



Languages Other Than English

PART I.2

Curriculum Essentials

Teaching and Learning Strategies2

NOTE: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Languages Other Than English Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



<http://www.nysed.gov>

Yonkers City Schools: Student Work Samples

LOTE

1 2

Checkpoints A,B

SPANISH
ITALIAN

The Yonkers Public School District provides an opportunity for students to become acquainted with a second language at an early age. Four elementary schools in the district, Schools 21, 22, 27, and 30, offer the Foreign Language and Multicultural Education Program which facilitates the acquisition of Italian or Spanish through the use of a language laboratory. Students learn to speak, listen, read, and write in these languages. Each student will also understand and appreciate different cultures in other countries as well as those of their own community. The latest technologies, including computers, scanners, TV/VCRs, records, CD Roms, have been infused into the classrooms to facilitate reading, writing, and a publishing center.

Evening forums are held to help provide opportunities for families to learn how to help their children succeed in school. Students showcase their Italian and Spanish language skills through performances and oral presentations in the target languages. Students in upper grades share their knowledge of Italian and Spanish with students in the lower grades.

The following pages are examples of the products which students developed in foreign language communication classes at these four schools.

“

*A chi vusle non
mancieno modi.*

Please note: The following pages are samples of authentic student work. Spelling, punctuation and usage are as submitted by students.

Source: Yonkers City Schools.

Il Futuro

Io guardo fuori
 la mia finestra e
 vedo tanti bambini che
 giocano, parlano, e cantano.
 Questi bambini saranno
 il nostro **futuro**.
 Un futuro che
 arriverà presto
 e finirà subito.

Lamar Terrel

I Colori Della Terra

Il colore rosso
 è come la rosa.
 Il colore verde
 è come l'erba.
 Il colore giallo
 è come il sole.
 Il colore azzurro
 è come il cielo.
 I colori neri
 e bianchi,
 siamo io e te.
 Questi sono i
 colori della terra.

Eleni Varilakis



Il Cielo

Il cielo è bello.
 Il cielo è vita.
 Il cielo illumina il
 mondo.
 Il cielo porta
 l'arcobaleno
 quando piove.
 Il cielo ci dà calore
 e aiuta i fiori a
 crescere.
 Il cielo è amore.

Carissa Shelby



Una Stella

Una **stella** brilla
 nel cielo lontano,
 e sarà questa stella
 che brillerà con il sole.
 E questa stella porterà
 a tutti noi molto
AMORE.

Dusan Loku

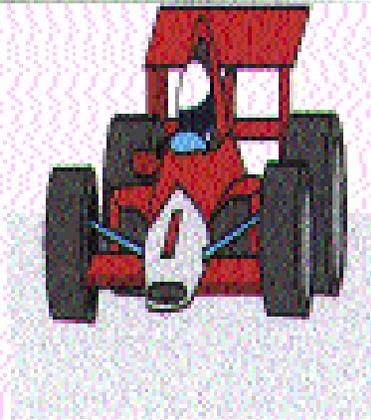
Topic: Poetry Function: Providing information; expressing feelings
 Students in grades three - six in the Italian Flame program at School 21
 wrote original poems using vocabulary from a variety of topics.

Perfetto

Avventuroso

Uomo

Leale



Meraviglioso

Eccellente

Jazzistico

Intelligente

Amabile



Jolly

Alta

Carina

Kiwi

Italiana

Educata



Stupenda

Maestra

Angelo

Lavorante

Linguista



Topic – Personal Identification Function – Providing Information

Fourth, fifth, and sixth grade students in the **Italian Flame** Program at School 21 used descriptive words as part of their autobiography project.

IL RISTORANTE DI PARIGINO



ANTIPASTI

*antipasto misto
tonno e fagioli
prosciutto con melone*

PRIMI PIATTI

*risotto ai funghi
spaghetti al pomodoro
cannelloni al forno*

SECONDI PIATTI

*trota al forno
agnello arrosto
pollo arrosto*

CONTORNI

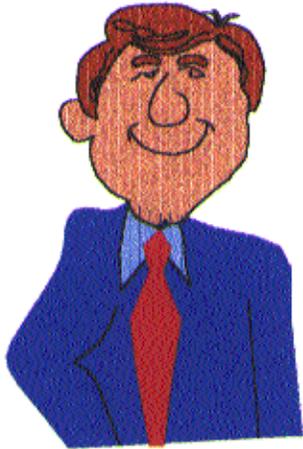
patate fritte

zucchini all'olio

fagiolini

BUON APPETITO

Meal-taking: 5th grade student, Parish Miller at P.S. 22, is providing information and expressing his preference for certain Italian dishes through a menu.



