

**Elementary Foreign Language**  
**Instruction**  
**A New Vision**  
**for**  
**Georgia's Children**

# A Multi-faceted Approach

Component #1 Expand the current **ESFL Program**, require a reapplication process and designate selected schools as demonstration sites for best practices. Continue articulated sequence in middle school at no additional cost.

Component #2 Support the conversion of a school to a **Dual Language** Program for at least one school in each of our larger counties or in counties that embrace the concept.

Component #3 Provide **Distance Learning** opportunities where the above options are not available, to the extent that the program includes a trained teacher's involvement.

# Why State Support?

- Provide economic equity for lower tax based systems
- Attract business to Georgia
- Embrace nationally recognized ESFL Program
- Positively impact every Georgia students' education

# Reasons for Learning a 2nd Language

- National Security
- Business Success
- Preparing our Children for Tomorrow's Workplace
- Academic Improvement

# **NATIONAL SECURITY ALERT**

On Sept. 10, 2001, the National Security Agency intercepted messages from Al Qaeda operatives. The messages:

**"Tomorrow is zero hour,"**

and

**"The match is about to begin."**

**“ANOTHER POINT OF VIEW: Security gaps grow with delayed terror translations”, Akron Beacon Journal editorial item for the Detroit Free Press 8/21/05**

# NATIONAL SECURITY ALERT

...In FBI counterterrorism cases,

- >123,000 hours or 20% of the total material of audio recordings in “terrorism languages” have not been translated since 9/11
- For all languages, nearly 500,000 hours or 30% of the total were not reviewed.

**F.B.I. Said to Lag on Translating Terror Tapes** *The New York Times* 9/28/04

# A Sputnik Moment

Why would the *Department of Defense* convene a National Language conference?

Rep Rush Holt said it best:

“Immediately after Sept. 11, 2001, Americans found themselves again facing a Sputnik moment. They realized that they were caught flat-footed, unprepared to confront Al Qaeda terrorists. We need a national commitment to languages....”

# Business Success

- 1/3 of all corporations in the US are either owned or based abroad
- 1 out of every 6 production jobs in the US depend on foreign trade
- 1/2 of the top profit making companies on Fortune magazine's 500 list are foreign controlled

NC Standard Course of Study Website

<http://www.ncpublicschools.org/curriculum/secondlanguages/faq>

# Bringing Business to Georgia

**4 of 5** new jobs in the U.S. are created as a result of foreign trade. Much of that trade comes from Latin and Asian countries.

National Council of State Supervisors of Foreign Languages

**WE WANT THOSE JOBS TO COME TO  
GEORGIA!**

Corporate relocations and operational expansions often hinge on *existing* state educational quality, both in the workforce and in schools.

# Exports- Big Business for Georgia

- In 2003, Georgia was **ranked 15<sup>th</sup>** in the US in export sales.
- Georgia exported nearly **\$16.3 billion** (+13% from 2002) in products to countries around the world.

*2003 Export Market totals by Miser at UMass: State Exports by NAICS Database*

*[www.georgia.org/trade/index.asp](http://www.georgia.org/trade/index.asp) for complete text*

# Georgia's Top 10 Export Markets

Canada	\$3,961,627,235	+8.9%
Japan	\$1,517,337,722	+21.51%
Mexico	\$1,163,241,050	+6.58%
United Kingdom	\$1,036,087,463	+8.57%
Netherlands	\$892,810,969	+42.67%
China (Mainland)	\$644,198,512	+55%
Germany	\$608,988,892	+8.51%
France	\$358,359,581	+5.90%
Korea, Republic of	\$328,481,629	+48.51%
Italy	\$316,194,769	+29.18%

# U.S. Merchandise Trade Balances with China

## 2000-2004

(billions of dollars)

Year	US Balance	US Export	US Import
■ <b>2000</b>	\$ (83.8)		
■ <b>2001</b>	\$ (83.0)		
■ <b>2002</b>	\$(103.1)		
■ <b>2003</b>	\$(123.9)	\$26.7	\$151.6
■ <b>2004</b>	\$(161.9)	\$34.7	\$196.6

**Source:** U.S. Department of Commerce, United States International Trade Commission.

# Preparing our Children for Tomorrow's Workplace

- “The workplace of tomorrow is a world of many cultures and languages. . . With new forms of global commerce we can't even imagine today” (Kiplinger Washington Editors, 1996)
- 200,000 Americans annually lose out to jobs with business because they do not know another language.
- Monolingual speakers will be at a disadvantage in employment and political life.
- Managers who know how to deal with a diverse workforce will have an edge.

