Massachusetts Foreign Languages Curriculum Framework

August, 1999

The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148-5023 Telephone: (781) 338-3000

David P. Driscoll
Commissioner of Education

August, 1999

Dear Colleagues

I am pleased to present to you the Massachusetts Foreign Languages Curriculum Framework that was adopted by the Board of Education in March, 1999. This second edition of the Foreign Languages Curriculum Framework presents the new statewide guidelines for learning, teaching, and assessment in modern and classical foreign languages for the Commonwealth's public schools. Based on scholarship, sound research, and effective practice, the Framework will enable teachers and administrators to strengthen curriculum and instruction form PreKindergarten through grade 12.

I am proud of the work that has been accomplished. The comments and suggestions received on the first edition of the Foreign Languages Curriculum Framework of 1996, as well as comments on subsequent working drafts, have strengthened this new edition. I want to thank everyone who worked with us to create a high quality document that provided challenging learning standards for Massachusetts students.

We will continue to work with schools and districts in implementing the Foreign Languages Curriculum Framework over the next several years, and we encourage you to offer us your comments as you work with it. All of the curriculum frameworks are subject to continuous review and improvement, for the benefit of the students of the Commonwealth.

Thank you again for your ongoing support and commitment to achieving the goals of education reform.

Sincerely,

David P. Driscoll, Commissioner
Massachusetts Department of Education.

Table of Contents

Overview

The Massachusetts Foreign Languages Curriculum Framework applies to the study of modern and classical languages.

Core Concept

When we embark on the study of a language not our own, we are initiating a learning adventure which, over and above the invaluable acquisition of another language, can confer upon us multiple educational benefits, capable of exerting a profound influence on our perceptions of the world around us and of permanently enriching and enlarging our appreciation and understanding of ourselves and of others**. Language learning is never just about words. Language is the medium in which human beings think and by which they express what they have thought. The study of language—any language— is therefore the study of everything that pertains to human nature, as humans understand it.**

Guiding Principles

I. All students should become proficient in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study.

II. Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve.

III. Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.

IV. Assessment of student learning is an integral component of effective foreign language instruction.

Strands and Learning Standards

STRANDS	PreK–12 STANDARDS
Communication Students use the skills of listening, speaking, reading, and writing	**PreK–12 STANDARD 1 Interpersonal Communication** Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English. **PreK–12 STANDARD 2 Interpretive Communication** Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English. **PreK–12 STANDARD 3 Presentational Communication** Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.
Cultures Students gain knowledge and understanding of other cultures.	**PreK–12 STANDARD 4 Cultures** Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.
Comparisons Students develop insight into the nature of language and culture by comparing their own language and culture with another.	**PreK–12 STANDARD 5 Linguistic Comparisons** Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English. **PreK–12 STANDARD 6 Cultural Comparisons** Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.
Connections Students make connections with other subject areas and acquire information.	**PreK–12 STANDARD 7 Connections** Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.
Communities Students participate in communities at home and around the world in other languages.	**PreK–12 STANDARD 8 Communities** Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.

Introduction

The Massachusetts Foreign Languages Curriculum Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study. In order to achieve these goals, the framework recommends that students begin their language studies in the elementary grades and continue to study one or more languages throughout middle and high school.

The framework provides guidance to teachers, administrators, and parents as they collaborate to design effective Foreign Language programs that integrate the study of languages and cultures. It is composed of four major sections.

A. The **Core Concept** presents the essential purpose of making foreign languages part of each student's education.

B. The **Guiding Principles** are the underlying tenets of learning, teaching, and assessment in the discipline.

C. The **Strands** (Communication, Cultures, Comparisons, Connections, and Communities) describe the overall content and skills of foreign language learning, teaching, and assessment.

D. The **Standards** define what students should know and be able to do by the end of various stages of their language study. The standards assume participation in language programs that start in elementary school. They have been designed with three purposes in mind:

- to acknowledge the importance of *both* the content and the skills that students learn as they study foreign languages;
- to help teachers create meaningful curriculum and classroom assessments; and
- to serve as the basis for statewide assessment of student performance in foreign languages.

The framework was developed by a committee of Massachusetts teachers of foreign languages from elementary and secondary schools, and from higher education. The committee paid close attention to the distinct needs of teachers and students of both classical and modern foreign languages. Designed to be used in conjunction with the other Massachusetts Curriculum Frameworks in the Arts, English Language Arts, Health, History and Social Science, Mathematics, and Science and Technology, this framework explicitly invites curriculum planners, teachers, students, and parents to make connections among all disciplines.

The Massachusetts Foreign Languages Curriculum Framework closely parallels the federally-funded national *Standards for Foreign Language Learning*.[1] In particular, the writers have adopted from the national standards the organizing concept of interpersonal, interpretive, and presentational modes of communication. From work related to the national standards published by the College Board in its Articulation and Achievement Project, the writers have adopted the concept of developmental stages of proficiency in written and spoken communication.[2]

A NOTE ON TERMINOLOGY

Certain terms which will be familiar to teachers of foreign languages, but which may be unfamiliar to other readers, are used in this document. These are:

Authentic literature, materials, or sources of information:

fiction, nonfiction, poetry, drama, essays, advertisements, articles, films, or multimedia written originally in a language other than English for native speakers and readers of that language

Classical languages:

languages such as Latin and ancient Greek that continue to be read, but not spoken

Heritage language speakers:

students with a home background in a language other than English

Modern languages:

languages currently in use in written, spoken, or signed forms, including American Sign Language (ASL)[3]

Target language:

the language a student is studying

Target culture:

a culture that uses the language a student is studying; for example, Mexico and Spain represent distinct and different cultures a student of Spanish language might study

Core Concept

When we embark on the study of a language not our own, we are initiating a learning adventure which, over and above the invaluable acquisition of another language, can confer upon us multiple educational benefits, capable of exerting a profound influence on our perceptions of the world around us and of permanently enriching and enlarging our appreciation and understanding of ourselves and of others. **Language learning is never just about words. Language is the medium in which human beings think and by which they express what they have thought. The study of language—any language—is therefore the study of everything that pertains to human nature, as humans understand it.**

The educational benefits of language learning manifest themselves as early as the first weeks of instruction. As students learn the foundation elements of any language—the underlying system of symbols (i.e., words) that denominate the most common objects and the most common actions observable in their world—they broaden their outlook by noting that their own language also has similar fundamental elements, which serve the identical function: to name and describe the world around them. That observation encourages students to compare the two languages, thus learning about the nature of all language.

At the same time, the teacher can help students notice that the language they are studying often depicts familiar things in a startlingly different way from their own language. That observation, in turn, engenders the awareness that every language embodies a unique way of perceiving reality, so that each language is also different from all other languages. Pondering the differences among languages, students of a second language recognize that, by learning a new way of perceiving and understanding reality, they are, in fact, expanding their own vision of the world and their personal insight into the varieties of human conduct and human communities.

When authentic materials in a second language are integrated into language study at all levels, the benefits to students increase dramatically. Students improve their skills in the principal uses of language: speaking, reading, writing, and understanding—skills transferable to their native language and to other disciplines. Early exposure to foreign language study can have a positive effect on students' intellectual growth, enriching and enhancing their mental development, with positive effects on student performance across the curriculum[4].

The collateral benefits of second language learning are most substantial and most enduring for students who pursue their language to a high level and begin to approach the skill and understanding of educated native users of that language. The central benefit becomes apparent when a student with that level of knowledge is able to view the world in a broader perspective free from the narrow prism of a single linguistic system. The acquisition of a second—or even better, a third—whole linguistic system, complete with knowledge of the historical and cultural traditions of each, can open the mind and the imagination to ever-widening spheres of experience and enlightenment and can enrich one's life with endless possibilities for new intellectual and aesthetic adventures. Those are the priceless benefits of a truly successful education, for at its core, the ultimate goal of second language learning is to produce students who are measurably better educated than they could have been without it.

A NOTE ON CLASSICAL LANGUAGES

All of the statements above apply to the learning of both modern and classical languages such as Latin and Greek. In some very significant ways, however, the learning of classical languages differs from the learning of modern languages. Latin is the most widely taught classical language in Massachusetts schools, and the differences between the goal of learning Latin and of learning modern languages have been summarized as follows:

> In modern languages, direct communication with native speakers is the ultimate goal. In Latin, however, communicative skills are developed in Latin and at the same time communicative skills in English are consciously developed. Students learn Spanish primarily to communicate in Spanish with Spanish-speaking people. In contrast, students learn Latin to

have access to the mind and spirit of the Romans (and through them the Greeks), to gain awareness of their cultural heritage, and to improve their ability to communicate in English.[5]

Guiding Principles

FOR LEARNING AND TEACHING FOREIGN LANGUAGES

The Massachusetts Curriculum Frameworks define and describe what all students should know, understand, and be able to do as a result of the education provided to them in the Commonwealth's public schools. The inclusion of language study as a major component of the Massachusetts Curriculum Frameworks signals the fundamental importance of knowing other languages for the development of highly educated citizens. Learning a second language reinforces understanding of one's first language, develops communicative competence, strengthens reading and writing skills, and opens the door to a deeper understanding of and appreciation for the richness of diverse cultures. The following principles highlight the most important ideas that should inform the design of all foreign language programs in Massachusetts schools.

Guiding Principle 1

All students should become proficient* in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study.

Knowledge of languages in addition to English is important for all students. Since the early 1980s, foreign language teachers have successfully developed and implemented strategies for including all students in the study of language as well as strategies for measuring growth as students progress from the novice learner stage to intermediate and advanced stages. Whether the primary goal of instruction is communicative proficiency, as in the case of modern languages, or reading comprehension, as in the case of classical languages, students' ability to use what they have learned in meaningful ways is the primary goal of all language programs.

* See pages 9–10 for descriptions of the developmental stages in language proficiency for modern and classical languages.

Guiding Principle II

Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve.

Effective programs in foreign languages begin in elementary school and continue throughout high school because the benefits of learning a new language while very young are well-documented in research. Young children are able to acquire accent and intonation more easily than adolescents and adults, and uninterrupted sequences of language study lead over time to higher levels of proficiency and accuracy in speaking, reading, writing, and understanding.

Language learners must internalize a language's components such as its sound system, basic lexicon, and grammatical structure, all of which takes time and practice. Students of modern languages need abundant opportunities to speak, listen, read, and write in order to develop communicative fluency, understanding of how the language is constructed, and understanding of culturally-appropriate interactions. Students of classical languages need opportunities to increase reading comprehension and heighten the ability to interpret texts in their cultural contexts.

Districts should offer both PreK–grade 12 sequences in foreign language for all students and opportunities to begin the study of new languages in the upper grades. At the middle and high school levels, students should have opportunity to study several modern and/or classical languages in addition to English.

(See Appendix A for further discussion of foreign language programs in elementary schools.)

Guiding Principle III

Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.

Culture is a manifestation of a people's beliefs and values, perceptions and behaviors, and intellectual and artistic achievements. Becoming proficient in a second language is enhanced by an understanding of the ways in which a people expresses its values and conducts its relationships with others. As students study the daily life and history of another culture, read its literature and respond to its art forms, they develop a deeper awareness of the characteristics that bind us together as human beings even as they learn about the ways in which we are all different.

Studying the products (what people create, both tangible and intangible), practices (what people do), and perspectives (how people perceive reality) of a particular culture brings the learner closer to understanding how the people of that culture think, what motivates them, and what colors their perceptions of the larger world.

The study of culture also deepens our understanding of the connecting threads of the human story over time and will help students in their other courses. Whether we study the American Revolution or World War II, Goya or Gauguin, the Industrial Revolution or the history of computer technology, Mozart or John Philip Sousa, Virgil or Dante, Blake, Milton or Balzac, algebra or geometry, we are enriched when we trace the history of ideas to other times and places. Effective foreign language programs, therefore, teach students about the heritage and contemporary contributions of great writers, thinkers, mathematicians, scientists, inventors, statesmen, and performing and visual artists. By emphasizing cultural content, foreign language programs keep the connective thread to the past ever present, and help students recognize connections to the world beyond themselves. Study of classical languages takes students back to the roots of western civilization and allows them to understand the continuous influences of ancient languages, literature, art and architecture, scientific and mathematical thought, and values on the peoples of Europe and the Americas over the ages.

Guiding Principle IV

Assessment of student learning is an integral component of effective foreign language instruction.

As the Commonwealth of Massachusetts establishes new standards for student achievement in foreign languages, it is essential to plan and implement assessment strategies designed to help teachers improve instruction and students to focus their efforts toward achieving the standards. This framework promotes balanced instructional programs that develop speaking, listening, reading, and writing skills in modern languages and reading comprehension in classical languages. Programs in both modern and classical languages should also allow students to develop knowledge of literature, history, and culture. Ongoing classroom-based assessment methods should reflect the Strands and Learning Standards in this framework.

(See Appendix B for further discussion of foreign language assessments.)

The Developmental Stages of Language Proficiency

Students acquiring a new language pass through different stages of language proficiency as they develop their ability to use language for purposeful communication. These stages of proficiency describe what students are able to do with the language using the skills of speaking, listening, reading, writing, and understanding. Students' progress through the stages of proficiency is not linear and not the same for all students.

The Developmental Stages of Language Proficiency described below can help teachers to define proficiency goals within foreign language programs, to devise activities that develop proficiency, and to design assessment expectations. Stages of proficiency for modern languages and reading comprehension in classical languages are listed below.[6]*

During Stage 1

In **MODERN LANGUAGES,** *students use selected words, phrases, and expressions with no major repeated patterns of errors.*	*In* **CLASSICAL LANGUAGES,** *students recognize selected words, phrases, and expressions with no major gaps in comprehension.*
Students perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks such as saying "good morning" and stating their name, age, and where they live.	Students perform simple communicative tasks using single words in naming articles in the classroom or in rooms of a house. They also use common phrases and expressions and comprehend simple sentences and short paragraphs composed for instructional purposes at this level.

Because Stage 1 communicative tasks are not complex, there should be no major repeated patterns of error in modern languages such as consistently misnaming an article of clothing or misusing a weather expression. In classical languages, there should be no major gaps in comprehension such as consistently misnaming an article of clothing or a location in a house.

During Stage 2

In **MODERN LANGUAGES,** *students use sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task.*	*In* **CLASSICAL LANGUAGES,** *students read sentences, strings of sentence, and paragraph-length texts, including some authentic material, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task.*
As they enter Stage 2, students begin to create new combinations of the language they have learned in Stage 1. Messages are understandable, but some patterns of error may interfere with full comprehension.	A s they enter Stage 2, students begin to recognize new combinations of the language they have learned in Stage 1. The learner reaches beyond known patterns to understand new meanings and communications. Messages are understandable, but some lapses may interfere with full comprehension.

It is natural for learners to move back and forth between Stages, at one moment showing confidence and accuracy, at another moment losing both, when the complexity of the message interferes with the learner's ability to produce it accurately (in modern languages) or comprehend it accurately (in classical languages).

During Stage 3

In **MODERN LANGUAGES,** *students use sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task.*	*In* **CLASSICAL LANGUAGES,** *with appropriate assistance, students read and comprehend sentences, paragraphs, and story-length texts of predominantly authentic material with lapses of understanding proportionate to the complexity of the text being read.*
Students are able to produce and comprehend fluid sentence-length and paragraph-length messages, but as the complexity of the task or message increases, errors and hesitation become more frequent. For example, a Stage 3 learner might be able to describe another person in class with accuracy, but if he or she described a viewpoint on a current social issue, there would be a higher frequency of error.	Students are able to comprehend paragraphs and story-length texts and to interpret those texts in their cultural context. As the complexity of the text increases, gaps in comprehension become more frequent. The teacher's role is to help students achieve a greater degree of understanding in the reading and interpretation of complex texts.

During Stage 4

In **MODERN LANGUAGES,** *students use sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning.*	*In* **CLASSICAL LANGUAGES,** *students read selections of varying length exclusively from authentic material with some gaps in understanding that do not interfere with comprehension.*
Students convey messages with some patterns of grammatical errors that do not interfere with meaning. As the task becomes more complex (for example, providing a rationale or hypothesis) errors and pauses to find appropriate words become more frequent. A learner's awareness of culturally appropriate language, behavior, and gesture is evident in interpersonal communication.	With appropriate assistance, students read increasingly complex texts with cultural understanding and literary appreciation.

(See Appendix D for Sample Program Entry Points and Expected Outcomes)

The Content of Foreign Language: Strands and Standards

The **STRANDS** (Communication, Cultures, Comparisons, Connections, and Communities) describe the overall content of teaching, learning, and assessment in foreign languages. Each Strand is introduced by an essay, and elaborated into Learning Standards and Learning Standard Components. Balanced programs are designed to include the content of all these strands.

The PREK–12 **STANDARDS** define what all students should know and be able to do as a result of their study of foreign languages, from preschool through grade 12.

The PreK–12 Standards are further articulated into **GRADE SPAN LEARNING STANDARDS**, which describe what students should know and be able to do at various stages of their language study.

Sample Grade Span Equivalents

Stage 1:	PreK–4 in a PreK–12 sequence; grades 6–8 in a grade 6–12 sequence; grades 9-10 in a grade 9–12 sequence; or the first two years of a high school sequential program
Stage 2:	Grades 5–8 in a PreK–12 sequence; grades 9–10 in a grade 6–12 sequence; or grades 11–12 in a grade 9–12 sequence
Stage 3:	Grades 9–10 in a PreK–12 sequence; or grades 11–12 in a grade 6–12 sequence
Stage 4:	Grades 11–12 in a PreK–12 sequence

Connections to other Massachusetts Curriculum Frameworks

The PreK-12 Standards in the Foreign Languages Curriculum Framework are designed to complement those in the English Language Arts, History and Social Science, and Arts Curriculum Frameworks. Teachers of foreign languages should consult these other frameworks when they design curricula that deal with:

- the history and use of language, literary genres and conventions, literary criticism, and writing, research, and revision processes (English Language Arts Curriculum Framework);
- history, geography, civics and government, and economics of the countries and cultures studied in foreign language classes (History and Social Science Curriculum Framework);
- the history, analysis, criticism, and practice of dance, music, theatre, and visual arts (Arts Curriculum Framework).