**UOMO
BIONDO BASSO
SPERANDO SOGNANDO VOLENDO
GENTILE GRANDE
RAGAZZO**

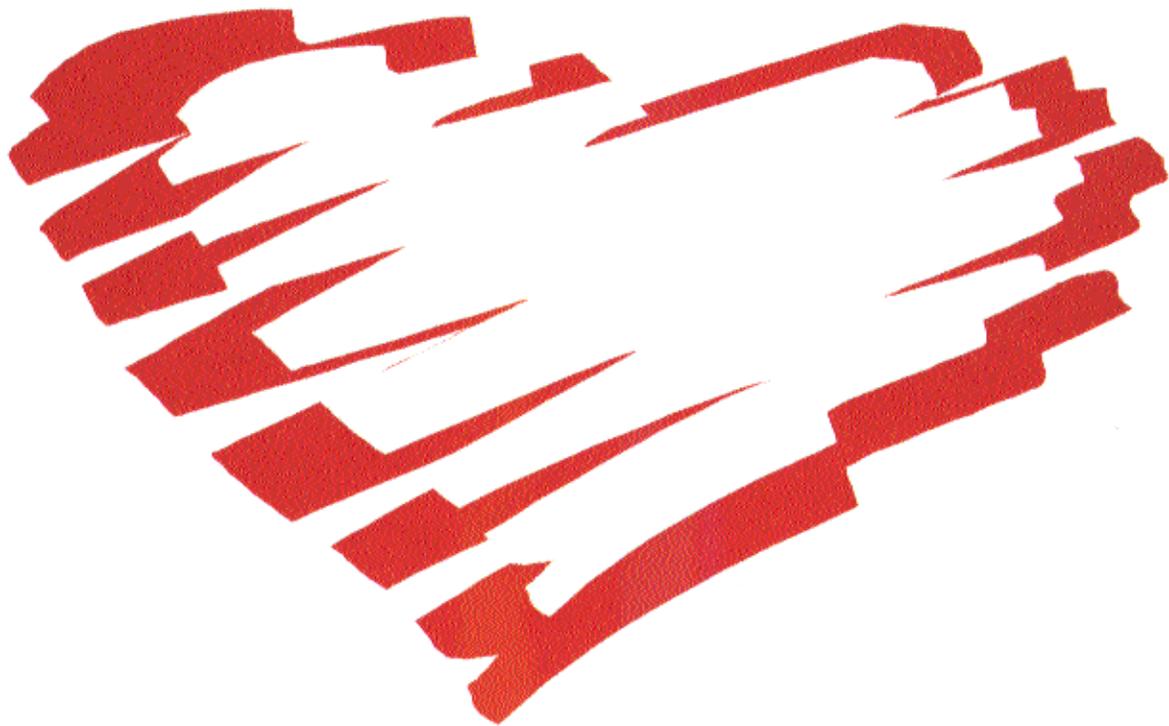
**MAN
BLOND SHORT
HOPING DREAMING WANTING
KIND BIG
BOY**

Montessori School 27 4th Grader Karina Segal's original poem.
Topic is Personal identification. Function is expressing feeling.

Per la Festa della Mamma

Ho pregato un poeta
di farmi una poesia
con tanti auguri per te
mammina mia.

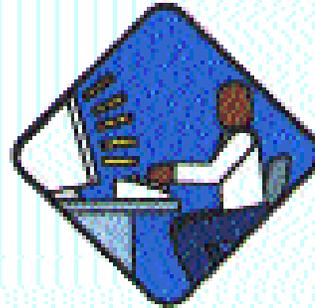
Ma il poeta ha risposto
che il verso non gli viene
così ti dico solo
ti voglio tanto bene.



Topic: Personal Identification

This is a sample of an autobiography written by third grade students. The children illustrated each page of their story. The pages were then collated, laminated, and assembled as a spiral bound booklet.

Mi Vida



Hola!

Me llamo Ula.

Tengo ocho años.

Yo soy una muchacha.

Tengo una grande familia.

Mi vida es feliz. Yo vivo en Yonkers en un apartamento.

Vivo con mi familia.

Vivo en un apartamento con mi madre, mi padre, y tres hermanas.

Tengo tambien una hermana y dos hermanos que viven en Israel ahora.

Tengo una familia grande.

Voy a la escuela 30.

El director es el Senor Petrillo.

Mi maestra es Senorita Burke.

Estoy en el tercer grado.

Estudio las matematicas, estudios sociales, vocabulario, ciencia.

Mi sujeto favorito es arte.

Fractions: Expressing Feelings, Obtaining Information

School 30 Spanish

Plainview-Old Bethpage Central School District: Overview of Course Offerings

LOTE

1 2

Checkpoints A,B,C

FRENCH
SPANISH

The Plainview-Old Bethpage Central School District believes that the study of a second language should be an integral part of every student's educational experience. The District recommends that all students complete a minimum of four units of study of a second language in order to prepare themselves for an informed and productive role in tomorrow's global community and marketplace. A wide range of courses are offered in French and Spanish, all of which carry one credit. Partnerships have also been developed with local colleges and universities (Adelphi University, Dowling College, and SUNY Centers at Cortland, Old Westbury, and Farmingdale) to enhance the program. Each course addresses communication skills and culture, the focus of the Languages Other Than English learning standards. A sample of their course offerings follows:

French and Spanish

Proficiency at an elementary level in speaking, listening, reading, writing, and culture will be developed using the following topics:

Personal Identification	Education
House and Home	Earning a Living
Family Life	Leisure
Community/Neighborhood	Public and Private Services
Physical Environment	Shopping
Meal Taking/Food/Drink	Travel
Health and Welfare	Current Events

Number of courses designed to meet the needs of students with varying needs have been developed. A sample of these offerings follows:

An extended program in second language has been created for those students who would benefit from a slower pace of instruction and individual instruction as well as students who would benefit from an extra year of study before taking the Comprehensive Regents Examination.