NC Standard Course of Study Website

<http://www.ncpublicschools.org/curriculum/secondlanguages/faq>

# What our Students Must Learn—Fast!

*PARADE* magazine      8/28/05

What skills will students need in the new global economy? We asked John Challenger, CEO of Challenger, Gray & Christmas, an outplacement firm. His tips:

- **Learn a language.** Chinese is especially useful.
- **Crunch numbers.** Math skills rule in accounting, engineering and computers.
- **Take Acting 101.** It helps in business, sales and retail.
- **Do lab work.** Chemistry is key in the search for energy.
- **Get global.** Learn about other cultures and nations.

# Academic Benefits

- Clear correlation between studying foreign languages and higher test scores
- builds greater cognitive skills
- enhances listening skills and memory

# Georgia College-Bound Seniors Report (College Board, 2005)

Four or More Years of . . .	Average SAT <i>Verbal</i> Score	Average SAT <i>Math</i> Score
English	504	502
Mathematics	536	556
Science	536	547
Social Science	526	522
<i>Foreign and Classical Language</i>	<b>576</b>	<b>577</b>
Art and Music	515	506

# Research Shows:

SAT-Verbal scores of students who had taken four to five years of foreign language were higher than those of students who had taken four to five years of any other subject. Economic background did not affect student performance.

Cooper, 1987

# Research Shows:

Third graders learning Spanish showed statistically significant gains on the Kansas Metropolitan Achievement Test in math and language after only one semester.

Armstrong and Rogers, 1997

# Research Shows:

Over 140 studies on the relationship between language learning and cognitive ability revealed that children who study a foreign language perform better on standardized tests in English, math, and social studies.

Robinson, 1992

# Research Shows:

A significant relationship exists between high scores in reading and extended foreign language study for students of average intelligence.

Garfinkel and Tabor, 1991

# Research Shows

13,200 3rd and 5th graders in Louisiana taking foreign language outscored other students on the English portion of the LA Basic Skills Test ...

*...regardless of race, gender, or academic level*

\_\_\_\_\_Rafferty, 1986

# Start Instruction Early

- Learning a second language helps the brain of young children develop: the brain actually grows the connections needed to learn language

Dumas, 1999

- There is a critical period for language learning related to brain lateralization.

\_\_\_\_\_ Krashen, 1982

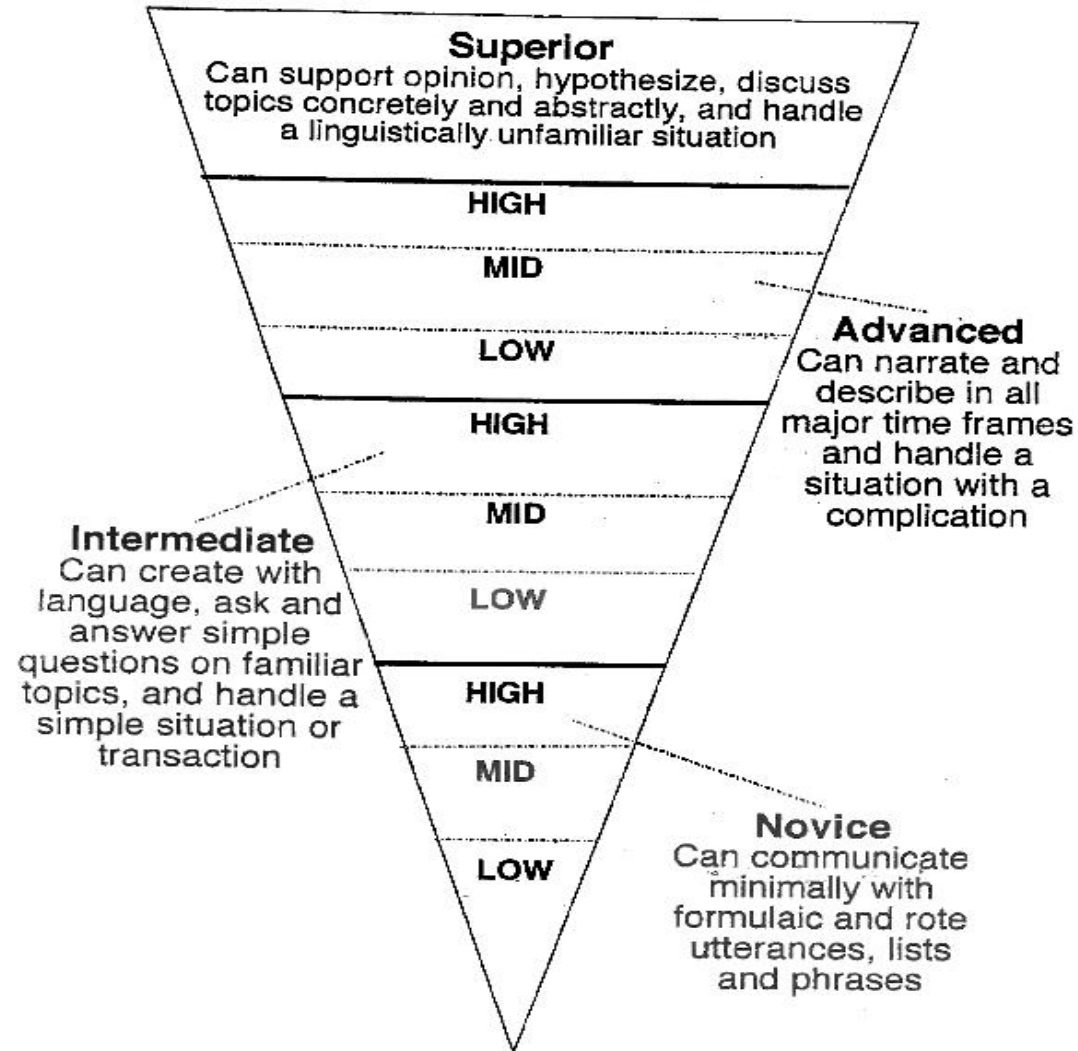
- Proficiency requires continuous instruction