Foreign language teachers should consult the Mathematics, Science and Technology, and Health Frameworks when designing curricula dealing with those fields.

Organization:

In this section of the framework, the standards are organized by strands. In Appendices D, E, F, and G the standards organized by proficiency stages 1, 2, 3, and 4.

Strands and Learning Standards

STRANDS	PreK–12 STANDARDS
Communication Students use the skills of listening, speaking, reading, and writing.	**PreK–12 STANDARD 1 Interpersonal Communication** Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English. **PreK–12 STANDARD 2 Interpretive Communication** Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English. **PreK–12 STANDARD 3 Presentational Communication** Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.
Cultures Students gain knowledge and understanding of other cultures.	**PreK–12 STANDARD 4 Cultures** Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.
Comparisons Students develop insight into the nature of language and culture by comparing their own language and culture with another.	**PreK–12 STANDARD 5 Linguistic Comparison** Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English. **PreK–12 STANDARD 6 Cultural Comparison** Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English. **PreK–12 STANDARD 7 Connections** Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.
Communities Students participate in communities at home and around the world in other languages.	**PreK–12 STANDARD 8 Communities** Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.

Sample Topics

Proficiency Level	Topics for Listening, Speaking, Reading, and Writing
Stage 1 [at the end of] grade 4 in a PreK-4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	personal biographical information family friends house and home school and classroom school subjects and schedules leisure activities likes and dislikes clothing size quantity pets and animals weather seasons colors shapes numbers days dates months time daily routines foods / eating customs directions contributions from target culture to U.S. (people, places, names, borrowed vocabulary, etc.) age-appropriate literature such as myths, stories, rhymes performing and visual arts music sports and games geography symbols and signs money and prices shopping major holidays / celebrations gestures within social context
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	**Stage 1 Topics and…** professions and work extracurricular interests transportation and travel historical and cultural figures current places and events fashion social relationships, gender roles memories literature such as short stories and poetry school / vacation / meal schedules of target culture topics from other disciplines: topography, geography, problem solving, folklore, the environment, the arts, world events

	vacations parties / celebrations maps, geographical features mass media presentations (T.V., radio, cinema, Internet) landmarks important historical events shopping major holidays / celebrations gestures within social context
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	**Topics from Stages 1 and 2 and…** history cultures civilizations scientific advances careers health issues social issues future plans government environmental issues political and social issues stereotypes belief systems
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	**Topics from Stages 1, 2, 3, and…** authors and their times history of cinema economics environmental concerns philosophy political science anthropology religions

Communication Strand

(excerpted from the National *Standards for Foreign Language Learning*)

Communicative Competence in Modern Languages

One of the most important goals of modern language study is the development of communicative competence in languages other than English. When individuals have developed *communicative competence* in a language, they are able to convey and receive messages of many different types successfully. These individuals use language to participate in everyday social or work interactions and to establish relationships with others. They converse, argue, criticize, request, convince, and explain effectively, taking into account the age, background, education, and familiarity of the individuals with whom they are engaged in conversation. They also use the language to obtain information from written texts and media and to interpret that information given the style, context, and purpose of the communication. In essence, a communicatively competent individual combines knowledge of the language system with knowledge of cultural conventions, norms of politeness, discourse conventions, and the like, and is able to transmit and receive meaningful messages successfully.

In order to develop such competence, students of modern languages must learn how interpersonal relations are conducted in the cultures in which the target language is spoken, how individuals use language effectively to achieve different purposes, how discourse conventions work, how oral and written texts are structured, and how the language system operates. They must weave this knowledge *together* in the process of transmitting and receiving meaningful messages.

Students bring the insights that they have obtained from having developed communicative competence in their first language to the study of a second one. They already know how to request personal information from others, how to describe, how to argue, and how to explain in their first language. Depending on their age, they are able to obtain information from written texts and media and to interpret that information. When they learn a second language, they must learn how to do these things by using a different language system and by following what may be very different rules of interpersonal interaction.

How Students Develop Communicative Competence in Another Language

As opposed to long-held beliefs, we now know that students do not acquire communicative competence by learning the elements of the language system first. Students do not learn foreign languages most effectively by memorizing vocabulary items in isolation and by producing limited simple sentences. We now know that even those students who learn grammar well and are able to pass tests on nouns, verb conjugations, tense usage, and the like may be quite unable to understand language when it is spoken to them outside the classroom. The study of the language system itself, while useful for some students, does not automatically result in the development of the ability to process language in real situations and in the ability to respond meaningfully in appropriate ways.

Indeed, an earlier emphasis on the learning of the language system to the exclusion of meaningful interactive activities in the classroom has led to frustration and dissatisfaction for students. Many adults complain today that although they “took” two or more years of foreign language and obtained high grades on grammar examinations, they are unable to speak the language at all. This same emphasis has led to criticism of the foreign language teaching profession by a number of individuals who have argued that languages are badly taught in this country and that language study to date has resulted in few people who can transact business in the languages studied.

The Importance of Communication Strategies in the Development of Communicative Competence

We now know that most learners learn a modern language best when they are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competence. Active use of language is central to the learning

process; therefore, learners must be involved in generating utterances for themselves. They learn by doing, by trying out language, and by modifying it to serve communicative needs. Regardless of their stage of language acquisition, learners require strategies that allow them to compensate for language that they have not yet mastered. When breakdowns in communication occur, learners can call on these strategies in order to:

- gain access to further relevant and comprehensible communicative information;
- learn by experimenting;
- learn from mistakes and try again;
- practice and subsequently use various communication skills;
- communicate with a wide variety of audiences;
- learn how to compensate for shortcomings in communicating effectively; and
- become confident and successful in second language use.

We now know also that effective learners adopt an immense variety of strategies concerned with seeking communicative information and experiences, with deliberate learning through practice, and with developing a conscious awareness and control. These strategies include requesting clarification, monitoring their own and others' performance, using various mnemonic techniques, using inductive and deductive reasoning, practicing sounds and structures subvocally or aloud, and using nonverbal communication strategies.

The Communication Strand and School-to-Career or Community Service Learning Programs

Some modern language courses, particularly at the high school level, emphasize the development of oral communication skills so that students can interact effectively with others in a job situation or community service learning project. Taking as their subject the world of work, community, and family, these courses may emphasize vocabulary and concepts that are different from those students would encounter in a language course focused on the history and literature of the target culture.

Courses that emphasize speaking and listening in practical, job- or community-related contexts offer potential immediate benefits to students, but teachers of such courses should take care that students are also prepared to meet the reading and writing demands of the workplace and community. It is important that teachers include opportunities for students to read and understand authentic practical texts (such as laws and regulations, directions, warnings, technical instructions, product descriptions and diagrams, application forms, maps, signs and symbols) that they might encounter in specific work situations. It is also important that students learn how to respond in writing to demands they might encounter as a worker or volunteer (such as filling out a report, or taking information from a client).

The Communication Strand and Classical Languages

(adapted from *Latin for Communication:* New York State Syllabus)

The most important goal of classical language study is the development of reading skill in the target language and the reading and close study of works of ancient literature. The section below describes how teachers might apply the communication learning standard to Latin as an example of a classical language.

Reading Latin is the source from which the activities of the classroom naturally flow. When students read Latin literature, the are communicating in the most direct way possible with the ancient world.

All authentic materials written in Latin are a part of the corpus of Latin literature. Inscriptions, graffiti, light verse, and curse tablets convey important cultural or historical information, whether or not the author considered the writing as literary. Authentic materials need not be limited to authors of Latin prose and poetry such as Caesar, Cicero, and Virgil, although they will continue to provide a focus for serious literary study.

Stages 1 and 2

Beginning Latin students may experience literature in three ways:

- in the original Latin,
- in an adapted Latin version, or
- in English translation.

At this level students can read inscriptions, defixiones, graffiti, and coins in their original form. These are most usefully presented as a supplement to textbook material, For example, if a character in a textbook story dies or if a textbook contains a reading in English about Roman funerals, students could be introduced to authentic inscriptions from Roman tombs.

Many textbooks contain readings that have been adapted for beginning students from the works of Latin authors. When working on such a reading, students should learn the name of the author from whom the story was adapted and perhaps a few facts about him. Most of the reading at the beginning level will be Latin composed for the acquisition of content and language skills. Connected passages of culturally relevant materials to which beginning students can relate personally will best serve the purposes of Latin for communication.

Readings in translation may be used as a supplement to Latin readings. For example, if a textbook contains a Latin reading about a family burned out of a Roman apartment house (insula), the teacher might present selections in English from Martial or Juvenal that describe the dangers of urban life.

Stage 3

As students progress to the intermediate stages of Latin study, adapted passages will be closer to the original texts. More complicated inscriptions and graffiti may be read. Students at this level should be guided into a selection of continuous prose. Authors whose works are often adapted for intermediate use include Livy, Eutropius, Aulus Gellius, Cornelius Nepos, Caesar, and Cicero. Most classical authors will need to be adapted for students at this level, at least initially. There are a few authors, especially from the medieval period, whose works are suitable in unadapted form.

If the students read an unabridged, simplified play by Plautus, they will learn who Plautus was, how Roman comedy developed from Greek models, and something about the conditions of Plautus' time. They will also have the

chance to expand their understanding of the role of slaves in Roman society and to compare the Roman and modern concepts of humor.

Stage 4

The work of advanced students consists primarily of reading unadapted Latin authors. Caesar, Cicero, Pliny, Sallust, Nepos, Livy, and perhaps even Tacitus, Quintilian, and Petronius may provide prose suitable for this level. Vergil, Catullus, Ovid, Horace, and perhaps Martial, Propertius, and Juvenal may provide poetry suitable for intense literary study for advanced students.

Communicative Modes

(Adapted from *Standards for Foreign Language Learning*, 1996)

Communication can be characterized in many different ways. The approach suggested within this document is to recognize three "communicative modes" that place primary emphasis on the context and purpose of the communication.[7] The three modes are:

- **Interpersonal**
- **Interpretive**
- **Presentational**

Each mode involves a particular link that is developed gradually over time between the language and its underlying culture. Modern languages employ a balanced use of these three modes while in learning classical languages, the interpretive mode predominates with occasional use of the presentational mode.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines."

Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples

include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

The Communicative Modes and the Study of Classical Languages

Students and teachers of classical languages such as Latin and ancient Greek are primarily concerned with the interpretation of texts and historical/cultural understanding and therefore concentrate on the interpretive mode. Teachers of classical languages may employ simple oral question and answer exercises (interpretational mode) as a way of strengthening language knowledge and use, but they do not develop conversational skills because there are no native speakers of ancient languages with whom students can interact. In the classical language classroom the presentational mode is largely confined to presentations in English on the literary works being read in the classical language, to discussion of the cultural context and literary aspects of these works, and to practiced oral rendition of classical texts.

The Communicative Modes and the Study of Non-European Languages

The use of a framework of communicative modes also highlights the challenge to English-speaking students who study non-European languages such as Chinese or Japanese. Although cultural knowledge is important in the study of all foreign languages, the cultural distance is greater for an English speaker who studies a non-European language than for the English speaker who studies a European language. Teachers of non-European languages must be aware of the high degree of cultural knowledge that is required when their English-speaking students attempt to carry on conversations and negotiations (interpersonal mode), interpret speeches, texts, or films (interpretive mode), or make oral and written presentations (presentational mode) in the target language.

The Communicative Modes and Heritage Language Speakers

Students who have learned a language other than English in their homes are sometimes called "heritage language speakers." They may be newly-arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or second- or third-generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often they can carry on fluent and idiomatic conversation (interpersonal mode) but require instruction that will allow them to develop strengths in reading and interpreting (interpretive mode) and formal speaking and writing (presentational mode). Along with their counterparts whose native language is English, heritage language speakers will benefit from a rich and balanced curriculum in which they learn about the cultural connections among languages, literature, history, and the arts.

Table 1 on the following page summarizes the Communicative Modes. (See Appendix C for examples of how these modes might be applied to the study of literature and culture.)

Table 1. Communicative Modes

(Adapted from *Standards for Foreign Language Learning*, 1996)

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Definitions	Direct oral communication (such as face-to-face or by telephone) between individuals who are in personal contact Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages Mediated communication via print and non-print materials Interpretation of visual or recorded materials by a listener, reader, or viewer who has no contact with person or people who created them	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is no immediate personal contact or which takes place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener
Paths	Productive skills: speaking, writing Receptive skills: listening, reading	Primarily receptive skills: listening, reading, viewing	Primarily productive skills: speaking, writing, showing
Cultural Knowledge	Knowledge of cultural perspectives governing interactions between individuals of different ages and social backgrounds Ability to recognize that languages use different practices to communicate Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic) Knowledge of how meaning is encoded in products Ability to analyze content, compare it to information available in own language, and assess linguistic and cultural differences Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience or a writer and his/her reader Ability to present cross-cultural information based on background of the audience Ability to recognize that cultures use different patterns of interaction

Knowledge of the Linguistic System The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in any of the Communicative Modes.

Communication

PreK-12 STANDARD 1: Interpersonal Communication

Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical as well as modern language learning
Stage 1 [at the end of] grade 4 in a PreK-4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error, students will 1.1 Greet and respond to greetings* 1.2 Introduce and respond to introductions* 1.3 Ask and answer questions* 1.4 Make and respond to requests 1.5 Exchange information and knowledge 1.6 Express likes and dislikes 1.7 Express needs and emotions
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will 1.8 Perform Stage 1 Learning Standards 1.9 Ask and respond to questions to clarify information 1.10 Exchange opinions about people, activities, or events 1.11 Discuss class reading*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will 1.12 Perform Stage 1 and Stage 2 Learning Standards 1.13 Suggest possible solutions to a problem 1.14 Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint 1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.*
Stage 4 [at the end of] grade 12 in a PreK–12 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will 1.16 Perform Stage 1, Stage 2, and Stage 3 Learning Standards 1.17 Initiate, sustain, and close a conversation 1.18 Negotiate a compromise 1.19 Discuss national, international, or current events 1.20 Exchange opinions on a variety of contemporary or historical topics 1.21 Use rephrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions 1.22 Convince and persuade another person to adopt a plan or viewpoint 1.23 Discuss and analyze literary texts*

Communication

PreK-12 STANDARD 2: Interpretive Communication

Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical as well as modern language learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error, students will 2.1 Follow directions* 2.2 Understand some ideas and familiar details* 2.3 Obtain information and knowledge* 2.4 Read and interpret signs, simple stories, poems, and informational texts*
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will 2.5 Perform Stage 1 Learning Standards 2.6 Follow directions such as for a recipe, a word maze, or a logic problem 2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures* 2.8 Understand important ideas and details in highly contextualized authentic and adapted texts* 2.9 Understand learned expressions, sentences, questions, and polite commands in messages* 2.10 Identify themes in fictional and non fictional works and relate them to personal experiences*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will 2.11 Perform Stage 1 and Stage 2 Learning Standards 2.12 Read articles in a magazine, journal, or newspaper and understand main ideas 2.13 Read a literary text and understand the theme, characters and setting* 2.14 Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target literature* 2.15 Comprehend narration in present, past, and future* 2.16 Identify and understand feelings and emotions* 2.17 Comprehend audio and video texts 2.18 Understand telephone conversations or written correspondence
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will 2.19 Perform Stage 1, Stage 2, and Stage 3 Learning Standard Components 2.20 Identify the main points and details in a radio or TV news program 2.21 Understand printed or recorded advice and suggestions 2.22 Analyze the aesthetic qualities of works of poetry, drama, fiction, or film*

	2.23 Interpret literature based on evidence from the text* 2.24 Analyze moral/philosophical points presented in literary texts*

Communication

PreK–12 STANDARD 3: Presentational Communication

Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical as well as modern language learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error, students will 3.1 Express opinions and ideas 3.2 Express needs and emotions 3.3 Express agreement and disagreement 3.4 Describe people, places, and things* 3.5 Write lists and short notes 3.6 Present information in a brief report*
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will 3.7 Perform Stage 1 Learning Standards 3.8 Write simple paragraphs 3.9 Write greeting cards, notes, letters, and e-mails* 3.10 Describe elements of stories such as characters, events, and settings* 3.11 Give presentations on planned activities or on cultural topics*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages with frequency of errors proportionate to the complexity of the communicative task, students will 3.12 Perform Stage 1 and Stage 2 Learning Standards 3.13 Develop and present solutions to problems 3.14 State and support opinions to convince or persuade a listener or reader 3.15 Write letters requesting specific information 3.16 Write e-mail correspondence with peers to compare and contrast interests 3.17 Write reviews about a story, play, movie or other form of literature*
Stage 4 [at the end of] grade 12 in a	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning students will 3.18 Perform Stage 1, Stage 2, and Stage 3 Learning Standards 3.19 Write journals, letters, stories, and essays 3.20 Write critiques of books, articles, orations, movies, plays, videos, or CDs from or about the target

PreK–12 sequence	culture* 3.21 Write or prepare an oral or videotaped report about a personal interest 3.22 Recount events in an incident or a reading* 3.23 Narrate in the past, present, and future

Communication Strand:
Sample Stage 1 Learning Scenario

Personal Collage

Strand	Communication PreK–12 Standard 3: Presentational Communication
Grade Level:	PreK–4, Foreign Language in Elementary School (FLES)
Sample Assessment Criteria:	Students could be assessed on their ability to communicate in the target language at Stage 1 proficiency level to: 3.1 Express opinions and ideas 3.3 Express agreement and disagreement.
Summary:	Students create a collage representing things they like and dislike (food, colors, pets, activities, etc.) by drawing or selecting pictures from magazines. All images are also labeled in the target language. Students then pair up. Each student makes a series of statements expressing opinions about the images they have chosen to represent. The partner expresses agreement or disagreement with each statement and then the roles are reversed. This can also be done as a written activity; images are posted around the room and students circulate to find representations for which they write sentences expressing agreement or disagreement.
Materials needed:	Dictionaries, sources for vocabulary for each topic; art supplies, magazines

Communication Strand:
Sample Stage 3 Learning Scenario

Odas de Neruda

Strand	Communication PreK–12 Standard 2, Interpretive Communication
Grade Level:	Grades 9–10, Spanish
Sample Assessment Criteria:	Students could be assessed on their ability to understand and interpret ideas and information written in Spanish at Stage 3 proficiency level, including their ability to 2.13. Read a literary text and understand the theme, characters, and setting 2.14. Identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target language
Summary:	Students read and memorize sample "odas" from the works of Pablo Neruda and complete graphic organizers, writing words and phrases or drawing pictures for the images that the ode evokes. Before reading Oda a la Bicicleta, students use a graphic organizer to compare a bicycle to an insect and a skeleton and share their ideas with the class. Students then read Oda a la Bicicleta and compare their ideas with Neruda's. Having worked with metaphors and similes, students brainstorm metaphors/similes for topics of their own choosing. They follow with a list of images that the topic evokes. Students then write their own oda on an everyday object.
Materials needed:	Odas de Pablo Neruda (Adapted from New York State *Learning Scenarios*)

Cultures Strand:
Integrating Culture into Foreign Language Study

What is Culture?