An accelerated intensive second language program offers students the opportunity to complete the 14 topics at Checkpoint A in one year. The course is intended for those students who may be interested in language for government, business, international studies, or language as a major field.

Adapted from: *Curriculum Guide: 1997-98*. Plainview-Old Bethpage Central School District—John F. Kennedy High School.

A course to prepare students to take the Advanced Placement course in grade 12 draws topics from contemporary problems, the arts, literature, and films. Heavy emphasis is placed on speaking, reading, and writing. The course is intended for gifted language students who have demonstrated superior performance.

Students who wish to continue the study of language courses for travel, business, or professional or vocational needs may take another advanced course. Audio-lingual skills will continue to be developed; writing will be stressed on a more advanced level. Students will read selected materials in the form of short stories or excerpts from authentic documents.

Adelphi University's High School Program grants college credit to honors students for a course which emphasizes advanced conversation and composition. The problems of contemporary society will be discussed through the study of selected excerpts from well-known writers, sociologists, and journalists.

“

*En vieillissant on
devient plus fou et plus
sage.*

Vocational Sequences Requiring Languages Other Than English

LOTE

1 2

Checkpoints A,B,C

FRENCH
SPANISH

The Ticonderoga Central School District is located at the foot of the Adirondack Mountains between Lake George and Lake Champlain. The district has observed an increase in the numbers of students taking language courses. This increase is attributed to changes in the regional job market and college entrance requirements. The tourist industry wants French speakers to work with Canadian visitors, while correction facilities need employees who are fluent in Spanish. Many colleges and universities expect students to enter college with a three or four year sequence in foreign language. In response to these needs, Ticonderoga has developed two vocational sequences which require foreign language study. These sequences are described below.

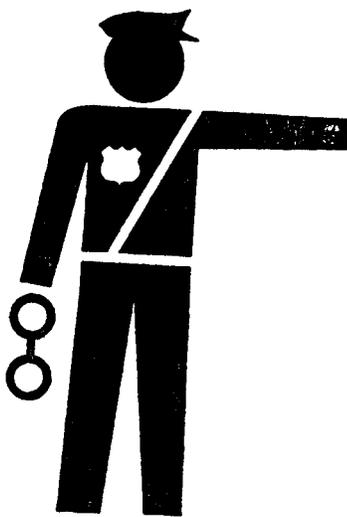
5 UNIT SEQUENCE IN TRAVEL AND TOURISM

Requires the following 4 Units:

- 1 Unit Travel and Tourism
- 2 Units French
- 1/2 Units Intro. to Occupations
- 1/2 Unit Keyboarding or Business Computer Applications

Plus 1 Unit from the following choices:

- 1/2 Unit Culture and Foods
- 1/2 Unit Geography for the Tourist Industry
- 1/2 Unit Gourmet Foods
- 1 Unit French III
- 1 Unit Accounting
- 1 Unit Marketing
- 1/2 Unit Transportation Systems



5 UNIT SEQUENCE IN CRIMINAL JUSTICE

Requires the following 4 Units:

- 1 Unit Criminal Justice
- 2 Units Spanish
- 1/2 Unit Intro. to Occupations
- 1/2 Unit Keyboarding or Business Computer Applications

Plus 1 Unit from the following choices:

- 1/2 Unit Anthropology or Sociology or both
- 1 Unit Spanish III
- 1 Unit Business Law

Source: Ticonderoga Central School District.

Districtwide Program: Second Language Other Than English

LOTE

1 2

Checkpoints A,B,C
SPANISH

Fort Plain is a small rural school district with a K-12 student population of less than 1,000. The Spanish staff includes 4 teachers: one elementary, one elementary/middle school, one middle school/high school, and one full time high school. The regular classroom teacher teaches some of the elementary classes. All students participate in the K-6 program, and approximately 60 percent to 80 percent (depending on the class) go on to the 7th grade program. Teachers developed the elementary curriculum in-house, and it is supplemented every year by the current instructor.

ELEMENTARY

Grade Level	Full/Half year	Meetings Per Week	Amount of Time
<i>Kindergarten (not official part of program) Elementary Teaching Assistants (usually enrolled in Spanish IV and V also) work with individual kindergarten classes as time permits.</i>			
1	Full	2 times	15 min.
2	Full	2 times	15 min.
3	Full	1 time	30 min.
4	Full	2 times	40 min.
5	Full	3 times	40 min.

MIDDLE SCHOOL

6	Half	5 times	45 min.
7	Full	5 times	45 min. Spanish IA
8	Full	5 times	45 min. Spanish IB

Spanish IA is the first half of the course leading to Checkpoint A. Spanish IB is the second half, and all students take the New York State Spanish Proficiency Exam.

SENIOR HIGH SCHOOL

9	Full	5 times	46 min.	Spanish II
or	Full	5 times	46 min.	Spanish I
10	Full	5 times	46 min.	Spanish III
11	Full	5 times	46 min.	Spanish IV
12	Full	5 times	46 min.	Spanish V

Source: Fort Plain Central School District.

Spanish I is offered in the high school to students new to district, repeating the course, or anyone who did not take it in Middle School.

Spanish IV and V are SPN 200 and 201 offered for college credit through the University in the High School Program at the University at Albany. The students may elect to participate in the course for either local credit or college credit.

