language instruction at earlier grades, there is evidence that students who study foreign languages in high school will gain significant advantages:

- Students who had taken a foreign language in high school had a significantly higher GPA in all high school subjects as well as in Freshman English courses in college (Weatherford).
- Data from the College Board in the early 80's showed a definite positive correlation between SAT scores and the study of foreign languages. Students who had taken no foreign language in high school achieved a mean score of 366 on the verbal portion and 409 on the math portion. Students who had taken one year of foreign language had slightly higher mean scores (378 & 416). Each additional year of language study brought a further rise in scores with students who had studied a language for five years or more achieving mean scores of 504 & 535 (Weatherford).
- A study of over 17,000 high school students applying to a university in Missouri in the early 80s showed that students who had completed at least one semester of course work in any foreign language performed significantly higher on the ACT admissions test than did those who had not studied a foreign language. Students with foreign language course work had mean scores of 18.63 on the English portion and 17.37 on the math portion, while those with no foreign language courses, had mean scores of 16.96 in English and 15.85 in math (Olsen).
- One study found that college freshmen that had studied a foreign language scored significantly better on each of six achievement tests (Olsen).
- Another study found that college students of Latin, French, German and Spanish who had studied foreign languages in high school all had significantly higher mean college GPAs than did students who had not studied foreign languages in high school (Olsen).
- 2002 AP French, AP German and AP Spanish language exam data support a strong connection between the length of study and students' scores on the corresponding AP exam. Students who had engaged in long sequences of language study beginning in grades 4-6 performed significantly better on the AP exams and positioned themselves to be granted credit when entering college (College Board).
- Similarly, a 2004 study of SAT test takers demonstrated that students whose profiles included long sequences of world language study, consistently achieve higher scores on both the math and verbal portions of the SAT than do their non-language studying counterparts (College Board).

H. CONCLUSIONS & RECOMMENDATIONS

The study of foreign languages clearly offers multiple benefits to students and to society. Additional benefits accrue with the intensity of the program (e.g. immersion), the length of study, the degree to which the entire sequence of K-12 programming is well-articulated and the degree to which programs offered reflect evolving standards and enhance basic communication skills and higher order thinking

skills. Various authors and/or organizations have made recommendations for the implementation of effective foreign language programs.

The National Council of State Supervisors for Languages (NCSSL) suggest the following characteristics of effective **elementary foreign language programs**:

- Teachers are orally proficient in the language(s) taught with specific training in teaching foreign languages in grades K-6.
- The program is comprehension-based, emphasizing language in the communication context with many concrete experiences.
- FLES programs meet a minimum of 15-30 minutes per session daily. FLEX programs could have fewer sessions. Immersion programs should meet for the entire day or a major portion of the day.
- Cultural and global education is an integral part of the program.
- The foreign language programs reinforce the existing K-6 curriculum through content-based instruction.
- Students are assessed frequently to evaluate their progress toward the goals of the program.
- Programs are open to all elementary school students during the regular school day. All students regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, home language or future academic goals have opportunities for language study.
- Adequate material and human resources are provided to the teachers.
- A wide group of stakeholders are involved in the decision to start an elementary foreign language program with consideration given to available resources, goals of the program, phase-in sites, and articulation between grade levels.
- The elementary language program is incorporated into the K-12 program in a sequential manner, eliminating gaps, introducing compatibility of methods, and adjusting the content of upper-level courses as appropriate.
- Provides foreign language teachers time for professional observations, training, collaboration with regular classroom teachers and for ongoing development of curriculum and materials.

The NCSSL offers recommendations on implementing **middle school foreign language programs**:

- The program should be an integral part of the academic program of the school day, providing daily instruction for all students. (ACTFL recommends 40-50 minutes daily).
- Initial middle school experience provides one point of entry into the series of courses available to develop proficiency in a second language; later points of entry also need to be provided in high school.

- If the district provides foreign language instruction at the elementary school level, then the middle school language program should include multiple levels of instruction to meet the needs of students who have developed some proficiency in the language as well as for those who have had little or no experience in learning a language.
- Language teachers should connect with interdisciplinary teams to ensure that the language teachers can coordinate their instructional activities with the team plans.
- In junior highs with little interdisciplinary activity, teachers and students of languages should provide the school community with an awareness of world languages and cultures to broaden the school's perspective and to avoid isolation of the world language curriculum.
- Teachers should be highly proficient in the language(s) taught; be sensitive to the needs of the young adolescent learner; and be aware of middle school philosophy and methods including activity-based techniques that are age-appropriate.

Finally, an international study of foreign language education conducted by the Center for Applied Linguistics (2000) included the following implications for U.S. schools and policy-makers:

- Start language education early, preferably in the elementary grades.
- Learn from the failures and successes of other countries.
- Conduct long-term research on the effectiveness of specific policies and practices.
- Provide stronger leadership at the federal level to create a forum for discussion and improvement of foreign language instruction.
- Identify how technology can improve language instruction.
- Improve teacher education by offering high quality in-service and pre-service education for foreign language teachers.
- Develop appropriate language assessment instruments.
- Designate foreign language as a core subject with the same status as other core subjects such as mathematics or reading.
- Take advantage of the sociolinguistic context by promoting the learning of languages spoken by the many immigrants in our country.

APPENDIX A: FOREIGN LANGUAGES OFFERED & AGE OF INSTRUCTION

SOURCE: Christian & Others “Language Learning: A Worldwide Perspective” 2004/2005.

COUNTRY	1ST FOREIGN LANGUAGE	STARTING AGE	ADDITIONAL LANGUAGES
Australia	French	6	German, Greek, Italian, Japanese
Austria	English	6	French, Italian
Brazil	English	11 or 12	Spanish, French, German
Canada	French	10	German, Spanish, Italian, Japanese, Mandarin Chinese, Punjabi
Chile	English	>12	French, German, Italian
Czech Republic	English & German	9	French, Russian, Spanish
Denmark	English	10	German, French, Spanish
Finland	English or other	9	Swedish, Finnish, German, French, Russian, Spanish, Italian
Germany	English or other	8	French, Spanish, Russian, Italian, Turkish
Israel	English	10	Hebrew, French, Arabic
Italy	English	8	French, German, Spanish, Russian
Kazakhstan	English	10	German, French
Luxembourg	German & French	6 or 7	English, Italian, Spanish
Morocco	French & English	9 or 10	Spanish, German
Netherlands	English	10 or 11	German, French
New Zealand	French	>12	French, German
Peru	English	>12	French, German
Spain	English	8	French, German, Italian, Portuguese
Thailand	English	6	French, German, Chinese, Japanese, Arabic
United States	Spanish	14	French, German, Japanese

APPENDIX B: STANDARDS FOR FOREIGN LANGUAGE LEARNING

SOURCE: American Council on the Teaching of Foreign Languages

1. Communication - Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Cultures - Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3. Connections - Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

4. Comparisons - Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5. Communities - Participate in Multilingual Communities at Home & Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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