The concept of culture, as developed by anthropologists more than a century ago to describe primitive societies, is now generally used to describe the perspectives, practices, and products of any identifiable group or society. The underlying assumption of the modern view is that any group, organized for whatever political, social, economic, or religious purpose, will fashion its own indigenous culture. That modern assumption has influenced the way the Oxford English Dictionary now defines culture: "…the distinctive customs, achievements, products, outlook, etc., of a society or group."

Implicit in this formulation is one fundamental principle: each such interest group must be held together by a common language, for without it, customs, perspectives, and products could not easily be shared. Language is thus perceived today as the main medium for the expression of culture, as well as a central influence in shaping its development. Culture cannot therefore be fully understood apart from language, for the two are so inextricably intertwined with each other as to make each essential to the nature, and even the existence, of the other.

Language and Culture: A Symbiosis

The implications, for the study of language and culture, of their tightly interdependent relationship were not fully realized until well into the twentieth century. Serious students of culture long held the belief that language had no relevance to the validity of their research. The objectivity of the scientific method they had adopted as their own gave them the comforting assurance that their observations and analyses of any society had to be true. By the 1920s, however, progress in the development of linguistics as a science compelled many social scientists to concede that their native language definitely affected their own view of the real world, and therefore could powerfully condition the way they thought about, and analyzed, social problems and processes. That realization led them to reason that the language used by the people they studied must exert a similar effect on them, and that both influences needed to be taken into account in their studies.

From that time forward, language and culture seemed less and less separable from each other to serious social scientists, for they recognized more and more the extent to which every social reality, including their own, was in part, at least, the product, over time, of a complex three-way interplay of influences among the people of the society, the language they used, and the culture they created. Those intricate reciprocal interrelationships among people, language, and culture, they realized, are the dominant internal forces within a society that determine what is distinctive about it. That, in turn, explains why each identifiable society or group is discernably different, in small ways or large, even though each also shares the characteristics of many other societies or groups around them.

A striking historical illustration of that principle is familiar to Americans, because of the way American society evolved following the massive immigration of English-speaking Puritans from Britain into the country in the seventeenth century. Before long, Americans became native speakers of English as were the British, but no one could mistake the accent or the vocabulary of the one for the other, and that remains true today. The Englishman consults his solicitor, for example, while the American calls his lawyer. In tall buildings, the British use a lift, the Americans take the elevator. What the English call chips, we call French fries, whereas what we call chips the English call crisps, and so on and on. In spite of the overwhelming effect of a common origin, which makes them much more alike than unlike, the two cultures have nevertheless become perceptibly different. A British wit remarked that England and the United States are divided by a common language. That witty observation suggests that it is, indeed, often through language that the distinctiveness of societies manifests itself most clearly. It is through language, after all, that we construct our sense of reality, by naming and describing what surrounds us in the world we inhabit. As one scholar has remarked, "the 'real world' is to a large extent unconsciously built up on the language habits of the group."[8]

Language And Culture: The Learners' Tasks

To begin the study of a new language is also, necessarily, to begin the study of a new culture, because of the symbiotic relationship between the two. The first task of the learner might therefore be to gauge the implications of that fact for the learning process itself, and to understand the subtle ways in which the learner's native language and culture can sometimes interfere with the learning of a new language.

A simple example of the way learning a language may compel learning a culture at the same time can be seen in the usage of the second person pronoun in Spanish or French: the singular form is tu in both languages, the plural form is *usted* in Spanish and *vous* in French, but in both Spanish and French, the plural is very often used as a singular, *for cultural reasons*. Those cultural reasons have to be learned along with the forms: *usted* and *vous*, as singulars, connote courtesy, formality, and deference towards one's peers, while tu connotes intimacy, as between spouses or very close friends, or between parents and children, but also condescension or a status difference between individuals, as between masters and servants. Moreover, in both languages the nuances in the usage are constantly shifting, as social customs and attitudes change, with the result that in each generation, the rules to be learned are slightly different. What appeared to be a simple grammatical principle at first, to the learner, will have turned into a subtly nuanced problem in social behavior, expressed in language, because of the cultural component that second person pronoun usage has acquired over time in some languages.

An equally simple example of how one's native language and culture can sometimes interfere with one's efforts to learn another language can be seen in the misapprehensions generated by the act of translation as provided by dictionaries, especially the translation of words that are basic to any society, and, in some form, familiar to everyone, such as bread. The student of French learns that the word *pain* means bread. The student of German learns that *Brot* means bread. The student of Latin learns that *panis* is the word for bread. If all three students are American, they will likely have pretty much the same image in mind for what those three different words really mean: perhaps, a pre-sliced loaf wrapped in plastic, the typical product of American culture, but they will not know what the ancient Roman word or the modern German or French word actually meant, except in the universal sense in which all bread is the same. In actuality, bread affords a vivid example of how, in any society, people, language, and culture interact over time and produce a distinctive product, in many ways like bread all over the world, but in certain other ways, such as shape, taste, size, or ingredients, different and quite specific to their own culture.

The example of bread suggests what the main task of the learner of a new language and culture ought to be. As a learner, you must avoid being unduly influenced by the biases of your own language and culture and open yourself as fully as possible to all the nuances of meaning that the words of a new language can convey, including the cultural component often deeply embedded in those words.

Language and Culture: The Teachers' Tasks

Two pedagogical imperatives emerge from our analysis of the reciprocal influences that language and culture constantly exert on each other in the evolution of any society. The first is a practical consideration: the relationship of language and culture is such a tight weave that "language" and "culture" really cannot be teased apart and compartmentalized for teaching purposes. They are best taught in closely integrated conjunction with each other by emphasizing the full meaning conveyed by words, phrases, or idiomatic expressions that have a clearly identifiable cultural component, such as the word for "bread" in any language.

The second imperative is the critical importance of instructing students in the various ways available to them for learning about the cultural components embedded in the language they are studying, and of thus empowering them to unlock the secrets of the language, which dictionaries often neglect and which native speakers take for granted. The more thorough their knowledge of the characteristic perspectives, practices, and products that reflect the culture, the more competent students can become as skilled readers and listeners in their second language. If they are only taught the language, denuded of its cultural accretions, they will have acquired a dry, bare-bones medium of communication, utilitarian but devoid of imagination, style, or the richness of the human spirit.

The Learning Standards and sample scenarios that follow offer many techniques for including cultural content

in the classroom. Such educational enrichment is crucial especially for the most advanced students if they are to attain a truly superior understanding and appreciation not only of a foreign culture but of their own culture as well. The thorough integration of language and culture both in a foreign language and in the native language should help move students even closer to the lofty educational ideal of becoming genuinely cultured citizens of the kind Matthew Arnold envisioned in one of his most celebrated definitions of culture: "the acquainting of ourselves with the best that has been known and said in the world, and thus with the history of the human spirit."

Cultures

PreK-12 STANDARD 4: Cultures

Students will demonstrate an understanding of the traditions, perspectives, practices, and perspectives of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical languages
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will 4.1 Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.* 4.2 Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations* 4.3 Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photographs* 4.4 Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments* 4.5 Identify distinctive contributions made by people in the target culture* 4.6 Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics* 4.7 Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps*
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will 4.8 Identify patterns of social behavior that are typical of the target culture* 4.9 Interact appropriately in social and cultural activities, such as • for modern languages: exchanges in a restaurant, at a bus stop, in a store, or in a classroom • for classical languages: in triumphal marches, weddings, or funerals* 4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture* 4.11 Identify historical and/or cultural figures from the target culture and describe their contributions* 4.12 Identify, place in chronological order, and describe the significance of important historical evens in the target culture* 4.13 Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary in classical language classes, students will 4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives* 4.15 Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations

	4.16 Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry and visual arts from various historical periods in the target culture 4.17 Identify artistic styles and cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, videos and relate these to the language and perspectives of the target culture* 4.18 Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture's perspectives* 4.19 Describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture*
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages, in the target language, with some patterns of errors that do not interfere with meaning, and using English when necessary in classical language classes, students will 4.20 Describe the evolution of words, proverbs, and images and discuss how they reflect cultural perspectives* 4.21 Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives* 4.22 Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss how the conflicts and proposed resolutions reflect cultural and individual perspectives* 4.23 Distinguish among knowledge, informed opinions, uninformed opinions, stereotypes, prejudices, biases, open mindedness, narrow mindedness, and closed mindedness in literature, primary and secondary source documents, mass media, and multimedia presentations about and/or from culture; and discuss how these presentations reflect cultural and individual perspectives* 4.24 Analyze how participants' accounts of the same events can differ; how historians' interpretations of events can change over time; and how participants' and historians' interpretations of events can reflect individual and cultural perspectives*

Cultures:
Sample Stage 2 Learning Scenario

A Classical Wedding

Strand	Cultures PreK–12 Standard 4,
Grade Level:	Grades 6–8, Latin
Sample Assessment Criteria:	Students could be assessed on their ability to use Stage 2 proficiency in Latin, and English when necessary to 4.8. Identify patterns of social behavior that are typical of the target culture 4.8. Interact appropriately in social and cultural activities
Summary:	Students in a Latin class re-enact Roman wedding. Students receive printed information from their teacher about Roman marriage ceremonies. This includes a marriage contract, the sequence of events, and the script participants will read during the ceremony, along with pertinent vocabulary in Latin and its English derivatives. After discussing the information, students choose roles. There will be a bride and groom, priest, augur, and many other Romans who will participate in the procession to the groom's house. After students have enacted the ceremony in Latin, they compare Roman weddings with weddings in American culture.
Materials needed:	Vocabulary and derivative lists, handouts on Roman marriage (Adapted from *Standards for Foreign Language Learning*)

Cultures:
Sample Stage 4 Learning Scenario

Les Multiples Visages de Cyrano

Strand	Cultures PreK–12 Standard 4,
Grade Level:	Grades 11–12, French
Sample Assessment Criteria:	Students could be assessed on their ability to read, view, and interpret works in French and communicate at Stage 4 Proficiency level to 4.21 Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives
Summary:	Students read Rostand's play, Cyrano de Bergerac, view the French feature film of the same title with Gérard Depardieu, and perhaps view the José Ferrer film, Cyrano. Students then compare the play with the film, commenting on the fidelity of the film to the original text. They then compare the American film Roxanne to the original story, analyzing its interpretation of the themes. Studying a variety of theatre and film reviews in French, students then write their own review in French of either the play or one of the films.
Materials needed:	Texts, VCR, and videocassettes of the films. (Adapted from *Standards for Foreign Language Learning*)

Comparisons Strand

(excerpted from the *Standards for Foreign Language Learning*)

Students benefit from language learning by discovering patterns both familiar and distinctive among language systems and cultures. They learn about the nature of language, linguistic and grammatical concepts, the communicative functions of language, and the interaction between language and culture.

When students begin the study of another language, they often assume any new language will be like their own, except it will have different words. Soon they notice that elements that they often ignored in their own language may be very important in the second language. This awareness of linguistic differences not only enhances students' ability to use the target language, but also provides insights into the use of English. As students learn ways of predicting how language is likely to work in an unfamiliar setting, they make fewer naíve assumptions about other languages based solely upon limited knowledge of their own language.

The long-term study of another language also leads students to discover different cultural perspectives. As students begin to hypothesize about cultural systems in general, some students may make comparisons on their own, others learn to do so over time. Good language programs help foster this reflective process in students from the earliest levels of language learning.

Comparisons

LEARNING STANDARD 5: Linguistic Comparisons
Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical language learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will 5.1: Ask and answer questions regarding similar/different phonetic/writing systems used in the target language* 5.2 Give examples of ways in which the target language differs from/is similar to English* 5.3 Give examples of borrowed and loan words* 5.4 Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics*
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will 5.5 Compare, contrast, and exchange views on an aspect of the target language* 5.6 Identify words in the target language that are used frequently in English* 5.7 Analyze how idiomatic expressions work in both languages* 5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry* 5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English* 5.10 Give examples of words or word parts from the target language that have been adopted into the English language*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will 5.11 Analyze differences and similarities between the writing systems of both languages* 5.12 Respond to, compare, and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English* 5.13 Compare, contrast, and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language 5.14 Discuss and analyze idiomatic expressions in the target language*
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages, in the target language, with some patterns of errors that do not interfere with meaning students will 5.15 Compare, contrast, and discuss etymological/linguistic roots of English words from the target language* 5.16 Read and view several literary works (print, film, multimedia) with related themes and compare them* 5.17: Describe a major aspect of the linguistic system of the target language (such as syntax, style, body language, pragmatics, etc.) and compare and contrast this to a comparable aspect of English*

	5.18 Describe similarities in themes and details found in narratives of the target language and English*

Comparisons

PreK-12 STANDARD 6: Cultural Comparisons

Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical language learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and using English when necessary, students will 6.1 Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions* 6.2 Describe the patterns of behavior of the target culture such as celebrations and compare/contrast them with those of their own culture* 6.3 Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own* 6.4 Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture*
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will 6.5 Compare, contrast, and exchange views on an aspect of the target culture* 6.6 Discuss basic needs of people for food, clothing, and shelter, and compare how they have been met in various cultures* 6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture* 6.8 Compare, contrast, and report on cultural traditions and celebrations* 6.9 Compare folktales from the target culture and the students' own culture*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will: 6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students' own culture(s)* 6.11 Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the U.S.* 6.12 Analyze examples of how authors in the target culture view the role of the United States or other countries 6.13 Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture*
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages, in the target language, with some patterns of errors that do not interfere with meaning, students will: 6.14 Compare, contrast, and discuss how a social issue is treated in primary sources in both English and the target language* 6.15 Compare and contrast how international events are or have been reported in the target culture's media* 6.16 Analyze and present how an important event was covered in the media in the target culture and how the U.S. media covered the same or similar events*

Comparisons:
Sample Stage 1 Learning Scenario

Halloween and el Día de los Muertos

Strand	Comparisons PreK–12 Standards 5 and 6
Grade Level:	Grades 6–8, Spanish
Sample Assessment Criteria:	Students could be assessed on their ability to communicate using Stage 1 proficiency in Spanish, and English when necessary to: 5.2. Give examples of ways in which the target language differs from English 6.2. Describe patterns of behavior of the target culture, such as celebrations and compare/contrast them with those of their own culture.
Summary:	Using a variety of materials, such as textbook presentations, information from the Internet, cultural materials, or books such as *El Primer Halloween de Clifford*, and *El Espiritu de T'o Fernando*, students learn the vocabulary pertinent to the American holiday of Halloween and the Hispanic celebration of *el Día de los Muertos*. Students then compare and contrast the two celebrations and explain the meanings and origins of words, phrases, images, and practices.
Materials needed:	Resources on the Day of the Dead: books, articles, web sites, dictionaries, documentary films, etc.

Comparisons:
Sample Stage 2 Learning Scenario

Immigration Trends

Strand	Comparisons PreK–12 Standard 6 Communication PreK–12 Standard 2
Grade Level:	Grades 6–8, Spanish
Sample Assessment Criteria:	Students could be assessed on their ability to use Stage 2 proficiency to: 6.5 Compare, contrast, and exchange views on an aspect of the target culture 2.8 Understand important ideas and details in highly contextualized authentic and adapted texts
Summary:	In conjunction with their history class, small groups research trends in immigration to the United States since 1800, while other small groups investigate trends in immigration to a Latin American country (such as Argentina) during the same time period to find similarities and differences. They research reasons for immigration, countries of origin, conditions in those countries, the immigrants' adjustment to the new culture, and the traditions and products that they brought into their adopted country. Groups then present their findings to the whole class for discussion.
Materials needed:	Print and non-print materials on immigration trends in the USA and in Latin American countries. Encyclopedia entries and biographies of famous immigrants or descendants of immigrants.

Connections Strand

Language is the vehicle by which we acquire and share information and ideas. In order to help students make linguistic and conceptual connections, teachers of modern and classical languages use three important approaches to curriculum development.