A measure of the success of this program is that 100 percent of the students taking the Comprehensive Spanish Regents over the past 10 years have passed the exam, including numerous IEP students. To date six students with IEP's have completed through Level V for college credit. Over the past three years, from 55 percent to 67 percent of the graduating seniors have completed through Level IV or V before graduation. Our Vo-Tech students are barred from taking these courses by scheduling restraints. If it were not for this restraint, the percentage of seniors with the advanced level would be higher.

On a practical level, former students have indicated that their study of Spanish has been a very positive benefit to their careers in the armed services, nursing, environmental sciences, and business. Students have indicated that, even though their job did not depend on the knowledge of Spanish, their knowledge of the language has been of great benefit in their performance of their job.



“

*Dhia bith leat chun an ath Chlach
Mhile agus na's fada.*

Ad Astra Per Aspera

LOTE

1 2

Checkpoints A,B,C
LATIN

In the Honeoye Falls-Lima Central School District Latin program—*Ad Astra per Aspera*—there is no question about what will be expected of each student. Students are provided with the district’s exit standards, the language department program standards, and the Latin course standards up front. In addition, students have a sample assessment task which is to be completed collaboratively; the criteria used for scoring accompanies the task. These attempts to inform prospective language students of expectations are examples of how teachers are adapting the characteristics of a standards-based environment to meet their students’ needs.

EXIT STANDARDS

- Communicator
- Responsible member of society
- Lifelong self-directed learner
- Creative and critical thinker
- Quality producer

FOREIGN LANGUAGE PROGRAM STANDARDS

- Communicate effectively in a second language
- Increase native language, vocabulary, and grammar skills through the study of a second language
- Participate in self-evaluation
- Devise creative responses to problems or tasks
- Reflect upon learning experiences
- Develop understanding of culture and cultural differences
- Develop tolerance for ambiguity

Source: Honeoye Falls-Lima Central Schools.

COURSE LATIN II STANDARDS

- Comprehend a Latin passage
- Read Latin aloud
- Write Latin passage as read aloud
- Define and analyze English and Latin words
- Analyze grammatical structures in context
- Display task skills and social skills as a responsible group member
- Evaluate progress on a regular basis

ASSESSMENT

TASK: Students, working in collaborative groups, will compete against other groups in a chariot race at the Circus Maximus. The race will consist of seven laps:

- Literal translation
- Grammar analysis
- Creative presentation of context
- Individual oral reading
- Individual dictations
- Finding English derivatives
- Demonstrating the ability to work together

CRITERIA:

- Accuracy of the literal translation
- Ability to analyze grammar correctly
- Content of the presentation
- Ability to engage audience
- Ability to pronounce Latin correctly
- Ability to write Latin correctly
- Accuracy and completeness of the derivative chart
- Ability to evaluate and monitor own behavior as a group member

Sequential Study in Foreign Language

LOTE

1 2

Checkpoints A,B,C

GERMAN

The Guilderland Central School Districts' Foreign Language Department offers its students the opportunity for sequence study in four foreign languages. The course description brochure provides information about each language and its importance to career preparation. Guilderland's statement about the study of a second language in general, and the study of German in particular, are included as an example of how districts promote and encourage the study of language.

Communication Skills are Essential as We Enter the 21st Century Because. . .

In New York State:

- There are 29 languages or language groups with 1000 or more speakers.
- There are currently 2,851,861 foreign born residents; 19% more than in 1980.
- In 1990-91, there were 147,941 limited English proficient children in special LEP programs in New York schools. These children represent 142 world languages.
- In the same year, there were 40,558 foreign students in New York colleges and universities, a 5.8% increase over the preceding year.
- Foreign direct investment in property, plant, and equipment increased 142.5%, \$18.8 billion, between 1984 and 1989, and totaled \$32 billion at the end of 1989.
- More than three out of every five of the 500 largest foreign-based companies have facilities here.
- There are 2,300 foreign affiliates, including banks, which employ 420,900 people in New York State. Estimated annual revenues exceed \$90 billion, and salaries and wages paid by these firms are about \$12.4 billion.

AND

In the U.S.A., the number of people who do not speak English at home has increased from 28 million in 1976 to 30 million in 1980. By the year 2000, the number is expected to reach 39.5 million residents with a mother tongue other than English.

Source: Guilderland Central School District.

The Foreign Language Advantage

Did you know that. . .