# Proficiency Inverted Pyramid

Language learning is a long journey. With continuous instruction from K-12, students are prepared for Advanced Low positions in the workplace

*Advanced Low positions include customer service representatives, police officers, and school teachers*

## Proficiency Inverted Pyramid



# National Language Conference 2005

## Recommendations:

*(sponsored by Department of Defense)*

- ... ensure continuity of language and cultural instruction through the advanced levels.
- Foreign language and cultural understanding classes should be available . . . for all students, starting early in the educational process.

# Foreign Language Instruction is for ALL Children

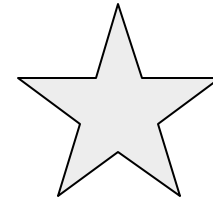
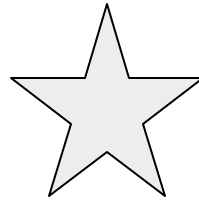
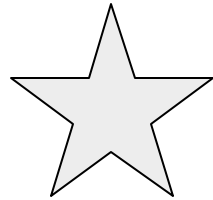
Any student who speaks English can learn to speak a second language, if he or she is motivated, attends class regularly, and is taught using good pedagogy (teaching methods)

# Striving Towards Proficiency

To become proficient, children need:

- good instruction methodology
- skilled teachers who are fluent users of the language.
- instruction at least three times per week for thirty to forty-five minutes.

Languages and Children: Making the Match by Curtain and Pesola, 1994



**“The Elementary School Foreign  
Language (ESFL) Model  
Program is a true model  
program, not just for Georgia, but  
also for the country”**

Center for Applied Linguistics, 2001 after interviews  
with sampling of students at all ESFL sites

# Georgia's ESFL Model Program

- Officially funded by the State of Georgia in 1992
- One school in each congressional district was given a grant to start a Kindergarten program.
- Application process was reopened to all Georgia schools in 1997 and 2000.
- Modeled to work for ANY child at ANY school
- There are currently 20 ESFL schools

# ESFL Classroom Requirements

- 30 minutes of instruction DAILY for K-5
- French, German, Japanese, and Spanish offered
- target language spoken 98-100% of the time
- reinforce concepts being taught in core curriculum
- incorporate reading and writing skills
- teach in a communicative way
- teach around a theme
- include meaningful culture in every lesson

Only fluent teachers are employed; ongoing professional development is required of all ESFL teachers

# Benefits to Basic Skills

3rd grade students who had received four years of language instruction in the Georgia ESFL Model Program

**significantly outscored older students**

who had not had FL instruction on the Math portion of the ITBS.

Saunders, 1998

# A Nationally Recognized Program

- "... state of the art model"
- "excellent by any measure"
- "continuous renewal of the curriculum and the professional development inherent in the program promises that it will continue its high quality."