- **Teachers of modern languages** become knowledgeable about the content of other subject areas, examine the kinds of vocabulary and language functions required to teach and learn this content, and shape their language teaching accordingly.
- **Teachers of modern and classical languages** collaborate with teachers of other subjects in the design and teaching of units in which knowledge of language and culture plays a key role.
- **Teachers of modern and classical languages** help students and other teachers locate and use foreign language resources for cultural knowledge and information not readily available in English.

The teaching of second language skills can take place through the interweaving of discipline-specific content into the modern languages curriculum. In this way, students not only gain knowledge of the target language but further their content knowledge as well. For example, the classic Kindergarten-First Grade science experiment, "Does it float, or does it sink?" is easily discussed in another language, since it is based upon observation. Learning how to describe objects as "light, lighter, heavy, or heavier," and "large, larger, small, or smaller" in a foreign language helps students acquire and remember vocabulary while reinforcing science concepts.

Similarly, specific language structures and vocabulary are required of middle or high school students when they predict what will happen next in stories, analyze aspects of the European medieval feudal system in history class, or follow instructions about how to chest-pass a basketball in physical education class. The teacher of modern languages can help students converse, interpret, write about, or make oral presentations on all these subjects in a language other than English.

Some projects are designed from the outset to integrate content from a number of disciplines. For example, during September's monarch butterfly migration from the United States to Mexico, elementary school students could begin a study of the life cycle of butterflies in science, discussing the concepts in English and Spanish. They could map the routes followed by the butterflies (geography); track and graph monarch butterfly sightings, and calculate the distance of their flights (mathematics); study and draw the symmetry of their body and wing patterns (math and art); and write short notes in Spanish (foreign languages and language arts) about the monarchs to be sent to Mexican students who are their "learning partners" in the project.

At the middle and high school levels, teachers of modern and classical languages could collaborate with teachers of history, English, and the arts to explore thematic units such as the immigrant experience, ancient and modern models of democracy, or classical and world mythology and theatre. High school electives such as the Model Organization of American States or Model United Nations also help students of modern languages use their language skills in the context of history and social science.

Knowledge of a foreign language, literature, and culture can give students insights they could have in no other way. The student of classical languages who has read the myth of Pyramus and Thisbe and who later studies Shakespeare's plays will have a greater appreciation of how Shakespeare used the myth in both *Midsummer Night's Dream* and *Romeo and Juliet* and may even recognize a survival of the ancient lovers' tale when watching a performance of Leonard Bernstein's *West Side Story*. Students of civics and government who have also studied Latin will have a deeper understanding of concepts such as *habeas corpus*, *ex post facto*, and *de jure*. A student of a modern language will observe in mathematics the differences in the use of periods and commas in numbers in the English and metric systems and will also notice that rules of spelling, order, and capitalization for days, weeks, and months differ from one language system to another.

Finally, despite the widespread use of English as an international language, there are still connections to knowledge of the past and present that are only available to the person who can read, interpret, and understand

another language. That student has direct access to historical primary source documents, contemporary fiction and nonfiction, magazine articles, television broadcasts, and multimedia materials from other cultures and countries.

Making Connections with Learning Standards from other Curriculum Frameworks

Because this Strand is about learning the subject matter of other disciplines through the use of modern and classical languages, there is only one learning standard, and it does not vary throughout the grades:

> "To obtain information and knowledge related to other disciplines from sources in the target language."

For example, an elementary school French teacher with students working at a Stage 1 level might align some of the vocabulary she teaches with the PreK–4 learning standards for mathematics. In a beginning middle school Latin class (also Stage 1), the teacher might make connections to the grades 5–8 learning standards and appropriate Core Knowledge topics for history and social science. High school students in a Stage 2 level Spanish class might be expected to meet the grades 9–10 English language arts learning standards for analyzing elements of fiction, nonfiction, or poetry. Additional examples are presented on the following pages.

Connections

LEARNING STANDARD 7: Connections

Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical language Learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error, students will: 7.1 Obtain information and knowledge related to other disciplines from sources in the target language* Examples of this include: ■ obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework ■ reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework ■ collecting data and graphing results in the target language in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework.
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will: 7.2 Obtain information and knowledge related to other disciplines from sources in the target language* Examples of this include: ■ obtaining political and economic information from newspapers, other print sources, and interactive CD roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economics Strands of the History and Social Science Framework ■ gathering demographic information from the target culture and applying the learning standards from the Statistics and Probability Strand of the Mathematics Framework to its analysis ■ learning song lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing and the Language Strand of the English Language Arts Framework when discussing the meaning of the lyrics.
Stage 3 [at the end of] grade 10 in a PreK–10 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will: 7.3 Obtain information and knowledge related to other disciplines from sources in the target language* Examples of this include:

grade 12 in a 6–12 sequence	■ collaborating by e-mail with students in the target culture to collect data on ecosystems and using this knowledge in achieving the learning standards of the Domains of Science: Life Sciences Strand of the Science and Technology Framework ■ comparing examples of literary criticism in the target language and English and applying the learning standards of the Literature Strand of the English Language Arts Framework ■ studying videotapes of contemporary and folk dance choreography from the target culture and analyzing them using the learning standards of the Dance Strand of the Arts Framework and the Personal and Physical Health Strand of the Health Curriculum Framework Relations Strand of the Mathematics Framework.
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will 7.4 Obtain information and knowledge related to other disciplines from sources in the target language* Examples of this include: ■ analyzing depictions of mythology by applying the learning standards of the History Strand of the History and Social Science Framework and the Literature Strand of the English Language Arts Framework ■ learning technical vocabulary in the target language to explain a design project when applying the learning standards of the Technology Strand of the Science and Technology Framework ■ researching examples of cultural encounters in history by reading primary source documents from the target culture and analyzing them by using the learning standards of the History Strand of the History and Social Science Framework.

Connections:
Sample Stage 1 Learning Scenario

Nutrition in Japan

Strand	Connections PreK–4 Standard 7
Grade Level:	PreK–4, Japanese
Sample Assessment Criteria:	Students could be assessed on their ability to use Stage 1 Proficiency to: 7.1. Obtain information and knowledge related to other disciplines from sources in the target language
Summary:	Using what they have learned about nutrition, food groups, and eating a balanced diet, students draw comparisons between the typical American diet and that of the Japanese. They study food packaging and nutritional charts from Japan and compare them to our own. They find out how different meals in Japan satisfy nutritional requirements.
Materials needed:	Food packaging, nutritional charts, food advertising from Japan and the U.S.

Connections:
Sample Stage 4 Learning Scenario

Comparative Literature

Strand	Connections PreK–12 Standard 7
Grade Level:	Grades 11–12, French
Sample Assessment Criteria:	Students could be assessed on their ability to communicate using Stage 4 Proficiency to: 7.4 Obtain information and knowledge related to other disciplines from sources in the target language
Summary:	Students read Balzac's *Eugénie Grandet* or *Le Père Goriot* and compare these to works in English such as Charles Dickens' *Christmas Carol*, or George Eliot's *Silas Marner*. Students discuss the plots, the main characters, settings, and themes. Finally, each group presents its findings to the class by first outlining the stories and then analyzing the similarities and differences in the authors' use of archetypes.
Materials needed:	Texts

Communities Strand

Massachusetts is home to people who speak many languages, and there are many opportunities for students to practice their language learning in the communities in which they live. In addition to the customary definition of community as a group of people living in the same locality, the word is also used to denote any group having common interests. Therefore a group of students learning the same language can be considered a community. Opportunities for participating in language activities within and across such communities exist throughout Massachusetts, regardless of the geographic location or ethnic composition of the school.

Computer technology, media sources, and letter writing allow students to participate in the community of speakers and learners of the target language or with students learning the same language in the same or neighboring towns or districts. Face-to-face interaction and exchanges of information may occur in communities where native speakers of the target language reside or between classes learning the same language.

The Communities Strand and Modern Languages

Students become highly motivated to learn a second language when they see immediate applications in the real world for the skills they are learning in the foreign language classroom. In helping students to connect their classroom knowledge to real-life experiences, teachers bring together elements from all of the other strands. Students can use their ability to communicate in the target language coupled with their understanding of culture to participate within and between schools, locally and globally. This participation will inevitably involve connections to other disciplines, and will help students to develop further insights through comparisons to their own language and culture.

From the very beginning stages of a PreK–12 program, students can participate in their communities by performing songs and dances at local festivals or telling stories to other groups of students. Students at the same level can exchange biographical information, and advanced students can assist beginners. Students can also use their skills to participate in school and community service projects. This has the added benefit of encouraging civic participation in the communities in which they live. It will also benefit students to become aware of the varieties among dialects, rates of speech, and styles of expression among native speakers of a language, and the accompanying cultural implications.

Teachers also need to educate students about the possibilities of using their second language in future careers. There is a demand within Massachusetts and the United States for workers who can communicate effectively in a language other than English. Such career opportunities exist in the private and public sector in workplaces such as hospitals and other healthcare organizations, retail organizations, travel agencies, hotels and restaurants, publishing and broadcasting companies, police and fire departments, social service agencies, libraries, cultural institutions, PreK–12 schools, and higher education institutions. The worldwide economy is dependent on technology and information services. As United States businesses expand domestic and international markets, their employees will benefit greatly from knowing another language. These skills will allow them to obtain information directly from other countries, and to engage in face-to-face negotiations in political and business situations.

Knowledge of other languages and cultures also opens the door to many types of leisure activities. On their television screens and on their computer monitors, Americans have a direct link with other cultures. The person who has learned another language can read the literature of other cultures directly, not just in translation. As Americans travel to other countries and interact with speakers of other languages, they realize that competence in more than one language and knowledge of other cultures empower them to experience more fully the artistic and cultural creations of those cultures.

The Communities Strand and Classical Languages

"The Communities Strand focuses on the application of the knowledge of Latin or Greek to wider linguistic and cultural communities extending from school to later life. Knowledge of Latin and Greek enables students to develop

a full understanding and appreciation of classical influences in today's world as they encounter new language learning situations and other cultures. Students understand the link between classical languages and certain professional fields through their specialized terminology. Understanding Greco-Roman culture provides students with a basis for interpreting events in the modern world. The tools of technology and telecommunication provide links to the resources of the worldwide classical community."[9]

Communities

PRE K–12 STANDARD 8: Communities

Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.

PROFICIENCY LEVEL	LEARNING STANDARDS *applies to classical language Learning
Stage 1 [at the end of] grade 4 in a PreK–4 sequence grade 8 in a 6–8 sequence grade 10 in a 8–10 sequence	Using selected words, phrases, and expressions with no major repeated patterns of error, students will 8.1 Apply knowledge of the target language and culture beyond the classroom setting* Examples of this include: ■ conversing with speakers of the target language; or ■ reading and writing e-mail or letters; or ■ making and exchanging drawings or photographs, and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country.*:
Stage 2 [at the end of] grade 8 in a PreK–8 sequence grade 10 in a 6–10 sequence	Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will: 8.2 Apply knowledge of the target language and culture beyond the classroom setting* Examples of this include: ■ conversing with speakers of the target language; or ■ reading and writing e-mail or letters; or ■ making and exchanging videotapes, newsletters, photographs, and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country.*
Stage 3 [at the end of] grade 10 in a PreK–10 sequence grade 12 in a 6–12 sequence	Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, with frequency of errors proportionate to the complexity of the communicative task, students will: 8.3 Apply knowledge of the target language and culture beyond the classroom setting* Examples of this include: ■ interviewing one person about his or her occupation or interests ■ locating community, state, and national organizations that support the study of languages and cultures and report on their programs and events ■ researching and presenting information about a linguistic or cultural group in Massachusetts in the present time.
Stage 4 [at the end of] grade 12 in a PreK–12 sequence	Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will: 8.4 Apply knowledge of the target language and culture beyond the classroom setting* Examples of this include: ■ locating speakers or scholars of the target language in the community, region, or state and establishing ongoing communication through correspondence, multiple

	interviews or conversations, internships, or volunteer activities ■ locating newspapers, magazines, newsletters, television or radio stations, or websites that use languages other than English and contributing letters, articles, or other materials in the target language ■ describing work and volunteer opportunities requiring second language skills in international government relations, international businesses, and international non-profit organizations.

Communities:
Sample Stage 3 Learning Scenario

Let's Celebrate!

Strand	Communities PreK–12 Standard 8
Grade Level:	Grades 9–10, Spanish, Italian, German, or French
Sample Assessment Criteria:	Students could be assessed on their ability to communicate using Stage 3 Proficiency to: 8.3 Apply knowledge of the target language and culture beyond the classroom setting
Summary:	Students make arrangements to set up a booth at traditional festivals (Blessing of the Fleet, Cinco de Mayo, Feast of St. Anthony, Oktoberfest, Bastille Day) where they sell food and/or crafts typical of the target culture. Since many people who attend these festivals speak the target language, students attempt to use it to conduct as many transactions as possible. If it is appropriate, students could also perform a dance, sing a song, or tell a story from the target culture.
Materials needed:	Resource materials on the target culture; art materials, groceries needed to prepare food

Communities:
Sample Stage 4 Learning Scenario

Volunteering in the Community

Strand	Communities PreK–12 Standard 8
Grade Level:	Grades 11–12, English as a Second Language, Spanish, Khmer, Vietnamese
Sample Assessment Criteria:	Students could be assessed on their ability to communicate using Stage 4 Proficiency to: 8.4 Apply knowledge of the target language and culture beyond the classroom setting
Summary:	Students volunteer their time in a community service center, performing non-critical translations to aid communication between speakers of these languages and the staff of the centers. In some cases, students might be enrolled in a school-to-work program.
Materials needed:	Job-related resources, dictionaries

Appendix A:
Early Language Learning and Programs in the Elementary Grades

In their book, *Languages and Children, Making the Match*, Helena Curtain and Carol Ann Pesola offer a detailed description of the benefits of early second language learning, including a rationale for districts considering the adoption of early second language learning programs.[10] While specific program rationales must be developed to reflect the needs and desires of individual school districts, there do exist enough common benefits among the different foreign language program options to warrant a thorough reading of this text. In addition, recent reports on brain research suggest that there may exist a "critical stage" of second language learning after which time the acquisition of a second language becomes more difficult.

Reports such as *Strength through Wisdom* (the report of the President's Commission on Foreign Language and International Studies, 1979), the report of the National Commission on Excellence in Education (1983), and *Critical Needs in International Education: Recommendations for Action* (the report of the National Advisory Board on International Education Programs, 1983) all address the need for the institution of foreign language programs as a vital part of all students' education, beginning in the elementary school. The report of the National Commission on Excellence in Education states, "We believe it is desirable that students achieve such proficiency (resultant from continued study of the same foreign language) because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serve's the nation's needs in commerce, diplomacy, defense and education."[11] Special characteristics of elementary foreign language learning must also be taken into consideration when determining a starting point for second language instruction.

- When language instruction begins early in a child's academic career, the child has more time to develop true proficiency in the target language.[12]
- The nature of elementary school instruction allows second languages to be taught through "meaningful contexts" (such as math, science, history, etc.) that enable students to see the immediate connections of the second language to other areas of the curriculum.
- Foreign language study in the early grades is associated with students' higher performance in basic skills.[13]
- The development of cross-cultural understanding is an inherent goal of elementary school curriculum. Providing students knowledge of other cultures can lead to a greater understanding of the similarities and differences which make up American society.
- Learning a second language at an early age can help to develop students' cognitive flexibility or creative thinking skills. For example, students who have learned that the word "maison" represents what English-speakers know as "house" have begun to think in new ways about the conceptual reality of day-to-day life.

Several well-established elementary school programs in the Commonwealth attest to the success of young children in acquiring a second language, and the number of schools offering foreign language instruction to elementary students increases from year to year.

Most elementary school programs fall into the following categories:

FLES (Foreign Language in Elementary School) programs are those in which students meet three to five times a week for at least 30-40 minutes in each class session to learn the target language. Sometimes FLES programs are "content-enriched," in which case some content from other subject areas is reinforced in the target language. FLES programs differ from immersion programs in the amount of time spent teaching the subject content and the language.

Two-Way Immersion or Two-Way Bilingual programs are similar to immersion programs except that the

student body includes both English speakers as well as native speakers of the target language. All learn subject matter through both their native language and the new one, and benefit from interaction with peers who are native speakers of the new language they are using. Approximately 50% of overall instructional time is spent in each language.

Immersion programs teach language by using only the target language as the medium of instruction for other subjects. In immersion programs, any of the usual curriculum activities from the other disciplines, such as math, music, or history, are presented in the target language. The amount of time spent in the target language varies across programs from "partial" (approximately 50%) to "total" immersion (100%).

See the Selected Resource Section for information on FLES programs.

Further information is also available on the Ñandutí web site on Early Foreign Language Learning at www.cal.org/earlylang

Appendix B:
Assessment of Modern Foreign Language Learning

Testing is an essential part of the instructional process. It guides both the learning and the teaching process. It also serves to inform decisions about placement and promotion and helps to monitor the achievement of learning goals at classroom, district, state, and national levels. Recently, foreign language teachers have begun to expand their repertoire of evaluation strategies to include more performance-based assessment. Performance-based assessment requires students to demonstrate their ability to use the language they are studying in a variety of contexts. When used to enhance traditional testing measures, performance-based assessment provides the teacher information not only about student progress but also about how instruction should be altered to help students achieve the level of competence required.

The Massachusetts Comprehensive Assessment System (MCAS) in English Language Arts employs some aspects of performance assessment. This annual assessment includes open-ended questions that require students to demonstrate their ability to communicate what they know. They must show that they are able to write coherently and accurately, to organize their thoughts, to express themselves in clear, articulate English, and to summarize their ideas. The strategies used in these assessments can be adapted to the discipline of foreign language instruction.