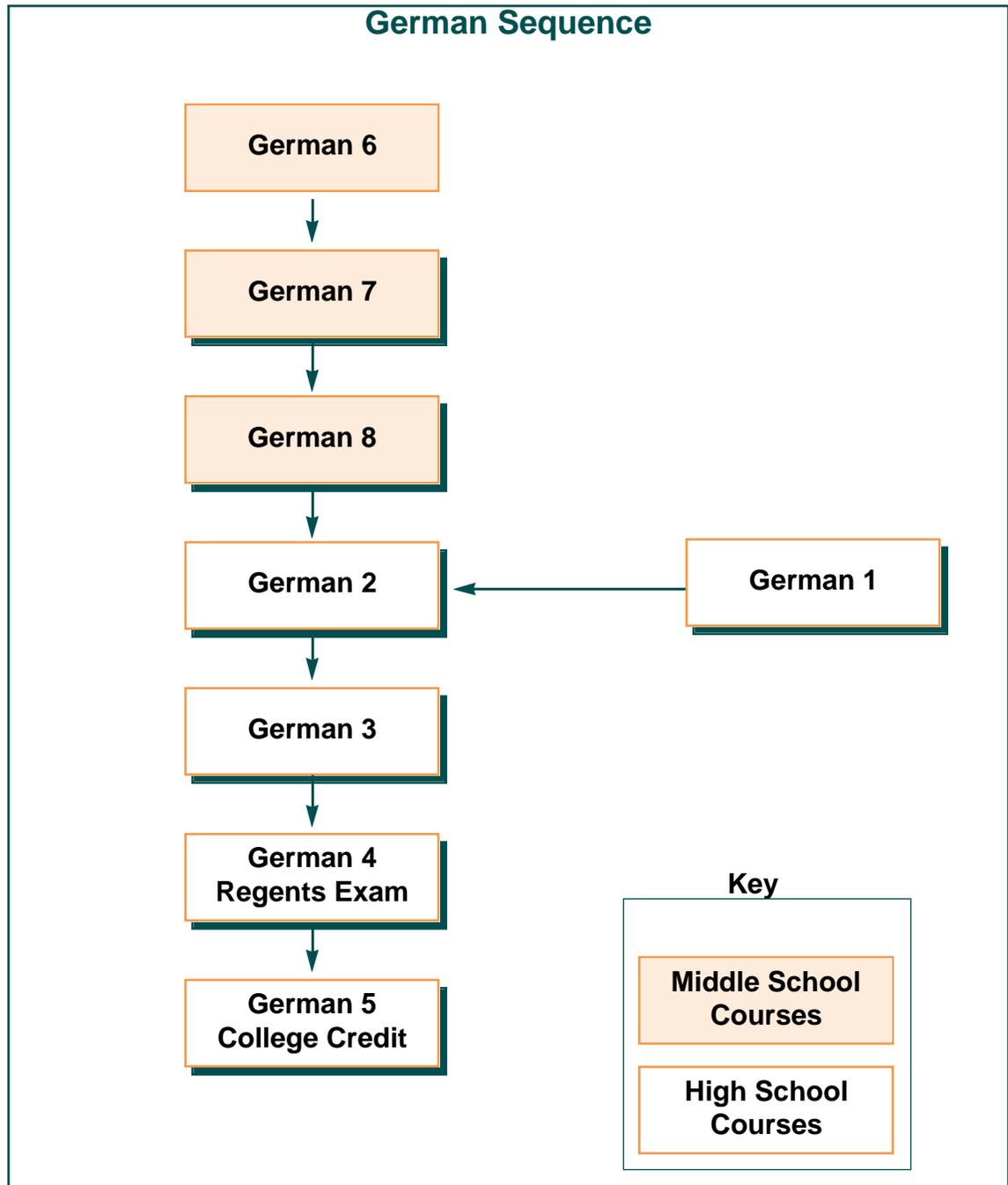
- Research has shown that students who have studied a foreign language score better than those who have not on standardized tests such as the S.A.T. and similar examinations. The longer a person has studied a foreign language, the greater the positive effect.
- Students who become proficient in a second language and have an understanding of another culture will have an edge in the job market of the 21st century. Today's technological advances have brought us closer to all peoples of the world. Remember, the language of business is the language of the customer.
- Learning a second language helps develop thinking skills, builds basic study habits, and gives you a new perspective on your own culture.
- Many four-year colleges and universities in the U.S. require foreign languages for entrance and many also require students to demonstrate proficiency in a foreign language for graduation. Some institutions give college credit or exempt students from degree requirements in languages for demonstrated proficiency or college credit earned in high school courses.
- One year of college-level study of a language other than English (or the equivalent of one year's study) is a new requirement in New York State for all individuals applying for certification as a teacher after September 2, 1993.

Colleges have gone on record. . .

- "Because our colleges prepare their graduates to live and work in a multicultural society at home and abroad, knowledge of a second language - modern or classical - is an important gateway to understanding peoples and cultures other than their own. . . Convinced that language study can progress naturally from secondary school to college, we expect students to pursue study of a second language through the third or fourth year level in secondary school, and we urge that language study continue through senior year." -WHAT WE EXPECT - A Statement on Preparing for College from the Academic Deans of the Commonwealth Partnership.
- "Students entering college must first have completed Checkpoints A and B. . . During the remaining year(s) in high school students should begin work on Checkpoint C without interruption, or work toward and take the AP test or other college credit-granting programs and examinations." - SUNY 2000 - COLLEGE EXPECTATIONS: The Report of the SUNY Task Force on College Entry-Level Knowledge and Skills, October 1992.

Proficiency in a foreign language is highly useful or required for those anticipating pursuing many careers in fields such as the following:

Interpreting	International Business
Researching	Teaching
Journalism	Tourism
Scientific Translation	Finance
Government	Banking
Publishing	Import/Export
	Advertising & Management



German is the native language of about 100 million people. It is spoken primarily in Germany, Switzerland, and Austria.

English and German are very closely related. They are both Germanic languages that began to appear in written forms as early as the first century B.C. About half the words in English are Germanic in origin and many are cognates. German and English are also related to Dutch, Flemish, Afrikaans, Danish, Norwegian, and Swedish. Many English words have been incorporated into modern German.

