

New Jersey City University request for
All-University Undergraduate Requirement Addition/Revision

RECEIVED

(For credit-bearing courses that have a graduation requirement)

All-University Requirement Title: _____

FEB 25 2016

All-University Requirement Description: _____

UNIVERSITY SENATE

Total Credit/Semester Hours: 0 - 6.0 credits

Additional Details: _____

Department: Language Study Task Force

1. Proposer: Alberto Barugel (CAS)

Initiating AUR Addition/Revision Request:

Alberto Barugel (CAS), Max Herman (CAS), Alexis Kim (COE), Damian Prince (SOB), Kathleen Rennie (CPS)

APPROVAL RECOMMENDED: SIGN IN SEQUENCE (3-6 & 7-10 may review concurrently)

2. Chair, Department Curriculum Committee Date: 2/25/16

4. Curriculum Committee, COE Date: 2/25/16

5. Curriculum Committee, CPS Date: 2/25/16

6. Curriculum Comm Date: 2/25/16

7. Dean, CAS Date: 2/25/16

8. Dean, COE Date: 4/26/17

9. Dean, CAS Date: 4/18/17

10. Dean, SOB Date: 10/16/17

11. Chair, GECAP Date: 12/18/17

12. Chair, Senate PD&B Comm Date: 11/17/17

13. Chair, Senate C&I Committee Date: 12/18/17

14. Senate Ac Date: _____

15. Senate President (upon Senate approval) Date: _____

16. Provost Date: _____

17. NJCU President (upon SACC approval) Date: _____

18. Board of Trustees President Date: _____

FOR NOTIFICATION PURPOSES	
Proposer	Date
Chair, Department Curriculum Committee	Date
Chair, Curriculum Committee, COE	Date
Chair, Curriculum Committee, CPS	Date
Dean, CAS	Date
Dean, COE	Date
Dean, CPS	Date
Dean, SOB	Date
Senate President	Date
Registrar	Date

Senate: February 8, 2016

Board of Trustees: _____

see guidelines for proposals for new or revised
All-University graduation requirements
on reverse

INTERVIEW

- The objective of this requirement is to (1) to recognize and affirm high proficiency among students; (2) to enhance the proficiency level of Intermediate-Low in a language other than English; and (3) to enhance the language skills of students who have not achieved a basic level of proficiency in a language other than English.
- This proposal outlines the methods by which students can demonstrate proficiency in a language other than English.
- This requirement mirrors the current high school graduation requirement in New Jersey.

1. Catalog Description

(A) NJCU World Language Requirement

Degree-seeking undergraduate students who are not proficient in English will be required to complete up to six credits of coursework (two semesters) in one of the languages offered at NJCU.

(B) Sample Course Descriptions

LANG 103 Elementary Spanish I (3)

This course provides the essentials of communication in Spanish, with primary emphasis on oral communication (speaking and understanding oral speech). No previous knowledge of Spanish or other languages is required for this course.

LANG 104 Elementary Spanish II (3)

This course is a continuation of LANG 103 Elementary Spanish I. Prerequisite: LANG 103 Elementary Spanish I, or one year of high school Spanish or two years of high school Spanish.

(C) Definition of "basic communication skills"

The Modern Languages Department has adopted the proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) or the Oral Proficiency Interview by Computer (OPIc) as the instrument of choice to assess proficiency, both the OPI and OPIc are available at <http://www.actfl.org>.

A student who achieves the level of NOVICE-HIGH (3 out of 10 on the ACTFL scale) will be considered to possess basic communication skills in the language tested. Coincidentally, NOVICE-HIGH is the lowest level currently required by the State of New Jersey for high school graduation. See <http://www.nj.gov/education/standards/standards-for-learning-practices/2012-2013-graduation-requirements/>.

Level	ACTFL Scale	Coursework Requirement
1	Novice-Low	Six (6) credits of coursework
2	Novice-Mid	Three (3) credits of coursework
3	NOVICE-HIGH	No additional course credits required. Student is considered to have acquired basic skills.
4	Intermediate-Low	
5	Intermediate-Mid	
6	Intermediate-High	
7	Advanced-Low	
8	Advanced-Mid	
9	Advanced-High	
10	Superior	

(D) Other

The number of course credits needed, if any, to fulfill this requirement is determined by the student's proficiency level in the language, as demonstrated through one of the following instruments:

- (1) the Oral Proficiency Interview (OPI or OPIc),
- (2) the College Level Entrance Examination (CLEP),
- (3) the New York University Proficiency Test (NYUPT) or
- (4) the High School Advanced Placement Test (AP)

Any cost associated with testing for the purpose of demonstrating language proficiency in obtaining credit will be reimbursed to the student.

Assessment Instrument	Approx. cost to the student	Score Level	Language Requirement
(1) Oral Proficiency Interview (OPI) or Oral Proficiency Interview by Computer (OPIc)	OPI: \$ 140 OPIc: \$ 70	Novice-Low or lower	6 credits
		Novice-High or higher	0 credits
(2) College Level Entrance Examination (CLEP)	50-80	50-80	0 credits
(3) New York University Proficiency Test (NYUPT)		6 or higher	0 credits
(4) High School Advanced Placement Test (AP)	No cost	0-2	1-6 credits

(E) Who qualifies for exemption?