Research and Development in Foreign Language Assessment

Between 1991 and 1997, the United States Department of Education, through the Fund for the Improvement for Post Secondary Education, funded a project in New England to develop classroom assessments that would define student performance in language acquisition at four stages of proficiency roughly equivalent to the stages used in this framework.[14] (See the section, Developmental Stages of Proficiency.) By using open-ended prompts for writing and speaking, this project demonstrated how foreign language assessment at the school and district level can guide and improve instruction while providing students with a clear understanding of what they are expected to know, understand, and do. The methods used in this project were designed to make this kind of comprehensive assessment manageable for the classroom teacher. These assessment strategies are currently being used in many classrooms, schools, and districts throughout New England, with variations based on local demands and program goals. There are schools and districts in Massachusetts with large-scale assessment programs in foreign languages that can serve as models to other districts.

Examples of Assessments in Writing and Speaking

On the following page are examples of writing and speaking assessments for beginning foreign language students (Stage 1), and advanced students (Stage 4). Following the examples is the rubric, or scoring guide, used to rate student performance. The examples below can be modified to meet the needs of nearly every modern language taught at the elementary and secondary level. In order to standardize the results of this type of classroom assessment as much as possible, teachers are asked to observe specific procedures, including:

- sharing the scoring rubrics with students prior to administering the assessments;
- not allowing any extraordinary preparation;
- not allowing the use of reference materials during the assessment;
- telling the students in advance about the topic on which they will be writing or speaking, but giving no other clues about the nature of the assessment; and
- telling the students that if they feel confined by the constrictions of real life when addressing the written and oral prompts, they may invent characters and situations.

Examples: Written Assessments
(Note: These assessments are valid only when they reflect the instructional program.)

Stage 1 French	*Directions to the student: Before beginning to write, think about what you want to say. Leave time at the end to look over your work and make corrections, if necessary. You will have 25 minutes to complete this assignment.* Write a postcard to your pen pal in Martinique. Tell him or her that your close friend is going to travel there during the school vacation. Describe your friend. You may want to write about age, appearance, likes, and dislikes. You may also add any information about your friend you think your pen pal will find interesting.
Stage 4 French	*Directions to the student: Before beginning to write, think about what you want to say. Leave time at the end to look over your work and make corrections, if necessary. You will have 40 minutes to complete this assignment.* Your friend asks you to write a letter of reference recommending him or her for a position as a camp counselor in Québec for 8- to 10-year old campers. A good letter of reference usually includes: F. information about how long you've known the person for whom you are writing; G. a detailed description of the individual's personal qualities, including a particular event that demonstrated one or more of the qualities you have described; and H. reasons why he or she will be a good counselor.

Examples: Oral Assessments
(Note: These assessments are valid only when they reflect the instructional program.)

Stage 1 Spanish	Imagine you are having a phone conversation with a good friend. Tell him or her about a friend you made while visiting Costa Rica. Describe your new friend with any information that is relevant or interesting. Say as much as you can.
Stage 4 Spanish	Imagine you are on an exchange trip. After dinner with your host family, the topic of conversation turns to friendship. Tell a story about an event that changed the nature of your friendship with someone. Talk about what happened to your friendship after this event, for better or worse.

Example of Rubric, or Scoring Guide Used for Written and Oral Assessments

Level 3: Exceeds Expectations	■ Message very effectively communicated ■ Rich variety of vocabulary ■ Highly accurate, showing no significant pattern of error ■ Content supports interest level ■ Self-correction increases comprehensibility
Level 2: Meets Expectations	■ Message generally comprehensible ■ Vocabulary is appropriate, with some groping for words

	■ Accuracy appropriate to stage, although some patterns of error may interfere with comprehension ■ Content is predictable, but adequate ■ Occasional self-correction may be successful
Level 1: Does Not Meet Expectations	■ Message communicated with difficulty and is unclear ■ Vocabulary is often inappropriate, leading to miscommunication ■ Significant patterns of error ■ Content repetitious ■ Self-correction is rare and usually unsuccessful
Unratable Sample:	■ No consistent use of the target language, or only isolated words in the target language ■ Off task

Note: *This rubric is from* A Challenge to Change: The Language Learning Continuum *(The College Board, 1998, in press). Evaluators applying these rubrics should refer to that work for verification of expectations at each stage. Because this is a criterion-referenced scoring, student work samples should be held accountable to the specific criteria, rather than compared to one another.*

In Stage 1, at which the learner relies primarily on memorized material, no major patterns of error are expected. However, if the learner attempts to move beyond the memorized material, error may become more evident, as is appropriate to the expectations for this particular stage.

Appendix C:
Sample Activities for Teaching Literature and Culture using the Communicative Modes

While these sample activities have been developed for specific grade levels, they may be adapted to other grade levels as well.

LEVEL	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
Stage 1, PreK–4 in a PreK–12 sequence **Literature**	Students ask and answer questions based on a story that has been read to them, e.g., Lynn Reiser's *Tortillas y cancioncitas.*	Students listen to a poem such as a Japanese haiku and comprehend its main ideas	Students write a short poem that reflects their feelings about a story read in class.
Stage 1, PreK–4 in a PreK–12 sequence **Culture**	Students state their likes and dislikes of foods common to the target culture.	Students learn about holidays in the target culture by reading news articles, greeting cards, e-mail from key pals, etc. and viewing television broadcasts.	Students sing and dramatize a folksong from the target culture such as *Sur le pont d'Avignon.*
Stage 2, Grades 5–8 in a PreK–12 sequence **Literature**	Students brainstorm to describe the emotional and physical traits of characters in a story that they have read or that has been read to them.	Students read a popular magazine such as *People en español* or view the news website for CNN *en español* and identify important news events.	Students read and dramatize short stories
Stage 2, Grades 5–8 in a PreK–12 sequence **Culture**	Students discuss a typical day of an adolescent student in the target culture.	Students view a film such as *le Retour de Martin Guerre* and describe its historical context.	Students explain how to prepare a dish from the target culture's cuisine and how to set the table for guests.
Stages 3 and 4, Grades 9–12 in a PreK–12 sequence **Literature**	Students discuss the options of characters at various points in a novel or story such as *Mérimée's Mateo Falcone* or Lopez y Fuentes' *Carta a Dios.*	Students predict the ending of a lengthy work such as Kafka's *Das Schloss,* Buzzati's *Il Deserto dei Tartari,* or Vergil's *Aeneid* after reading two-thirds of the book.	Having read examples of the poetry about everyday objects such as *Odas* of Pablo Neruda or poetry by Francis Ponge, students write their own poems on everyday objects.
Stages 3 and 4, Grades 9–12 in a PreK–12 sequence **Culture**	Students discuss international topics such as famine, nuclear power, AIDS, and biological warfare from their own points of view as well as from those of writers and contributors from other cultures.	Students listen to a radio broadcast from the target culture to learn about weather, traffic conditions, and upcoming local events to be held and make decisions about attending various events.	Students retell a story with substantive description and detail to children in an elementary or middle school.

Appendix D:
Sample Program Entry Points and Expected Outcomes

The Massachusetts Foreign Language Curriculum Framework calls for students to reach a Stage 4 proficiency level* in at least one language other than English by the end of grade 12. In order to reach Stage 4, students need to begin a foreign language program in elementary school and continue uninterrupted foreign language study through grade 12.

However, at the time of this writing, most language programs in Massachusetts do not start in elementary school. Therefore, expected outcomes for some sample entry points into sequential language programs are listed below. These expected outcomes can assist teachers and administrators in foreign language program development, expansion, and articulation.

Students who start a sequential language program in **K or Grade 1** are expected to reach

- Stage 1 at the end of grade 4
- Stage 2 at the end of grade 8
- Stage 3 at the end of grade 10
- Stage 4 at the end of grade 12

Students who start a sequential language program in **grade 6** are expected to reach

- Stage 1 at the end of grade 8
- Stage 2 at the end of grade 10
- Stage 3 at the end of grade 12

Students who start a sequential language program in **grade 9** are expected to reach

- Stage 1 at the end of grade 10
- Stage 2 at the end of grade 12

Students who start a sequential language program in **grade 9 or above** are expected to reach

- Stage 1 after two years of study

Sample Program Entry Points and Expected Outcomes

Start in…	Reach proficiency stage…	When?
K or grade 1	1	end of grade 4
	2	end of grade 8
	3	end of grade 10
	4	grade 12
Grade 6	1	end of grade 8
	2	end of grade 10
	3	grade 12
Grade 9	1	end of grade 10
	2	grade 12
Grade 9 or above	1	after two years

* See pages 9-10 for descriptions of the developmental stages in language proficiency for modern and classical languages.

Appendices E, F, G, H:
Foreign Language Learning Standards and Topics Organized by Proficiency Stages

The following pages present overviews of what students should know and be able to do at the end of each stage of proficiency. They are intended to assist teachers and administrators in developing curriculum for well-articulated, sequential language programs.

Standards organized by strands start on page 12.

Appendix E: Learning Standards and Topics

Stage 1

Sample Expected Outcomes

Students are expected to reach Stage 1 at the end of…

grade 4 in a PreK–4 sequence

grade 8 in a 6–8 sequence

grade 10 in a 8–10 sequence

after two years in high school program

Communication Strand: Learning Standard Components

Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

- Greet and respond to greetings*
- Introduce and respond to introductions*
- Ask and answer questions*
- Make and respond to requests
- Exchange information and knowledge
- Express opinions and ideas
- Express needs and emotions
- Follow directions*
- Understand some ideas and familiar details*
- Obtain information and knowledge*
- Read and interpret signs, simple stories, poems and informational texts*
- Describe people, places, and things*
- Write lists and short notes
- Begin to present information in a brief report*

*applies to classical language learning

Topics

personal biographical information
family

friends
house and home
school and classroom
school subjects and schedule
leisure activities

likes and dislikes
clothing
size
quantity
pets and animals
weather
seasons
colors
shapes

pnumbers
days
dates
months
time
daily routines
foods / eating customs
direction

contributions from target culture to U.S. (people, places, names, borrowed vocabulary, etc.)
age-appropriate literature such as myths, stories, rhymes
performing and visual arts

music
sports and games
geography
symbols and signs
money and prices
shopping
major holidays / celebrations
gestures within social context

Culture Strand: Learning Standards

Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and English when necessary, students will:

- Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities*
- Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations*
- Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and

photographs*

- Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments*
- Identify distinctive contributions made by people in the target culture*
- Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting, paper folding, or mosaics*
- Demonstrate knowledge of the target culture's geography by identifying features such as rivers, mountains, cities, and climate by name on maps*

*applies to classical language learning

Comparisons Strand: Learning Standards

Using selected words, phrases, and expressions with no major repeated patterns of error in the target language, and English when necessary, students will:

- Ask and answer questions regarding similar/different phonetic/writing systems used in the target language*
- Give examples of ways in which the target language differs from/is similar to English*
- Give examples of borrowed and loan words*
- Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics*
- Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions*
- Describe the patterns of behavior of the target culture such as celebrations and compare/contrast them with those of their own culture*
- Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own*
- Identify and discuss cultural characteristics of the target culture and compare and contrast to cultural characteristics of their own culture*

*applies to classical language learning

Connections Strand: Learning Standards

Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

- Obtain information and knowledge related to other disciplines from sources in the target language*

Examples of this include:

• obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using this information to achieve the learning standards from the Geography Strand of the History and Social Science Framework

• reading age-appropriate authentic fiction and nonfiction from the target culture and analyzing it using the learning standards from the Literature Strand of the English Language Arts Framework

• collecting data and graphing results in the target language and in order to achieve the learning standards of the Patterns, Functions, and Relations Strand of the Mathematics Framework

*applies to classical language learning

Communities Strand: Learning Standards

Using selected words, phrases, and expressions with no major repeated patterns of error, students will:

■ Apply knowledge of the target language and culture beyond the classroom setting*

Examples of this include:

- conversing with speakers of the target language; or
- reading and writing e-mail or letters; or
- making and exchanging drawings or photographs, and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country

*applies to classical language learning

Appendix F: Learning Standards and Topics

Stage 2

Sample Expected Outcomes

Students are expected to reach Stage 2 at the end of…

grade 8 in a PreK–8 sequence

grade 10 in a 6–10 sequence

grade 12 in a grade 9–12 sequence

Communication Strand: Learning Standard Components

Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Perform Stage 1 Learning Standard Components
- Ask and respond to questions to clarify information
- Exchange opinions about people, activities, or events
- Discuss class reading*
- Follow directions such as for a recipe, a word maze or a logic problem
- Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures*
- Understand important ideas and details in highly contextualized authentic and adapted texts*
- Understand learned expressions, sentences, questions and polite commands in messages*
- Identify themes in fictional and nonfictional works and relate them to personal experiences*
- Write simple paragraphs
- Write greeting cards, notes, letters and e-mails*
- Describe story elements of characters, events, and settings*
- Give presentations on planned activities or on cultural topics*

*applies to classical language learning

Topics

Stage 1 topics and…

personal biographical information
professions and work
extracurricular interests
transportation and travel

historical and cultural figures
places and events
fashion
social relationships, gender roles
memories
literature such as short stories and poetry
topics from other disciplines: topography, geography, problem solving, folklore, the environment, the arts, world events
vacations
parties/celebrations
maps, geographical features mass media presentations (T.V., radio, cinema, Internet)
landmarks
important historical events
important historical/cultural figures
school/vacation/meal schedules of target culture

Cultures Strand: Learning Standards

Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, and English when necessary, students will:

- Identify patterns of social behavior that are typical of the target culture*
- Interact appropriately in social and cultural activities, such as
  - for modern languages: exchanges in a restaurant, at a bus stop, in a store, or in a classroom
  - for classical languages: in triumphal marches, weddings, and/or funerals*
- Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture*
- Identify historical and/or cultural figures from the target culture and describe their contributions*
- Identify, place in chronological order, and describe the significance of important historical evens in the target culture*
- Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used*

*applies to classical language learning

Comparisons Strand: Learning Standards

Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, and English when necessary, students will:

- Compare, contrast and exchange views on an aspect of the target language*
- Identify words in the target language that are used frequently in English*
- Analyze how idiomatic expressions work in both languages*
- Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry*
- Recognize grammatical categories such as tense, gender, agreement in the target language and English*
- Give examples of words or word parts from the target language that have been adopted into the English language*
- Analyze differences and similarities between the writing systems of both languages*

- Discuss basic needs of people for food, clothing, and shelter, and compare how they have been met in various cultures*
- Compare and contrast examples of music, visual arts, dance and theatre from the target culture with examples from their own culture*
- Compare, contrast and report on cultural traditions and celebrations*
- Compare folktales from the target culture and the students' own culture*

*applies to classical language learning

Connections Strand: Learning Standards

Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Obtain information and knowledge related to other disciplines from sources in the target language*

Examples of this include:

• obtaining political and economic information from newspapers, other print sources, and interactive CD roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economics Strands of the History and Social Science Framework

• gathering demographic information from the target culture and analyzing it using the learning standards from the Statistics and Probability Strand of the Mathematics Framework to its analysis

• learning song lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing and the Language Strand of the English Language Arts Framework when discussing the meaning of the lyrics

*applies to classical language learning

Communities Strand: Learning Standards

Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Apply knowledge of the target language and culture beyond the classroom setting*

Examples of this include:

• conversing with speakers of the target language; or

• reading and writing e-mail or letters; or

• making and exchanging videotapes, newsletters, photographs, and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country

*applies to classical language learning

Appendix G: Learning Standards and Topics

Stage 3

Sample Expected Outcomes

Students are expected to reach Stage 3 at the end of…

grade 10 in a PreK–10 sequence

grade 12 in a 6–12 sequence

Communication Strand: Learning Standard Components

Using sentences and strings of sentences, fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Perform Stage 1 and Stage 2 Learning Standard Components
- Suggest possible solutions to a problem
- Discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint
- Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.
- Read articles in a magazine, journal, or newspaper and understand main ideas
- Read a literary text and understand the theme, characters and setting*
- Identify the characteristics of four major genres: non-fiction, fiction, drama, and poetry in the target literature*
- Comprehend narration in present, past, and future*
- Identify and understand feelings and emotions*
- Comprehend audio and video texts
- Understand telephone conversations or written correspondence*
- Develop and present solutions to problems
- State and support opinions to convince or persuade a listener or reader
- Write letters requesting specific information
- Write e-mail correspondence with peers to compare and contrast interests
- Write reviews about a story, play, movie or other form of literature*

*applies to classical language learning

Topics

Topics from Stages 1 and 2 and…

history
cultures
civilizations
scientific advances
careers
health issues
social issues

future plans
government
environmental issues
political and social issues
stereotypes
belief systems

Cultures Strand: Learning Standards

Using sentences and strings of sentences, fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target culture, and discuss how they reflect language and cultural perspectives*
- Identify and use verbal and non-verbal cues appropriate to the target culture in a variety of situations
- Identify artistic styles in the target culture and discuss the meanings of examples of music, dance, plays, epic poetry and visual arts from various historical periods in the target culture
- Identify artistic styles and cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, videos and relate these to the language and perspectives of the target culture*
- Identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture's perspectives*
- Describe the relationship between social establishments such as schools, religions, governments, and the perspectives of the target culture*

*applies to classical language learning

Comparisons Strand: Learning Standards

Using sentences, strings of sentences, fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Respond to, compare and discuss the effects of sound, meter, and rhythm in poetry in the target language and in English*
- Compare, contrast and analyze articles in newspapers, journals, and TV and radio broadcasts in the target language*
- Discuss and analyze idiomatic expressions in the target language*
- Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and students' own culture(s)*
- Compare and contrast graphic and statistical information such as population and income of the target culture with similar information about the U.S*
- Analyze examples of how authors in the target culture view the role of the United States or other countries
- Compare, contrast, and present the treatment of controversial issues in both the target culture and their own culture*