Proficiency in German is useful to those seeking careers in foreign trade, banking, education, science, space, medicine, engineering, import-export, transportation, interpreting, and many other fields. Of particular importance to those interested in German are the business implications of the European unification. All trade barriers in Europe are in the process of being dropped, and Germany is becoming the largest economic power in a market of 324 million

Longitudinal Foreign Language Development Scale

LOTE

1 2

Checkpoints A,B,C

MODERN
LANGUAGE

The West Irondequoit Central School District has developed a program of instruction in Languages Other Than English and a method of assessing student progress over time. The material listed below defines essential program results and explains the development and use of the longitudinal foreign language development scale used by the district to track student success.

Through the Foreign Language Program, each student will:

- enhance vocabulary and develop skills and habits essential to communicating effectively in the target language
- develop an understanding of and an appreciation for other cultures and their influence on our culture
- respond to and interact in everyday life problem-solving situations in creative and diverse ways in the target language
- develop a sense of humanity, camaraderie, and respect for self and others by understanding and accepting variations of values, customs, traditions, and language
- appreciate his/her role as a citizen in an increasingly interdependent world community
- use the target language in a variety of creative formats
- focus on maximum individual effort and achievement, while acting as a responsible group member.



“

Daar niete goeds in is, gaat niets goeds uit.

Source: West Irondequoit Central Schools.

The Longitudinal Foreign Language Development Scale

The Longitudinal Foreign Language Development Scale is a standard by which teachers can identify, over time, an individual student's movement through determined stages of proficiency. A copy is kept on file and updated annually for each student throughout his/her years in the program.

Standards are represented as proficiency rubrics. The rubrics can be subdivided into categories of Novice (1-3), Intermediate (4-6), and Advanced (7-9). Our expectation is that Checkpoint A students perform within the Novice level, Checkpoint B students within the Intermediate level, and Checkpoint C students within the Advanced level. The rubrics are an adapted version of the 1986 ACTFL (American Council on the Teaching of Foreign Languages) Guidelines. The complete and more detailed rubrics are available to teachers for reference.

The rubrics identify stages of linguistic proficiency as opposed to achievement. They are independent of course grades or academic success. Some students, e.g., some native speakers, may score fairly well regardless of course level or course grades. Each rubric identifies proficiency *in* the four combined language skills of listening, speaking, reading, and writing. Although there are exceptions, we assume that growth in one skill is typically parallel to growth in other skills. Provision is made for special circumstances *in* the "Special Notes" section.

The scale requires a brief *annual* determination of a student's language proficiency. This is a global appraisal and is not based on performance on any given task or test. Teachers will be familiar with the rubrics and identifying each student's place on his/her scale will not be time consuming. A growth curve will result after two or three years.

This approach will provide a consistent linguistic standard of proficiency for students and the Foreign Language Program. The same scale will apply to all students at all levels during their years in the program. The scale will be a means to encourage both individual and group goal setting. It will clarify our program's focus and verify the success of many of our students.



“

*Integra mens augustissima
possessio.*

The Longitudinal Foreign Language Development Scale

Student Name _____
 Language _____

Proficiency Rubrics
 (see attached description)

9									
8									
7									
ADVANCED									
6									
5									
4									
INTERMEDIATE									
3									
2									
1									
NOVICE									

Special Notes: (e.g., summer travel, exchange student, 'unbalanced bilingual', course repeated, extensive tutoring)

Level I	Level II	Level III	Level IV	Level V/AP
Year _____	Year _____	Year _____	Year _____	Year _____
Proficiency Grade _____	Regents Grade _____	AP score _____	Teacher initials _____	Teacher initials _____
Teacher initials _____	Teacher initials _____	Teacher initials _____	Teacher initials _____	Teacher initials _____

Foreign Language Proficiency Rubrics

9. SUPERIOR

- Can participate in conversations on most concrete and abstract topics
- support opinions
- partially familiar with dialectal variants
- wide range of interactive strategies
- sporadic errors, but no patterns of error
- errors don't interfere with communication
- can understand specialized or technical discussion
- follow essentials of extended discourse
- rarely misunderstands normal speech
- read expository prose at normal speed
- reads easily for pleasure
- control of general vocabulary and structure
- occasional misunderstanding with low frequency idioms
- rereading is rarely necessary
- can write most types of correspondence
- can express self in formal and informal writing.

8. ADVANCED PLUS

- Can discuss concrete topics in detail, support opinions, explain in detail, hypothesize
- compensates well with paraphrasing and circumlocution
- can communicate with ease in non-complex tasks
- understands speech in standard dialect
- difficulty in extended discourse that is linguistically complex
- can understand implication, but may fail to grasp sociocultural nuances
- can make inferences from written text
- awareness of literary style
- some misunderstandings
- can write precisely and in detail
- occasional misuse of vocabulary, style may be obviously foreign.

7. ADVANCED

- Can elaborate, narrate with some detail, link sentences together, talk casually using general vocabulary
- can smooth over shortcomings with communicative strategies
- successful use of circumlocution, although groping for words still evident
- understood easily by native speaker
- can understand short lectures and news items dealing with factual information
- can understand long prose for main idea and some details
- can write several paragraphs on familiar topics
- good control of morphology and frequently used syntax
- writing may resemble literal translation from native language, but sense of organization is emerging.