**Center for Applied Linguistics, 1995 after  
interviews at Model school sites**

# Research Shows:

“These results are higher than any known average ELLOPA/SOPA ratings in other foreign language elementary programs in the United States . . . .

The ESFL Model Program is a true model program, not just for Georgia, but also for the country.”

**Center for Applied Linguistics, 2001 after interviews with sampling of students at all ESFL sites**

# Program Challenges

- Cost
- Hiring qualified teachers
- Working instruction into the daily schedule
- Lack of stable funding
- Continued instruction in middle grades

# ESFL Funding History

	<u>Total Funding</u>	<u>Change from Prior Year</u>
2002-2003	\$2,197,510	
2003-2004	\$1,832,510	\$365,000 (16.6% decrease reflects cutting Kindergarten)
2004-2005	\$1,590,857	\$241,653 (13.2% decrease reflects cutting 1 <sup>st</sup> grade)

The 2005-2006 budget approved by the House on March 4<sup>th</sup> included a \$325,000 decrease (20.4%), reflecting the elimination of 2<sup>nd</sup> grade funding. On Friday, March 11<sup>th</sup>, the Senate Appropriations Committee restored the 2<sup>nd</sup> grade funding.

# Expand Excellence

- Restore K-2 funding
- Institute reapplication process and increase the number of schools
- Designate selected schools as demonstration sites for best practices
- Continue the articulated sequence in middle school *at no additional cost*
- Expand types of languages offered
- Increase accountability



# Two-Way Immersion Program

## Definition

Programs designed to “immerse” children from an early age in the target language.

# Two-Way Immersion Program

## Public School Districts Offering Immersion Programs:

In the US as a whole, there are at least 135 school districts (263 schools) in 23 states offering immersion programs

- Georgia: 0
- Florida: 14
- North Carolina: 8
- South Carolina: 6
- Virginia: 35

# Two-Way Immersion

- Time is divided equally between both languages.
- Results are best when class contains approximately equal numbers of native speakers of both languages.
- All subjects covered in both languages.
- Requires real cooperation between teachers

# Immersion Results

- Swain (1984) research indicates clearly that students in early immersion perform as well, or out-perform monolingual peers on tests of achievement in English.
- Immersion students perform as well or better than monolingual peers in subject content mastery in math, science and social studies.

# IMMERSION RESULTS - CANADA

Immersion students outperform non-immersion students in reading  
Students were assessed in the language of their school system; 98% of French immersion students were tested in English.

Table 2: Reading achievement, Grade 4, 2000

	<u>% Students in Immersion</u>	<u>Average reading scores</u>	
		<u>Immersion</u>	<u>Non-immersion</u>
Newfoundland	7	608	510
Prince Edward Island	20	558	509
Nova Scotia	12	567	517
New Brunswick	32	550	495
Quebec	22	566	537
Ontario	6	570	533
Manitoba	6	533	533
Saskatchewan	3	570	529
Alberta	4	601	548
British Columbia	2	610	537

Source: Mary Allen, 2004, Reading Achievement of Students in French Immersion Programmes

# Costs of Two-Way Immersion

- In Two-way Immersion programs no additional teaching staff are required. Students spend half their time with English-medium teacher and half with the other language medium teacher
- Most schools will employ one FTE teacher as a program coordinator
- There will be additional costs for staff development and educational materials.

# Implementation Challenges

- Hiring qualified teachers
- Logistically converting a school
- Acclimating transfer students
- Charter School opportunities?