*applies to classical language learning

Connections Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will:

- Obtain information and knowledge related to other disciplines from sources in the target language

Examples of this include:

• collaborating by email with students in the target culture to collect data on ecosystems, and using this knowledge in achieving the learning standards of the Domains of Science: Life Sciences Strand of the Science and Technology Framework

• comparing examples of literary criticism in the target language and English and applying the learning standards of the Literature Strand of the English Language Arts Framework

• studying videotapes of contemporary and folk dance choreography from the target culture and analyzing them using the learning standards of the Dance Strand of the Arts Framework and the Personal and Physical Health Strand of the Health Curriculum Framework

*applies to classical language learning

Communities Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length and paragraph-length messages, in the target language, with frequency of errors proportionate to the complexity of the communicative task, students will:

■ Apply knowledge of the target language and culture beyond the classroom setting*

Examples of this include:

• interviewing one person about his or her occupation or interests

• locating community, state, and national organizations that support the study of languages and cultures and report on their programs and events

• researching and presenting information about a linguistic or cultural group in Massachusetts in the present time

*applies to classical language learning

Appendix H:
Learning Standards and Topics

Stage 4

Sample Expected Outcomes

Students are expected to reach Stage 4 at the end of…

grade 12 in a PreK–12 sequence

Communication Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning,students will:

- Initiate, sustain, and close a conversation
- Negotiate a compromise
- Discuss national, international, or current events
- Exchange opinions on a variety of contemporary or historical topics
- Use rephrasing, summarization, or elaboration to substantiate opinions, or express ideas and emotions
- Convince and persuade another person to adopt a plan or viewpoint
- Discuss and analyze literary texts*
- Identify the main points and details in a radio or TV news program
- Understand printed or recorded advice and suggestions
- Analyze the aesthetic qualities of works of poetry, drama, fiction, or film*
- Interpret literature based on evidence from the text*
- Analyze moral/philosophical points presented in literary texts*
- Write journals, letters, stories, and essays
- Write critiques of books, articles, orations, movies, plays, videos, or CDs from or about the target culture*
- Write or prepare an oral or videotaped report about a personal interest*
- Recount events in an incident or a reading*
- Narrate in the past, present, and future*

*applies to classical language learning

Cultures Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning,students will:

- Describe the evolution of words, proverbs, and images and discuss how they reflect cultural perspectives*
- Analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives*
- Describe conflicts in points of view within and among cultures and their possible resolutions; and discuss

how the conflicts and proposed resolutions reflect cultural and individual perspectives*

- Distinguish among knowledge, informed opinions, uninformed opinions, stereotypes, prejudices, biases, open mindedness, narrow mindedness, and closed mindedness in literature, primary and secondary source documents, mass media, and multimedia presentations about and/or from culture; and discuss how these presentations reflect cultural and individual perspectives*
- Analyze how participants' accounts of the same events can differ; how historians' interpretations of events can change over time; and how participants' and historians' interpretations of events can reflect individual and cultural perspectives*

*applies to classical language learning

Comparisons Strand: Learning Standard Components

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning,students will:

- Compare, contrast, and discuss etymological/linguistic roots of English words from the target language*
- Read and view several literary works (print, film, multimedia) with related themes and compare them*
- Describe a major aspect of the linguistic system of the target language (such as syntax, style, body language, pragmatics, etc.) and compare and contrast this to a comparable aspect of English*
- Describe similarities in themes and details found in narratives of the target language and English*
- Compare, contrast, and discuss how a social issue is treated in primary sources in both English and the target language*
- Compare and contrast how international events are or have been reported in the target culture's media*
- Analyze and present how an important event was covered in the media in the target culture and how the U.S. media covered the same or similar events*

*applies to classical language learning

Connections Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

- Obtain information and knowledge related to other disciplines from sources in the target language*

Examples of this include:

• analyzing depictions of mythology by applying the learning standards of the History Strand of the History and Social Science Framework and the Literature Strand of the English Language Arts Framework

• learning technical vocabulary in the target language to explain a design project when applying the learning standards of the Technology Strand of the Science and Technology Framework

• researching examples of cultural encounters in history by reading primary source documents from the target culture and analyzing them using the learning standards of the History Strand of the History and Social Science Framework

*applies to classical language learning

Communities Strand: Learning Standards

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will:

- Apply knowledge of the target language and culture beyond the classroom setting*

Examples of this include:

- locating speakers or scholars of the target language in the community, region, or state and establishing ongoing communication through correspondence, multiple interviews or conversations, internships, or volunteer activities
- locating newspapers, magazines, newsletters, television or radio stations, or websites that use languages other than English and contribute letters, articles, or other materials in the target language
- describing work and volunteer opportunities requiring second language skills in international government relations, international businesses, and international non-profit organizations

*applies to classical language learning

Appendix I: Technology

While language teachers have always successfully taught and students have always successfully learned foreign languages, their tasks can be facilitated by recent impressive advances in technology. Neither a solution for all problems, nor a threat to the role of the teacher, technology can help in both teaching and learning and can provide easy access to authentic audiovisual and text documents, previously either non-existent or difficult to obtain. The advantages of today's powerful computers, used alone or linked to the Internet and the World Wide Web (www), can apply to all of the Strands of the Foreign Languages Curriculum Framework.

Regardless of the type of computer chosen, teachers can find materials for language learning on:

- local hard disk, that is, the hard disk of the computer being used;
- local servers, large capacity storage devices linked to a group of computers, such as in a language or computer lab;
- CD-ROM, which looks like an audio CD but holds digitized data, such as text, audio or video files, or computer programs (in the near future CD-ROMs will probably be replaced by DVD, digital video/versatile disc, a medium that has a much greater storage capacity and can hold a full length film on a single disc);
- the internet, an international network of fiber-optic cables that transmits digitized information at high speeds, allowing users to exchange digitized data files, including e-mail;
- the World Wide Web, a network of servers that uses the Internet to allow individuals to access materials on web pages and web sites as if they were working on a local computer, enabling them to view and download audio and video material and to link to other pages and sites instantaneously.

Each of these modes of delivery has a role to play in language teaching and learning. Although the Internet and the web may seem the most impressive technologically, since they can link the user in real time to a target language country, they are not necessarily always the best tools for attaining specific language learning goals.

Materials available for students can be grouped into three categories:

1) didactic,
2) communicative, and
3) informational.

These categories can be found in all the formats listed above and can apply to all the Strands of the Framework. A computer activity that involves communication can, at the same time, be a cultural experience, relate to another discipline, offer an opportunity to compare the native and target cultures, and establish contacts with native speakers of the target language. In the didactic category are programs created specifically for instructional purposes, such as the self-correcting electronic workbooks originally associated with computer-assisted language learning (CALL). The good ones (those that accept more than one correct answer, highlight errors, and allow more than one try) offer students necessary practice with immediate feedback and, equally important, decrease the time teachers need to spend on corrections. More recent versions often include multimedia in the form of digitized image, sound, or video files that make previously routine practice exercises more interesting and effective, since their appeal to multiple learning modalities fosters recall and retention. Another form of purely instructional software is the tutorial, which consists of an explanation of a specific topic, usually followed by verification exercises. These instructional programs are available on diskette, CD-ROM, or the web.

The conventional tutorial activities mentioned above usually concentrate on learning vocabulary and grammar. The advantage of the new technologies is that they allow students to work independently on listening comprehension, speaking, reading, and writing. Some programs, often presented on CD-ROM, allow students to verify their comprehension of audio or video material with much more control and precision than is possible using analog audio tape or videotape and guarantee active rather than passive viewing and listening. The increased sound

capabilities of the computer make it possible for students to practice speech production by recording their voices, repeating utterances by native speakers, and then comparing the two speech samples, a process more effective on the computer because the frustration of searching for a specific spot on an audio tape, as when working with a tape recorder in the language lab, is eliminated. While not yet capable of natural speech, the computer does allow for simulated conversations in which the student uses the computer microphone to record answers to questions asked by the computer and then can listen to the sequence of rejoinders. Although, at this point, the computer cannot verify the accuracy of the student's production, it can be saved to a hard disk, diskette, or server for later review by the teacher.

Few teachers would suggest that students read long texts on the computer, and all would probably agree that we read more enjoyably and more efficiently when able to look at the pages of a book while sitting in a comfortable position. On the other hand, studies have shown that elementary and intermediate learners of another language retain more, especially with regard to vocabulary, when reading a hypertext document than when looking at a paper page with glosses.[15] That is, the computer can present an unglossed text but allow students to access written definitions, illustrations, and sound references to increase their understanding. The act of accessing needed information combined with the multimedia format accounts for the better results from this type of reading.

Most programs for writing are ordinary text processors or writing aids, such as on-line dictionaries, spell checkers, and grammar checkers, which are usually available for the major foreign languages taught in Massachusetts schools. Teachers have to decide if having a program correct student errors helps them to learn, or if it is a crutch that allows them to be lazy. According to some researchers, students who use computers write more and better and engage in more revision, because of the ease with which the computer allows them to write recursively, as better writers do, experimenting with different wording and placement of ideas without having to retype an entire draft. There does not seem to be a consensus, however, that student writing is improved by use of the computer.[16]

In the category of didactic software, we can include CD-ROMs dedicated to a specific topic or serving as an efficient delivery medium for information. While not apparently created for instruction, their purpose seems to be to promote education, rather than simply offering general information to the public at large. Often created for the local educational market in the target language country, these CD-ROMs, such as *Le Petit Prince* or *Versailles*, simultaneously present target culture and target language in a multimedia environment, engaging students in game-like activities that include texts and audiovisual documents on history and literature.[17]

When discussing activities in the communicative category, it is important to point out that, while computer-mediated oral communication facilitated by the network and video hardware and software is possible, it is not yet easy to implement in a typical school situation. Using the facilities of the Internet, people in two locations can see and speak with each other in real time, but both locations have to use the same hardware and software, and arrangements must be made in advance to have both parties at their computers at the exact same time, a difficult arrangement when dealing with a target language country that is in a very different time zone. In addition, in a classroom situation, where there might be only one computer, only one student could speak at a time, providing an experience which would not be extremely interactive for the great majority of the class.

In fact, most communication that occurs on the Internet or the web is written, in the form of electronic mail, or e-mail, which can take place via the Internet or local area networks (LANs). E-mail can be used to set up pen-pal correspondence that can be more spontaneous and frequent than an exchange of letters by regular mail. As e-mail becomes more popular and is used by the general public, it can be used for communication with a local target-language community, eliminating the scheduling difficulties often involved in organizing actual physical meetings between local informants and students.

Communication can also take place using listservers, which group those having a common interest and where anyone is free to broach a topic that others can respond to or not, as they choose. Discussion groups can also be launched from a web page, that is, messages from participants appear on the page, which is set up so that readers can add their opinions also. This can be done on a class web page, restricted to members of the class, or students can access a web page in a target language country and contribute to the discussion, either individually or as a group.

One of the most frequent uses of communication using the computer is neither on the Internet nor on the World

Wide Web but on LANs, or local area networks, using programs that allow for synchronous conferencing.[18] Rather than having an oral discussion, the class meets in a computer classroom to write responses to discussion questions about a specific reading or audio or visual document. Their writing is immediately transmitted to the entire class, that is, everyone connected to the network, who in turn will write their reactions to the texts that have appeared on their screens. In general, this type of communication seems to improve students' oral and written expression and is appreciated because of the low-stress environment in which it takes place.

The most technologically sophisticated aspect of the computer is its ability to use the World Wide Web which provides easy access to an infinite quantity of information. Of the various ways in which the computer can deliver materials to the students, the web can add the most to their learning experience but presents the greatest challenge to the teacher. From anywhere in the world, it is now possible to access another country and make contact with native speakers, read current newspapers, visit museums, and see the buildings in a specific street in a specific city. (By going to http://www.voila.com/, for example, the computer user can "visit" Paris.) It is even possible to listen, on-line, to radio stations from all over the world or to download stored clips. This is true of a more limited number of television channels, as well. Through the web, students can get as close to the target language culture as possible without actually being in the country. The infinite variety of sites makes it possible to use the target language to connect to other disciplines and to come in contact with diverse communities.

While it is exciting to surf the web to read a newspaper in Rome, listen to a radio station in Mexico, participate in debates about various topics in Spanish, or visit the Louvre, students do not necessarily learn from the experience if their attention is not focused on a specific goal. The task of the teacher is to guide the students so that they avoid aimless wandering and concentrate on those aspects of the material relevant to their class activity. Regardless of the specific tasks that students are asked to accomplish, they should always be given specific instructions concerning the web sites that they are supposed to visit and the information they are to obtain. Luckily, there are a lot of prepared web activities that teachers can use, created by other teachers who have made them available to any user. In addition, a number of textbooks now have web sites with activities corresponding to each chapter, usually focusing on exposing students to authentic language while broadening their understanding of culture.

Another increasingly popular use of the web in a language class is to have students develop a class web page or individual web pages. This is a perfect example of task-based learning, but it will not be pedagogically efficient if students spend more time learning and executing the mechanics of web page composition than in using the target language.

Most discussions of computers and foreign language instruction center on materials and activities for students, but the Internet, the web, and CD-ROMs are invaluable resources that teachers can use either for class preparation or for their own edification. There are numerous authentic documents, both text and audiovisual, that teachers can download from the web and use as is or adapt for class activities. There are web sites that teachers can access and discussion groups to which they can subscribe in order to obtain information or exchange ideas on any aspect of language teaching. In addition, the web offers teachers a way to keep up-to-date with regard to both language and culture; while not the same as that trip to a target language country that we would all love to take, the authentic documents that abound on the web provide a convenient way to improve or maintain the skills and knowledge necessary for confident and competent teaching.

What individual teachers can do with computers, the Internet, and the World Wide Web will depend on the facilities available at their individual schools as well as on their personal initiative. On the other hand, teachers interested in technology can serve as catalysts for improving the level of technological sophistication at their own schools. Those interested in learning more can attend workshops at annual meetings and conferences of professional associations such as MaFLA, AATF, AATSP, AATI, AATG, CAM, CANE, PVCA, and the Northeast Conference (See the Selected Resources Section for listings of these organizations.)

Finally, while low-tech equipment (overhead projector, audio tape, videotape) will certainly continue to be useful, the ability of the computer to control the flow of information and to access current authentic materials make computer mediated technology more advantageous for more aspects of language learning. Although research in this area has just begun, there are nonetheless a number of studies that indicate that it does work.[19] In addition, just as television in the 1950s and 60s and VCRs in the 70s and 80s became ubiquitous, in the 1990s computers and the Internet are part of everyday life. By harnessing computer power to promote language learning, teachers can provide

both psychological motivation and intellectual stimulation.

Appendix J: Technology Literacy Competencies

The Technology Literacy Competencies are designed to guide districts in developing a coherent approach to teaching students skills in understanding and manipulating educational technology. These competencies are based on the National Educational Technology Standards Project, developed in consultation with the U.S. Department of Education.

The technology competencies are divided into six broad categories: basic skills, social and ethical issues, productivity tools, communication tools, research tools, and problem solving tools. The competencies within each category need to be introduced, reinforced, and mastered by students throughout the K-12 curriculum. They build upon each other in a logical progression. The category of ethics and human issues, for example, involves more than just teaching students how to use technology tools. It should also involve discussions about the ethical dilemmas that arise when applying these tools.

The sample performance indicators represent realistic, attainable activities that link foreign language standards to the competencies. They are examples of how students would use technology skills when learning a foreign language. Students should acquire basic technology skills by grade 8; in grades 9-12, they will be expected to build on these skills as they use technology to apply, demonstrate, generate, and evaluate ideas in the disciplines they study.

Technology integration requires content curriculum skills, technology training and support, and availability of hardware and software. The Massachusetts Education Reform Act of 1993 calls for a statewide education technology plan, often called Mass Ed Online. To implement this plan, Massachusetts has successfully undertaken multiple initiatives to increase the availability and use of technology in schools and classrooms. The Technology Literacy competencies are part of this effort to guide Districts in their technology planning.