6. INTERMEDIATE HIGH

- Can handle most uncomplicated communicative tasks and social situations
- can initiate, sustain, and close a conversation
- errors are evident
- hesitation due to limited vocabulary
- unexpected circumlocution
- emerging evidence of connected discourse
- often failure to grasp details of less common topics
- read simple texts with full understanding

- read more complicated texts several times, still some misunderstanding
- take notes on familiar topics, summaries
- writing is faulty but generally comprehensible.

5. INTERMEDIATE MID

- Can talk simply about self and family
- simple conversations beyond immediate needs
- frequent long pauses, fluency strained
- understood by sympathetic interlocutors
- can understand sentence-length utterances
- still some uneven understanding
- understand basic written information requiring minimal supposition
- can meet practical writing needs—short, simple letters on topics grounded in personal experience.

4. INTERMEDIATE LOW

- Can handle limited number of task-oriented and social situations
- respond to simple statements
- face to face conversation with much linguistic inaccuracy
- vocabulary adequate for only the most basic needs
- strong interference and many misunderstandings
- with repetition, can be understood and understand
- main ideas from the simple of connected texts; limited practical writing needs—lists, messages, simple writing on very familiar topics
- writing understood although frequent errors.

3. NOVICE HIGH

- Basic communicative exchanges relying on learned utterances
- some recombination
- can ask basic questions
- vocabulary centers on basic objects and terms
- errors frequent
- basic comprehension of high frequency language
- can understand written language in areas of practical need—at a slightly higher level in supportive context
- can supply information on simple forms and documents
- write limited memorized material and some recombinations.

2. NOVICE MID

- Utterances of two to three words, understood with difficulty
- some basic vocabulary for elementary needs
- can understand short, learned utterances, simple questions, requests repetition
- can identify increasing number of highly contextualized words
- still no practical communicative writing skills.

1. NOVICE LOW

- No functional communicative ability
- can produce isolated words, cannot comprehend most short utterances
- can identify few isolated words when supported by context
- reproduce few written words from memory.

Essential Dimensions Of Second Language Learning

Two dimensions of language learning that may ultimately be as important in students' adult lives as the learning of a second language, are an enhanced ability in problem-solving and creative thinking skills. Problem-solving, creative thinking skills, and language learning strategies, although not always assessable by the usual methods, are essential parts of student achievement over time. Integrated with the State standards, these dimensions establish a cross-reference system for evaluating student performance. Second language learners use problem-solving and creative thinking to bridge communication gaps resulting from differences of language and culture. They learn unique approaches to meet challenges posed by these gaps; they acquire strategies for interacting with different cultures. The following descriptions indicate the range of student achievement to be expected at each checkpoint.

PROBLEM SOLVING/ CREATIVE THINKING SKILLS:	CHECKPOINT A <i>Students can:</i> <ul style="list-style-type: none"> • recognize that ideas are expressed in languages other than English • analyze a need and perform communicative tasks that respond to the need • recognize that there is more than one viable solution to a problem • understand that concepts can be expressed in multiple ways in any language. 	CHECKPOINT B <i>Students can:</i> <ul style="list-style-type: none"> • identify problems and perform communicative tasks that lead to culturally viable solutions • independently and collectively identify missing knowledge • distinguish appropriate information • recognize that people interpret information differently and that differing viewpoints can contribute to solutions. 	CHECKPOINT C <i>Students can:</i> <ul style="list-style-type: none"> • detect nuances of meaning and emotion • use a full range of databases available in the target language • understand that there may be different interpretations of the same information • structure group discussion • recognize the cultural roles that people play • produce a product in the target language that is acceptable to native speakers.
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Source: *Draft Frameworks For Languages Other Than English*. The New York State Education Department, Albany, NY.

LANGUAGE LEARNING STRATEGIES

CHECKPOINT A

Students can:

- employ limited knowledge to decipher, comprehend, and communicate in target language
- rely on linguistic and nonlinguistic cues such as gestures and intonations to communicate
- employ language practices that maximize their performance
- recognize and correct their particular difficulties
- establish realistic language learning goals and realize the time needed to reach them

CHECKPOINT B

Students can:

- employ previously successful strategies for future learning
- recognize breakdowns in communications and demonstrate ability to bridge them
- admit their lack of understanding of a particular utterance or message
- sustain conversation by asking appropriate questions
- use rephrasing and circumlocution for clarification
- recognize cultural differences in verbal and nonverbal communication
- make informed guesses about meaning.

CHECKPOINT C

Students can:

- understand that their comprehension of a language exceeds their ability to produce it
- create language appropriate for the desired level of communication
- recognize the existence of nuances of meaning and use dictionaries and other resources to clarify them
- use chunks of language rather than single words to derive meaning
- refine their learning strategies to include a more complex range of language
- draw upon previously acquired knowledge.



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Was ich nicht loben kann, davon sprech ich nicht.