# Distance Learning

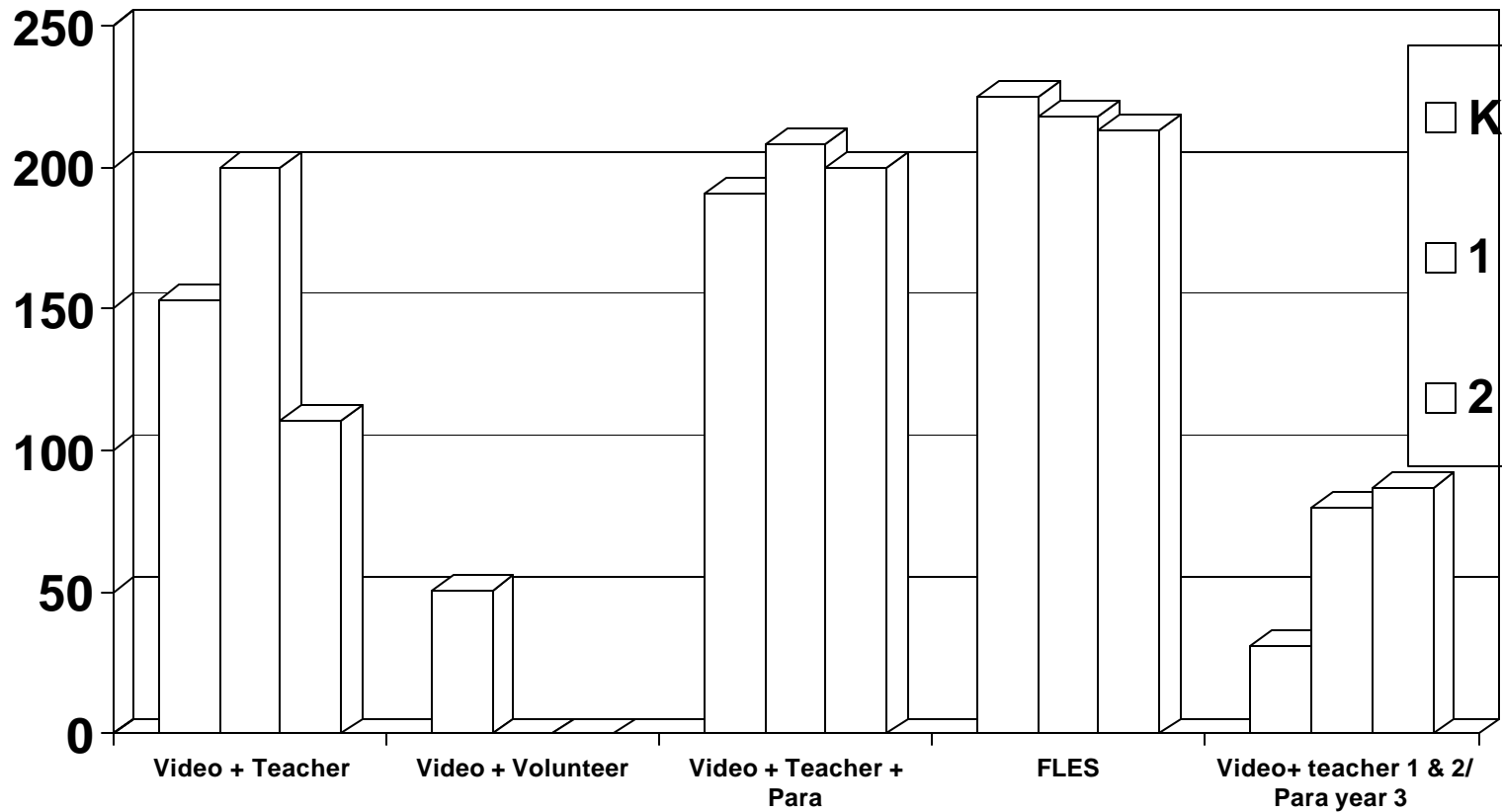
Viable option when school districts:

- Cannot find enough qualified teachers proficient in the target language
- Wish to enhance their programs and have several schools share a teacher's expertise
- Wish to offer foreign language instruction in sparsely populated areas
  - NCSSFL Position Statement on Distance Learning

# WY FLES Project Study Results

## Student Listening Comprehension Scores

### October 2004



# Effective Distance Learning

- Video alone does not work
- Speaking the language in the classroom with a fluent teacher, not just listening, is the key to success
- National Council of State Supervisors for Languages (NCCSFL) lays out detailed guidelines on what makes an effective distance learning program on their website.

# Wyoming

## ***Committed to offering FL to all students in Wyoming***

- Perhaps the most rural state in the nation
- Chose the SALSA program as the foundation of their curriculum for K-2, and expanded it's scope
- SALSA is available to all GA schools on GPB free of charge-- although it has some limitations
- Piloted distance learning along with more traditional model program as well as combination of the two.
- Consistent with other studies of distance learning

# South Carolina

- Kite-LL (Kids Interacting Through Early Language Learning)
- Closely follows guidelines set out by NCSSFL
- Involves video plus interaction with teacher
- Pilot phase- three languages
- Content based, FLES model adapted for distance learning
- Periodic performance assessments

# Distance Learning Recommendation

Develop an effective distance learning program for the state of Georgia by:

- Continuing to look at other programs
- Exploring GPB opportunities

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