Technology Competencies and Foreign Languages

Categories	Competencies by Grade 8	In Foreign Languages
Basic Skills and Operations	Students should be able to: • Identify the major components of technology devices that are used in a learning environment (computers, VCRs, audio- and videotapes, and other technologies) • Operate computers, VCRs, audio- and videotape players, and other technologies using appropriate input devices (mouse, keyboard, remote control) and output devices (monitor, printer) • Solve routine hardware and software problems that occur during everyday use • Select and use appropriate applications (e.g., word processing programs, database, spreadsheet, multimedia, web browser) for a variety of classroom projects • Communicate about technology using appropriate and accurate terminology	For example, students can: • Open and close an application, write, spell check, print a document • Access, cut and paste graphics as part of a multimedia project • Connect with Spanish-speaking classrooms around the world by setting up a speech-to-text plug on a web browser to read and hear the language
Social, Ethical, and Human Issues	Students should be able to: • Work cooperatively and collaboratively with peers when using technology in the classroom. • Identify ethical and legal behaviors when using	For example, students can: • Recognize and assume personal ownership for ideas, and respect others' ideas

	technology in the classroom and describe personal consequences of inappropriate use • Practice responsible use of technology systems and software • Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole	• Understand and abide by acceptable use guidelines • Compare the use of technology in the United States with another country where the language being studied is spoken
Technology Productivity Tools	Students should be able to: • Use technology tools (e.g., word processing programs, multimedia authoring, presentation, Web tools, digital cameras, scanners) to increase productivity of individual and collaborative projects • Create appropriate multimedia projects individually or with support from teachers, family members, or student partners • Use assistive technologies to remediate skill deficits when necessary • Use technology tools and resources for managing and communicating personal or professional information (finances, schedules, correspondence)	For example, students can: • Use audio-visual technologies to correct and/or enhance pronunciation of words in the target language • Use a draw/paint program to design and illustrate a greeting card in the target language • Write a story in the target language in a word processing program, using the editing feature to check work
Technology Communication Tools	Students should be able to: • Use technology resources (word processing, e-mail, online discussions, Web environments) to communicate ideas and thoughts/stories • Gather and analyze information using telecommunications. • Design, develop, publish and disseminate products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts. • Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, and communications • Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models, and other creative works	For example, students can: • Use email to communicate with a student from the target country. • Create a web page with information about the class using the target language. • Work with a class in the target country to compile a database of information comparing the two countries in demographics, geography, and population.
Technology Research Tools	Students should be able to: • Use content-specific tools (online encyclopedias/dictionaries, electronic search tools, search engines) to locate, evaluate, and collect information from a variety of sources. • Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems • Routinely and efficiently use online information	For example, students can: • Look up vocabulary words in the target language using an online dictionary. • Evaluate a newspaper article in the target language (from an online source) for appropriateness, comprehensiveness, and bias • Use online tools to locate an individual working in a specific field in the target country; then use e-mail

	resources to meet needs for research • Select and apply technology tools for research • Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models, and other creative works	to interview that person in the target language
Technology Problem-Solving and Decision-Making Tools	Students should be able to: • Use technology resources (simulations, charts) for problem-solving. • Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems • Investigate and apply expert systems, intelligent agents, and simulations in real-world situations	For example, students can: • Enlarge the print size appearing on the computer screen when needed • Learn about the social and cultural characteristics of target cultures by collaborating online with classrooms around the world • Identify a research question; search for information in print and online; analyze all the information and compose a presentation to teach others

References

[1] *Standards for Foreign Language Learning: Preparing for the 21st Century*. National Standards in Foreign Language Education Project, 1996.

[2] American Council on the Teaching of Foreign Languages. *ACTFL Proficiency Guidelines*. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages, 1986.

[3] Two statutes in Massachusetts pertain to American Sign Language (ASL) in the schools. MGL Chapter 71, Section 2B (1989), An Act Relative to the Teaching of ASL in Public Schools, states: *In all public elementary schools, American Sign Language shall be recognized as a standard, independent language with its own grammar, syntax, vocabulary, and cultural heritage. Courses in ASL may be taught for the purpose of contributing to a greater understanding of the social and cultural dimensions of the language, and to encourage and enable increased interaction between hearing persons and deaf and hard of hearing persons in society. School Committees may credit such courses toward the satisfaction of foreign language requirements.* Another law, MGL Chapter 15A, Section 9A (1993) similarly stipulates college credit for ASL courses.

[4] Visit Ñandutí web site on Early Foreign Language Learning at www.cal.org/earlylang for annotated bibliographies of research on early language learning. The „andut' web site is coordinated by the Center of Applied Linguistics as part of the Improving Foreign Language Instruction project of the Northeast and Islands Regional Educational Laboratory at Brown University.

[5] *Latin for Communication: New York State Syllabus* (Albany NY: New York State Department of Education, n.d.)

[6] These Stages are based on the Language Learning Continuum presented in Claire Jackson *et al., Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language* (New York: The College Board, 1996) 15-28.

[7] For a summary of research and theory on communication, see *Standards for Foreign Language Learning*, 32.

[8] Edward Sapir, "The Status of Linguistics as a Science," in David Mandelbaum, ed., *Selected Writings of Edward Sapir in Language, Culture, and Personality* (Berkeley: University of California, 1958) 160-166.

[9] *Standards for Classical Language Learning* (The American Classical League, 1997) 15.

[10] See Helena Curtain and Carol Ann Pesola, *Languages and Children,—Making the Match* 2nd ed. (Reading, MA: Addison Wesley, 1994), in particular Chapter 1.

[11] Gardner, David P., ed., *A Nation At Risk: The Imperative for Educational Reform* (Washington, DC: U.S. Department of Education, 1983) 26.

[12] See Sharon Begley, "Your Child's Brain," Newsweek February 19, 1996; see also Steven Pinker, *The Language Instinct* (New York: William Morrow, 1994).

[13] See Curtain and Pesola, *op. cit.* They refer to studies such as "Tangible Benefits of the Study of Latin: A Review of Research" (Rudolph Masciantonio, 1977) which asserts that Latin instruction in the elementary grades can lead to significant gains on standardized test performance in basic skills areas. They also cite "Second Language Study and Basic Skills in Louisiana," (Eileen A. Rafferty, Louisiana Department of Education, 1986); Rafferty concluded that third, fourth, and fifth grade students who studied French for thirty minutes per day achieved significantly higher scores on the 1985 Basic Skills Language Arts Test than did a similar group of students who did not study French. This study also documented gains in mathematics scores of language students as compared to non-language students.

[14] See two studies by the College Board, Princeton, NJ: *Articulation and Achievement: Connecting Standards, Performance and Assessment in Foreign Language* (1996) and *A Challenge to Change: The Language Learning Continuum* (1998, in press).

[15] Two such studies are described in Mary-Ann Lyman Hager, et. al. In Frank Borchardt and Eleanor Johnson, eds., *CALICO Proceedings* (Durham, NC: Computer-Assisted Language Instruction Consortium, 1993) 93-97; and in Dorothy Chun and Jan L. Plass, "Effects of Multimedia Annotations on Vocabulary Acquisition," *Modern Language Journal* 80, 2 (Summer 1996) 183-198.

[16] A number of studies are mentioned by Martha Pennington in Chapter 2 of *The Computer and the Non-Native Writer* (Creskill, NJ: Hampton Press, Inc., 1996).

[17] In *Le Petit Prince* distributed by Gallimard (1997), the user can hear the text, read and see animation of the described action, see an album of Antoine de Saint-Exupéry's life with graphics, sound, and animation. In *Versailles* (1996), distributed by three organizations: Réunion des Musées Nationaux, Canal + Multimedia, and Cry Interactive Entertainment, the user visits the Palace of Versailles to help solve a mystery. In the process, the user learns about the history of the period by clicking on the screen and asking questions of animated figures.

[18] The use of such a program, InterChange (developed and distributed by the Deedless Group, Inc., Austin, TX) is described by Richard Ken in "Restructuring Classroom Interaction with Networked Computers: Effects on Quantity and Characteristics of Language Production," (*Modern Language Journal*, 79 Number 4, Winter 1995) 457-476. Margaret Beauvois describes a positive experience using InterChange in computer-mediated communication in Michael Bush, ed., *Technology-Enhanced Language Learning* (Lincolnwood, IL: National Textbook Company, 1997) 184.

[19] A number of studies may be found in Michael Bush, ed., *Technology-Enhanced Language Learning* (Lincolnwood, IL: National Textbook Company, 1997) 287-349.

Selected Resources

National Standards

STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY.

National Standards Foreign Language Education Project, 1996. The National Standards in Foreign Language Education Project is a collaborative effort of the (ACTFL), American Association of Teachers of French, American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.

ACTFL Performance Guidelines for K-12 Learners.

American Council on the Teaching of Foreign Languages, 1998.

These document are available from ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914) 963-8830, http://www.actfl.org/.

STANDARDS FOR CLASSICAL LANGUAGE LEARNING.

A collaborative project of the American Classical League and the American Philological Association and regional classical associations, including the Classical Association of the Atlantic States, the Classical Association of New England, and the Classical Association of the Middle West and South, 1997.

Organizations

ACL/NJCL National Latin Exam. c/o Jane Hall, Director. P.O. Box 95 Mt. Vernon, VA 22121

Advocates for Language Learning (ALL), 8816 Churchfield Lane, Laurel, MD, 20708-2466. (Nationwide group of immersion educators; holds an annual fall conference.)

African Language Teachers Association (ALTA) Pres. Lioba Moshi, Dept. of Anthropology and Linguistics, Baldwin Hall, University of Georgia, Athens, GA 30602

American Association of School Librarians, 50 East Huron Street, Chicago, IL 60611 (800)-545-2433

American Association of Teachers of Arabic (AATA), Dilworth Parkinson, Exec. Dir., Dept. of Asian and Near East Languages, 4072 JKHB, Brigham Young Univ, Provo, UT 84602

American Association of Teachers of French (AATF), Jayne Abrate, Exec. Dir., Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4501

American Association of Teachers of German (AATG), Helen Zimmer-Loew, Exec. Dir., 112 Haddontowne Court #104, Cherry Hill, NJ 08034

American Association of Teachers of Italian (AATI), Prof. Giuseppe Battista, FL Dept, Islip Arts Bldg, Suffolk Community College, Selden, NY 11784

American Association of Teachers of Spanish & Portuguese (AATSP), Lynn Sandstedt, Exec. Dir., University of Northern Colorado, 501 20th Street, Greeley, CO 80639

American Classical League (ACL), c/o Sheila Dickison, University of Florida, Gainesville, Florida S125@nerv.nerdc.ufl.edu.

American Classical League Teaching Materials and Resource Center, Miami Univ., Oxford, OH 45056 (Latin K–12 materials) c/o John A. Dutra, Director (513) 529-7741, fax (513) 529-7742, http://umich.edu/~acleague/.

American Council on the Teaching of Foreign Languages, (ACTFL) 6 Executive Plaza, Yonkers, NY 10701-6801 (914)963-8830, http://www.actfl.org/

American Council of Teachers of Russian (ACTR), 1776 Massachusetts Ave, N.W., Suite 700, Washington, D.C. 20036 (202)833-7522 / (ACTR) newsletter: Mr. George W. Morris, Exec. ed., 3109 Yale Blvd., St. Charles, MO 63301-046

American Philological Association (APE) c/o John Marincola, Executive Director, 19 University Place, Room 328, New York University, New York, NY 10003-4556: (212) 998-3575. http://www.scholar.cc.emory.edu/apa/apa.menu_html. American Sign Language Teachers Association (ASLTA), Pres. E. Lynn Jacobowitz, 8 Musicmaster Court, Silver Spring, MD

20904-6847. TTY: 202-651-5721, fax: 202-651-5741

Archaeological Institute of America. 675 Commonwealth Ave., Boston, MA 02215. (617) 353-9361. Fax: (617) 353-6550. http://csaws.brynmawr.edu:443/aia.html.

Canadian Association of Immersion Teachers (CAIT/ACPI), 1815 Promenade Alta Vista, Suite 101, Ottowa, Ontario, Canada K1G3Y6

Canadian Film Distribution Center, Feinberg Library, SUNY Plattsburgh, Plattsburgh, NY 12901, (518)564-2396

Chinese Language Association of Secondary-Elementary Schools (CLASS) c/o East Asian Studies Dept., 211 Jones Hall, Princeton Univ., Princeton, NJ 08544

Chinese Language Teachers Association, Inc. (CLTA), Madeline Chu, Exec. Dir., Kalamazoo College, 1200 Academy St., Kalamazoo, MI 49006-3295

Classical Association of the Atlantic States. c/o Jerry Clack, Executive Director, Department of Classics, Duquesne University, Pittsburgh, PA 15282-1704. (412) 396-6450. Fax: (412) 396-5197. http://wings.buffalo.edu/academic/department/AandL/classics/caas/.

Classical Association of Massachusetts, c/o Kathleen McGuigan, Lunenburg High School, 1079 Massachusetts Ave., Lunenburg, MA 01462. (978) 582-4115. Fax: (978) 582-4113 (attn: Kathleen McGuigan). Mcguigans@compuserv.com

Classical Association of New England, c/o Allan Wooley, Executive-Secretary, Dept. of Classical Languages, Phillips Exeter Academy, Exeter, NH 03833. (603) 772-4311. Fax: (603) 778-4384. E-mail: awooley@exeter.edu. http://www.hnet.uci.edu/classics/cane/cane.html.

Committee for the Promotion of Greek. c/o Prof. Kenneth F. Kitchell, Jr., Department of Foreign Languages, Prescott 222, Louisiana State University, Baton Rouge, LA 70808-5306. (504) 388-6616. Fax: (504) 343-5623.

Consulate General of The Federal Republic of Germany, 3 Copley Place, Suite 500, Boston, MA 02116

FACSEA, Service Culturel de L'Ambassade de France, 972 Fifth Ave, NY, NY 10021

Federation of P_tanque, USA, 208 RN. Royal Street, Alexandria, VA 22134

French Government Tourist Office, 610 Fifth Ave., NY, NY 10020-2452, (212) 757-1125

Goethe Institute Boston, 170 Beacon Street, Boston, MA 02116.

The Japan Foundation Language Center, 2425 W. Olympic Blvd., Suite 650 E, Santa Monica, CA 90404

McGill University, Dept. of Islamic Studies & Arabic Language, Montreal, Canada

Massachusetts Foreign Language Association, http://www.mafla.org/

National Center for Research on Cultural Diversity and Second Language Learning, Bilingual Research Center, 141 Clark Kerr Hall, Univ. of California, Santa Cruz, 95064

National Committee for Latin and Greek. c/o Virginia Barrett, Chair, 11371 Matinicius Ct., Cypress, CA 90630. (714) 373-0588. Fax: (714) 897-6681.

National Foreign Language Center, 1619 Massachusetts Avenue, NW, Suite 400, Washington DC 20036.

National Junior Classical League. Miami University, Oxford, OH 45056. (513) 529-7741. Fax: (513) 529-7741.

Northeast Conference on the Teaching of Foreign Languages (NCTFL), Rebecca Kline, Exec. Dir., P.O. Box 1773, Carlisle, PA 17013-2896

Teachers of English to Speakers of Other Languages (TESOL), 1600 Cameron St., Suite 300, Alexandria, VA 22314

Vergilian Society of America. c/o John Dutra, Executive Secretary, P.O. Box 817, Oxford, OH 45056. ((513) 529-1482. Fax: (513) 529-1516. Dutra_jack@msmail.muohio.edu.

Classroom ideas, curriculum development and curriculum samples

Allen, Virginia French. *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press, 1983.

Bender, H.V. "Audio-visual materials in the classics 1996 survey." Classical World 89.4, 1996.

Blaine, Ray and Seeley Contee. *Fluency Through TPR Storytelling,* 2nd. ed. Command Performance Language Institute, 1997, 1998.

Burns, M.A. and J.F. O'Connor. *The Classics in American Schools: Teaching the Ancient World.*. Atlanta, GA: Scholars Press. 1987.

Celce-Murcia, Marianne, and Sharol Hilles. *Techniques and Resources in Teaching Grammar*. Oxford: Oxford Univ. Press, 1988.

Collie, J. and S. Slater. *Literature in the Language Classroom*. Cambridge: Cambridge University Press, 1987.

Davis, S. *Latin in American Schools: Teaching the Ancient World.* Atlanta, GA: Scholars Press. 1991.

Davis, S.G. Daugherty, D. Larick, J. Mikalson, and J. Miller. "Preparation and training for Teachers of Latin," *Classical Journal* 86.3 (February-March 1991) 262-267.

Faubion, James D. *Modern Greek Lessons: A Primer in Historical Constructivism.* Princeton, NJ: Princeton University Press, 1996.

Flippo, Hyde. *The German Way*. Lincolnwood, IL: Passport Books, 1997.

Gallaudet Univ. Bookstore, 800 Florida Ave. NE, Washington, D.C. 20003-3695, (800) 451-1073, for the following (and other) ASL materials:

Behan, B. & J. Dennis: *My ABC Signs of Animal Friends*; *Signs for Me*.
Newby, Robert: *Sleeping Beauty*; *King Midas*.
Greene, L. and E. Dicker, *Sign-Me-Fine.*
Shroyer, S. and J. Kimmel: *Secret Signing: A Sign Language Activity Book.*
Miller, Ralph, et al.: *Sign Language Coloring Books*

Goodman, Stanley, and Jean Lucas. *Germane Ideas for German Teachers.* London: Harper Collins, 1993.

Jenkins, F.W. *Classical Studies. A Guide to the Reference Literature.* Englewood, CO: Libraries Unlimited. 1996.

Hunkins, Francis P, and David G. Armstrong. *World Geography, People and Places.* New York: Merrill, 1984.

Krashen, Stephen D., Lucy Tse and Jeff McQuillan, eds. *Heritage Language Development.* Language Education Associates, 1998.

LaFleur, R.A. (ed.) *The Teaching of Latin in American Schools*. Atlanta, GA: Scholars Press. 1987.

LaFleur, R.A. (ed.) *Latin for the 21st Century: From concept to Classroom.* Glenview, IL: Scott Foresman-Addison Wesley, 1998.

Lawall, G. *ACTFL Selected Listing of Instructional Materials for Elementary and Secondary School Programs: Latin and Greek.* Yonkers, NY: ACTFL

Lindstromberg, S. *The Recipe Book: Practical Ideas for the Language Classroom.* Gr. Brit.: Longman (Pilgrims), 1990.

Marzano, Robert J. *A Different Kind of Classroom; Teaching with the Dimensions of Learning.* Alexandria, VA: ASCD, 1992.

Marzano, Robert J., D. Pickering and J. McTighe. *Assessing Student Outcomes: Performance Assessment using the Dimensions of Learning Model*. Alexandria, VA: ASCD, 1993.

Milord, Susan, *Hands Around the World*. Williamson Pub. Co, Charlotte, VT: 05445

Munby, John. *Communicative Syllabus Design: a sociolinguistic model for defining the content of purpose-specific language programmes.* New York: Cambridge University Press, 1981.