10 Strategies for Success

STRATEGY:	HOW TO USE:
1. Work with teachers in other disciplines to explore the interrelationships that exist among the different disciplines	1. Cooperate with teachers from another subject area to address a common theme through integration of the two disciplines.
2. Examine new methods of technology that will expand student's opportunity to practice the target language	2. Connect with other classrooms, especially those in target language countries, to provide authentic language experiences via e-mail and/or distance learning. Strengthen cultural awareness by converting a language laboratory into a multi-media learning center.
3. Connect with native speakers	3. Bring native speakers from the broader community into the classroom for direct interaction with students, or plan field experiences using the entire community as a language laboratory.
4. Engage student participation	4. Organize class into pairs or small groups to perform specified tasks such as interviewing, asking and giving information, explaining and solving problems, role playing, etc.
5. Collaborate with other teachers in the discipline	5. Work with another teacher of the same or different language at the same or different skill level in a manner that fosters cooperation and provides multiple perspectives.
6. Use instructional material from various sources	6. Employ a wide range of instructional materials that may include textbooks, audio-visual and multi-media material, and computer software.
7. Identify the cultural context in which the communication takes place	7. Instruct students about the formal (Big C) and informal (little c) aspects of the culture in which the communication will take place, and emphasize the cultural factors that will influence the success of the communication.
8. Broaden the purpose to include occupational use	8. Focus on the skills and vocabulary that will directly relate to real work situations such as travel and tourism, the health field, and the criminal justice system.
9. Provide "self-help" materials	9. Make available a wide range of materials such as dictionaries and other reference works and authentic materials such as newspapers, magazines, posters, menus, music tapes, etc.
10. Provide a structure for recalling what students know regarding the target language or cultural topic	10. Before initiating an activity, list on the board all the information students know or think they know about the given topic, then elicit from students what they think they need or want to know.

Applying the learning standards to the teaching and learning process will influence the daily decisions made by teachers. Teachers in all disciplines are beginning to rethink how and why they do things and to develop new, alternative strategies to ensure that all students achieve the standards. This chart identifies several strategies intended to enrich the instructional process, suggests how teachers may implement each strategy and points how the strategies will influence student learning.

BENEFITS:

1. ✓ Integrates knowledge and skills in a real-life way
✓ Makes the connections to create a broader scope of knowledge
✓ Is an effective use of limited classroom time
2. ✓ Accesses almost unlimited sources of information
✓ Expands authentic language experiences
✓ Makes learning fun
✓ Provides a method for individualized instruction
3. ✓ Refines listening skills
✓ Provides authentic context for communication
✓ Develops ability to share thoughts, ideas, and feelings
4. ✓ Develops communication skills in listening and speaking
✓ Builds confidence
✓ Engages students interest
✓ Fosters cooperation
5. ✓ Provides staff development for teachers
✓ Makes additional resources available for teachers and students
✓ Motivates teachers and students
6. ✓ Accesses more sources of information
✓ Broadens authentic language experience
✓ Allows students to monitor own experiences
7. ✓ Prevents cultural misunderstandings
✓ Provides a realistic setting
✓ Makes the connection between language and culture
8. ✓ Is practical and more immediately applicable
✓ Engages and motivates students
✓ Receives wide-ranging community support
9. ✓ Helps students be more self-directed
✓ Provides opportunity to expand knowledge
Engages and motivates students
10. ✓ Builds on prior knowledge
✓ Structures the learning experience
✓ Promotes cooperation

A Guide to Selecting Instructional Materials

How and where can teachers find information to help them select instructional materials that meet the learning needs of all their students? All teachers need to be familiar with lists of resources that:

- ✓ are published by a recognized authority
- ✓ are compiled according to established criteria
- ✓ include materials in a variety of formats (print, nonprint, electronic media, etc.).

Many lists of print and nonprint resources are available, including some that can be accessed via the Internet. The most useful are annotated with information such as proficiency level, recommended or not recommended for purchase, curriculum connections, specific audience needs, etc. The school library media specialist will have some of these selection tools available in the library media center; others can be borrowed through inter-library loan from the School Library System of which the school is a member.

Teachers will be seeking materials which are:

- written/produced by people with in-depth knowledge of the target language
- supportive of the State standards and local goals
- designed to help students create their own new information
- designed to help students develop new learning strategies
- relevant
- current
- age appropriate
- authentic.

Working with other teachers and collaborating with library media specialists who are skilled in locating and selecting resources will result in assembling a collection of classroom instructional materials that assures students access to the variety of resources necessary to meet their needs.

Software and Video Sources

The following list of companies which produce foreign language instruction software and video programs is provided as an initial source for teachers who are seeking appropriate second language materials to meet the needs of students:

EMC Publishing
300 York Avenue
St. Paul, MN 55101

Gessler Educational Software
Gessler Publishing Company
900 Broadway
New York, NY 10003

Heinle & Heinle Publishers, Inc.
20 Park Plaza
Boston, MA 02116-9990

Langenscheidt Publications, Incorporated
46-35 54th Road
Maspeth, NY 11378

Lingo Fun, Incorporated
P.O. Box 486
Westerville, OH 43081

Teacher's Discovery
1130 East Big Beaver
Troy, MI 48083-1997

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Part I.2 Quotes/Proverbs Translation

A chi vuole non mancano modi. (Italian)

Where there is a will, there is a way.

En vieillissant on devient plus fou et plus sage. (French)

As we grown old, we become more foolish and more wise.

La Rochefoucauld

Dhia bith leat chun an ath Chlach Mhile agus na's fada. (Gaelic)

God be with you to the last milestone and beyond.

Daar niete goeds in is, gaat niets goeds uit. (Dutch)

Where no good is in, no good comes out.

Integra mens augustissima possessio. (Latin)

A sound and vigorous mind is the most honored possession.

Was ich nicht loben kann, davon sprech ich nicht. (German)

What I cannot praise, of that I do not speak. Goethe