Ornstein, Allan C. and Francis P. Hunkins. *Curriculum: Foundations, Principles, and Issues.* New York: Allyn and Bacon, 1997.

Oxford, Rebecca. *Language Learning Strategies: What Every Teacher Should Know.* New York: Harper and Row. 1990.

Pattison, P. *Developing Communication Skills.* Cambridge: Cambridge University Press, 1987.

Posner, George J. and Rudnitsky, Alan N. *Course Design: A Guide to Curriculum Development for Teachers.* Reading, MA: Addison-Wesley, 1996.

Raimes, A. *Techniques in Teaching Writing*. Oxford: Oxford University Press, 1983.

Rinvolucri, M. *Grammar Games: Cognitive, Affective and Drama Activities for EFL Students*. Cambridge: Cambridge University Press, 1984.

Rubin, Joan and Irene Thompson. *How To Be A More Successful Language Learner*, 2nd ed. Boston: Heinle and Heinle, 1994.

Sadow, Stephen A. "Concoctions: Intrinsic Motivation, Creative Thinking, Frame Theory, and Structured Interactions in the Language Classroom." *Foreign Language Annals*, 27, 2 (1994) 241-51.

Sadow, Stephen A. *Idea Bank: Creative Activities for the Language Class*. Boston, MA: Heinle and Heinle. 1982.

Samovar, Larry A. ed. *Intercultural Communication: A Reader*. Wadsworth Series in Communication Studies, Wadsworh, 1996.

Santirocco, M.S. (ed.) *Latinitas.* The tradition and teaching of Latin. Special issue of *Helios* (14) 2. 1987.

Sebesta, J.L. *Classical World*, 89.4. "Textbooks in Greek and Latin, 1996 Survey." 1996.

Seelye, H. Ned, *Teaching Culture*. Lincolnwood, IL: National Textbook Co., 1994.

Sion, Christopher. *Recipes for Tired Teachers: Well-Seasoned Activities for the ESOL Classroom.* Reading, MA: Addison-Wesley, 1985.

Stempleski, S. and B. Tomalin. *Video in Action: Recipes for using video in language teaching*. UK: Prentice Hall Int., 1990.

Tomalin, B. & S. Stempleski. *Cultural Awareness.* Oxford University Press (Resource books for teachers) 1993.

Ur, P. *Teaching Listening Comprehension.* Cambridge: Cambridge University Press, 1984.

Ur, P. and Wright A. *Five Minute Activities: A Resource Book*. Cambridge: Cambridge University Press, 1992.

Wilkins, David Arthur. *Notable syllabuses: A taxonomy and its relevance to foreign language curriculum development.* London: Oxford University Press, 1976.

Yorkey, Richard. *Talk-A-Tivities: Problem Solving and Puzzles for Pairs*. Reading, MA: Addison-Wesley, 1985.

Foreign Language in Elementary Schools (FLES) program research, design and implementation:

Center For Applied Linguistics, 4646 40th St., NW, Washington, DC. http://www.cal.org/earlylang

Curtain, Helena and Pesola, Carol Ann. *Languages and Children—Making the Match*. Reading, MA: Addison-Wesley Pub. Co., 2nd ed, 1994.

FLESNEWS, (National Network for Early Language Learning, NNELL)

Lipton, Gladys. "What is FLES Methodology?: an Overview" in *Hispania*, Dec. 1994. (AATSP publication)

Lipton, Gladys. *Practical Handbook to Elementary Foreign Language Programs* (FLES). Lincolnwood, IL: National Textbook Co., 1988.

Met, Myriam. "Learning Language through Content: Learning Content through Language," *Foreign Language Annals*, 24, no. 4, 1991.

MŸller, Kurt E. (ed.) *Languages in Elementary Schools*. NY: The American Forum, 1989.

MŸller, K.E. (ed.) and Rosemarie Benya, (comp.) *Children and Languages: Research, Practice, and Rationale for the Early Grades*. NY: The American Forum, 1988.

National FLES Institute, Univ. of Maryland. Baltimore, MD 21228 / e-mail: glipton@mcimail.com

Rhodes, N. and Oxford, R. *A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels*, 1987.

Heritage language learners

Information is available from the Center For Applied Linguistics, 4646 40th St., NW, Washington, DC. http://www.cal.org/.

Research, theory, and practice

A Challenge to Change: The Language Learning Continuum. Princeton, NJ: College Board, 1998 (in press).

ACTFL Foreign Language Education Series. (Publishes one volume of articles yearly, on a chosen theme.) Lincolnwood, IL:

National Textbook Co.

Allwright, D. & K. Bailey. *Focus on the Language Classroom: An introduction to classroom research for language teachers.* NY: Cambridge Univ. Press, 1991.

Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language. Princeton, NJ: College Board, 1996.

Barnett, M. *More than Meets the Eye: Foreign Language Reading, Theory and Practice*. Englewood Cliffs, NJ: CAL & Prentice Hall, 1989.

Begley, Sharon, "Your Child's Brain," *Newsweek*, February 19, 1996, 55ff.

Bernhardt, Elizabeth. *Reading Development in a Second Language*. Norwood, NJ: Ablex, 1991.

Bialystok, Ellen and Kenji Hakuta *In Other Words: The Science and Psychology of Second Language Acquisition.* NY: Basic Books, 1994.

Brown, H. Douglas. *Principles of Second Language Learning and Teaching*. 3rd edition. Englewood Cliffs, NJ: Prentice-Hall Regents, 1994.

Cook, Vivian. *Second Language Learning and Language Teaching*. London: Edward Arnold, 1991.

Crookall, D. & R. Oxford. *Simulation, Gaming, and Language Learning*. NY: Newbury House, 1990.

Ellis, R. *Understanding Second Language Acquisition.* Oxford: Oxford University Press, 1985.

Everson, Barbara J. "Vygotsky and the Teaching of Writing," *Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy.* 3 (3) 1991, 8-11.

Gagne, Ellen D, Yekovich, Carole W., and Yekovich, Frank R. *The Cognitive Psychology of School Learning*. Reading, MA: Addison-Wesley, 1993.

Harper, Jane, Madeleine Lively, and Mary Williams. *The coming of age of the profession: Issues and emerging ideas for the teaching of foreign languages.* Boston: Heinle and Heinle, 1997.

Harper, Jane. *Teaching and Learning Grammar*. NY: Longman, Inc. 1989.

Heineman Publishers, 361 Hanover St., Portsmouth, NH 03801 (see catalogue)

Kramsch, C. *Context & Culture in Language Teaching*. Oxford University Press, 1993.

Krashen, Stephen. *The Natural Approach*: *Language Acquisition in the Classroom.* Englewood Cliffs, NJ: Prentice Hall, 1996.

Lapkin, Sharon, with Swain, M., and Argue, V. "French Immersion: The Trial Balloon that Flew," Ontario Institute for Studies in Education, Ontario, Canada, 1983.

Lee, James F. & Bill Van Patten. *Making Communicative Language Teaching Happen*. McGrawHill, 1995.

Mandelbaum, David G., ed. *Selected Writings of Edward Sapir in Language, Culture, Personality.* Berkeley: University of California. 1958.

Ninio, Anat and Catherine E. Snow. *Pragmatic Development: Essays in Developmental Science.* Westview Press, 1996.

Nunan, D. *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press, 1992.

Nunan, D. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press, 1989.

Omaggio, A.C. *Teaching Language in Context*. Boston: Heinle and Heinle, 1993.

Oxford, R. L. *Language Learning Strategies: What every teacher should know*. NY: Harper Collins, 1990.

Pinker, Steven. *The Language Instinct*. New York: William Morrow, 1994.

Portes, Pedro R., ed. "A Cultural-Historical Approach to Learning and Teaching: New Perspectives on Advancing Development." *Journal of the Society for Accelerative Learning and Teaching,* 18 (1993), 1-2. Special issue.

Raphael, Taffy E., Elfrieda H. Hiebert, and Elfrieda Hiebert. *Creating an Integrated Approach to Literacy Instruction*. The Harcourt Brace Literacy Series. Hbj College and School Division, 1997.

Richards, J. C. and Theodore S. Rogers. *Approaches and methods in language teaching: A description and analysis.* New York:

Cambridge University Press

Richards, J. C. *The Language Teaching Matrix.* Cambridge: Cambridge University Press, 1990.

Richards, J. C. *Reflective Teaching in The Second Language Classroom.* NY, NY: Cambridge University Press, 1994.

Shrum, J. & E. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. Boston: Heinle & Heinle, 1994.

Slavin, Robert E. *Cooperative Learning: Theory, Research, and Practice.* Englewood Cliffs: Prentice Hall, 1995.

Snow, Catherine E. M. Susan Burns, and Peg Griffin, eds. *Preventing Reading Difficulties in Young Children.* Washington, DC: National Academy Press, 1998.

Spivey, Nancy Nelson. *The Constructivist Metaphor: Reading, Writing, and the Making of Meaning.* Academic Press, 1996.

Spolsky, Bernard J. *Conditions for Second Language Learning: Introduction to a General Theory.* New York: Oxford University Press, 1989.

The following titles are available at Gallaudet University Bookstore, 800 Florida Ave. NE, Washington, D.C. 20003-3695, (800) 451-1073:

ASL in Schools and Curriculum.

Jacobs, Leo M. *A Deaf Adult Speaks Out.*

Lane, Harlan. *The Mask of Benevolence Disabling the Deaf Community*.

Padden, Carol and Tom Humphries. *Deaf in America: Voices from a Culture*.

Wilcox, Sherman. *American Deaf Culture*.

Technology in foreign languages classroom

Athlestan, 2476 Bolsover, Suite 464, Houston, TX, 77005 (an organization specializing in foreign language and ESL software and books related to computer-aided language learning.)

Borchardt, Frank and Eleanor Johnson, eds. *CALICO Proceedings*. Durham, NC: Computer-Assisted Language Instruction Consortium, 1993.

Bush, Michael, ed. *Technology-Enhanced Language Learning.* Lincolnwood, IL: National Textbook Co., 1997.

Chun, Dorothy and Jan L. Plass. "Effects of Multimedia Annotations Vocabulary Acquisition," *Modern Language Journal*, 2 (Summer 1996).

Computer-Assisted Language Learning & Instruction Consortium (CALICO), Robert Fischer, Executive Director, 294 Centennial Hall, Southwest Texas State University, 601 University Drive, San Marcos, TX 78666. (512) 245-1417. Fax: (512) 245-9089. Email: execdir@calico.org; http://www.calico.org/

Facets Video (Italian video materials), 1517 W. Fullerton, Chicago, IL 02141

Interactive Hypercard: for suggestions on the use of hypercard in the foreign languages classroom (especially, with deaf learners, for teaching reading and vocabulary), contact: Peter de Villiers, Psychology Dept., Smith College, Northampton, MA 01063

Jenkins, F.W. and N. Courtney. "Internet resources for classical studies," *College and Research Libraries News*, 1997, 255-259.

Pennington, Martha. *The Computer and the Non-Native Worker.* Creskill, NJ: Hampton Press, Inc., 1996.

Saraceni, J.E. "What's on line? Digging into the World Wide Web, Part II," *Archaeology* 50. March/April 1997, 71-77. The editors of *Archaeology* include an informative section on multimedia in each issue. Other recent topics: Creative offerings from *Time Life* (January/February 1996); Surfing ancient lands. A Guide to CD ROMS (May/June 1996).

Solomon, Jr. (ed. 1993. *Accessing Antiquity. The Computerization of Classical Studies.* Phoenix: University of Arizona, 1993.

Technology and Language Learning Yearbook, Athelstan, PO Box 8025, La Jolla, CA 92038-8025

Videos: PICS/The Project for International Communication Studies, University of Iowa, 270 International Center, Iowa City, Iowa 52242-1802 (Catalogue of authentic foreign videos, and free booklet entitled PICS video guidelines.)

Video Letter from Japan, The Asia Society, Department AS, Box 40, Vernon, NJ 07462

Authentic Literature

(In addition to the major publishers, the following are some lesser known sources of diverse authentic literature.)

Alternative Publishing Group, Menlo Park, CA. (800) 447-2226.

Aramco Magazine, a publication of Aramco and Saudi Arabian Embassy. Aramco: UN Plaza, NY NY. Saudi Arabian Embassy: Massachusetts Avenue, Washington, D.C.

Asian American Books, 1994 Catalogue: JACP Inc., 234 Main St., PO Box 1587, San Mateo, CA 94401 (415) 343-9408 or (800) 874-2242

Attanasio & Assoc. 78-15 Metropolitan Ave., Middle Village, NY 11379

Cheng & Tsui Company: catalogue of Asian materials, books, software, films, etc., 25 West Street, Boston, MA 02111 (617) 426-6074

Curriculum Study Guide: Italian-Americans: Looking Back, Moving Forward. NY State Education Dept., Publication Sales Desk, Rm. 212, Education Bldg. Annex, Albany, NY 12234

Gallaudet Univ. Bookstore, 800 Florida Ave. NE, Washington, D.C. 20003-3695, (800) 451-1073: Kathee M. Christensen and Gilbert L. Delgado, *Multicultural Issues in Deafness.*

Good Year Books, Glenview, IL (800) 628-4480 (Ancient and Living Cultures Series)

Growing up Asian American (anthol.). NY: William Morrow & Co. (800) 237-0657

Hampton-Brown Books, P.O. Box 223220, Carmel, CA 93922 (800) 333-3510

Highsmith Press, Fort Atkinson, WI (800) 558-2110 *Guide to Multicultural Resources.*

Intercultural Press, PO Box 700, Yarmouth, ME 04096

Five College Center for East Asian Studies. 8 College Lane, Smith College, Northampton, MA 01063 (413) 585-3751. Japan Resource Catalog: New England Program for Teaching About Japan. and China & Korea Resource Catalogue (see resource listings in appendices of these publications for more).

Many Cultures Publishing, San Francisco, CA 94103 (800)484-4173, ext. 1073

Modern: the Multicultural Video Collection, 515 Madison Ave., Suite 500, NY, NY 10022 (800) 443-7393

Multicultural Distributing Center, 800 N. Grand Ave., Covina, CA 91724

Multicultural/multiethnic lit. reference source list. Violet J. Harris, Univ. of IL, 1993.

People of the World (poster) Anatomical Chart Co, Skokie, IL (800) 621-7500

Prentice Hall, Des Moines, IA (800) 288-4745. (Multicultural Activities K–3)

Sadow, Stephen A. "Experiential Techniques that Promote Cross-cultural Understanding." Foreign Language Annals. 20,1 (1987) 25-30.

Scholastic, Inc. Jefferson City, MO (800) SCHOLASTIC (Multicultural Literature)

Teaching Tolerance, (periodical) Post Office Box 548, Montgomery, AL 36101.

Inclusive classrooms

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* Alexandria, VA: ASCD, 1994.

Banks, Jeri. *All of Us Together: the Story of Inclusion at the Kinzle School*. Gallaudet University Bookstore, 800 Florida Ave. NE., Washington, D.C. 20003-3695; (800) 451-1073

Glasser, William, M.D. *The Quality School: Managing Students Without Coercion*. NY: Harper Collins, 1992.

Glasser, William, M.D. *The Quality School Teacher*. New York: Harper Perennial, 1993.

Harmin, Merrill. *Inspiring Active Learning: A Handbook for Teachers*. Alexandria, VA: ASCD, 1994.

Howe, Harold. *Thinking About Our Kids: An Agenda for American Education*. NY: The Free Press, 1993.

Stainback, Susan, and William Stainback. *Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students.* Baltimore: Paul H. Brookes Pub. Co., 1992.

Villa, Richard, A. et al. *Restructuring for Caring and Effective Education.* Baltimore: Paul H. Brookes Pub. Co., 1992.

Etymological references

Asian languages dictionaries: See Cheng & Tsui Col Catalogue (617) 426-6074 or for Japanese dictionaries, kanji guide, idiomatic dictionary KODANSHA, (800) 788-6262

Bloch, Oscar, & W. VonWartburg. *Dictionnaire Etymologique de la langue fran_aise*. Presses Universitaires de France; Paris, 1960.

Corominas, Joan. *Diccionario Cr'tico Etimol—gico de la lengua castellana*. Berne, Switz., 1954.

Fombrun, Odette Roy. *Les mots nouveaux depuis* 1985.

Monlau, Pedro Felipe. *Diccionario Etimol—gico de la lengua castellana.* Buenos Aires, 1941.

Oliviere, Dante. *Dizionario Etimologico Italiano*. Casa Editrice Ceschina, Milano, 1961.

Massachusetts Department of Education

This document was prepared by the Massachusetts Department of Education.
David P. Driscoll, Commissioner of Education

Publication Number { publication number}

Foreign Languages Curriculum Framework Review Panel

Alicia Borinsky	Boston University
Therese Sullivan Caccavale	Holliston Public Schools
Joseph Davenport	Norwell Public Schools, Classical Association of Massachusetts
Judith G. Frommer	Harvard University
Claire Jackson	Brookline Public Schools
Richard S. Ladd	Ipswich Public Schools, Massachusetts Foreign Language Association
Yu-Lan Lin	Boston Public Schools
Kathleen M. Riordan	Springfield Public Schools
Deborah Fernald Roberts	Dennis-Yarmouth Regional High School
Murray Sachs	Brandeis University
Stephen Alex Sadow	Northeastern University

Massachusetts Department of Education Staff

Carole Thomson
Susan Wheltle
George Yu

Consultant

Mary Atkinson

350 Main Street, Malden, Massachusetts 02148-5023 (781) 388-3300
•TTY: N.E.T. Relay 1-800-439-2370

This document, along with many other Department documents and publications, is also available on our Internet site at www.doe.mass.edu.