We estimate that approximately 10% of students will qualify for exemption from the language requirement, and will be able to test out of this requirement along with the following groups of students:

- Those who have studied a language other than English for two semesters at an institution of higher learning, and have achieved a grade of C or better; and
- Those who possess communication skills at a level of NOVICE-HIGH or better in a language other than English and can demonstrate proficiency.

(F) Recognition of language competence

- **SEAL OF WORLD COMPETENCE:** Degree-seeking undergraduate students who have achieved and can demonstrate proficiency at an intermediate or advanced level in a language other than English will be awarded, upon graduation, the Seal of World Language Competence. The Seal of Biliteracy is currently granted in high schools across New Jersey.
- **GOLD SEAL:** Since the New Jersey Seal of Biliteracy is currently granted in high schools across New Jersey, NICTE will award a GOLD Seal of World Language Competence to students who achieve the INTERMEDIATE-HIGH on the Oral Proficiency Interview (OPI), NYUPT score of 50-60, or CLEP score of 50-60 and award a GOLD Seal of World Language Competence to students achieving a grade of C or better with six (6) course credits in a language other than English.
- **PLATINUM SEAL:** A student who is able to move up and achieve the level of ADVANCED-LOW during his/her final semester at NICTE will be awarded a PLATINUM Seal of World Language Competence, as well as nine (9) course credits. Both the gold and platinum seals, along with the language, will be noted on the transcript and graduation.

(G) Course credit for language competence

NICTE currently awards language credits for demonstrated achievement on exams such as the CLEP, the Advanced Placement Test, and the NYUPT.

OPI and the OPIC as viable assessment instruments, and that the proposed results be compared to consistency with the current TFI College Credit Recommendation System.

Assessment Instrument	Cost per student	Score / Level Achieved	Corresponding Credits
(1) Oral Proficiency Interview (OPI) or Oral Interview by Computer (OPIC) OPI Nov	\$ 140	Novice-Mid or lower	0 credit
		Interm-Mid, Interm-High	5 credits
		Advanced-Low, Advanced-Mid	9 credits
		Advanced-High, Superior	12 credits
(2) College Level Entrance Program Exam (CLEP)	\$ 80	0-49	0 credit
		50-69	6 credits
		70-89	9 credits
		90-100	12 credits
(3) New York University Proficiency Test (NYUPT)	\$ 270	0-9 points	0 credit
		6-7	6 credits
		10	12 credits
(4) High School Advanced Placement (AP)		3-5	0 credit
		4	6 credits
		5	12 credits

(H) Road map for student advisors

Once the language requirement is in force, we expect that students will be looking for guidance and advice. We will provide them with the attached document and a more interactive version will also be available online, which students would automatically be directed to the appropriate next question.

2. Rationale

(A) Institutional overview

This proposal is the culmination of a series of developments and initiatives over a multi-decade period: and

- (1) the realization that we are graduating two groups of students: those with multilingual skills and a smaller but significant number of native speakers of English who have had little or no meaningful exposure to another language;
- (2) the final configuration of our new General Education program, which includes requirements that do not apply to second language;
- (3) our university's current global learning initiatives and efforts to integrate global learning into the curriculum, as outlined in the Strategic Plan to "develop global competencies" (Strategy B) and "emphasize global citizenship in the curriculum" (Strategy D). One of the tangible outcomes of this proposal is that it will begin to narrow the language and cultural gaps that exist among our graduates.

(B) Compliance with state educational objectives

As of 1996, New Jersey's K-12 Core Curriculum Content Areas include the study of world languages. The rationale provided by the State Department of Education, reiterated in its 2012 revision of world languages content standards, reads as follows:

New Jersey is home to more than 100 ethnic groups and about 125 languages. In response to the growth of New Jersey's dynamic economy, our state needs a workforce whose multilingual abilities and multicultural sensibilities are valued. As the world becomes a global economy and countries become increasingly interdependent, it is essential that we prepare proficiency in world languages to enhance cross-cultural understanding. We must therefore help New Jersey students

broaden their opportunities to communicate in languages, cultures, religions, and develop the understanding needed to function in various cultural contexts. Education facilitates cross-cultural understanding and appreciation of the histories and cultural practices embedded in world languages.

(C) World Languages Standard in the New Jersey public schools

The Standard for World Languages was adopted by the State Board of Education and became fully operational as of September 2012. New Jersey Administrative Code 6A:8-1.2 stipulates that "the core curriculum content standards [which] apply to all students in secondary and adult high school programs within the state of New Jersey include... world languages or student demonstration of proficiency in a foreign language."

Although the implementation of this standard has been delayed, the proficiency level required for high school graduation is clearly designated by the state as NOVICE-HIGH:

The study of world languages is spiraling and recursive and designed to appropriate proficiency targets that ultimately enable the attainment of proficiency at the NOVICE-HIGH level, which is required for high school graduation.

However, World Languages' a notable concern is that not all districts are meeting this standard. As a result, not all high school graduates attain the level of language proficiency required by the Language Requirement. In effect, students who graduated high school without having achieved the level of NOVICE-HIGH are at a disadvantage to do so.

(D) Addressing the needs of monolingual students

Student response to a November 2015 survey as well as our experience with NJCU students suggest that between 15 and 25% of students who graduate NJCU may be considered functionally monolingual. As many of these students enter to law, business, or other professions, their major concentration or career ambition will require language skills in addition to English. In addition, the fields of social work, business, criminal justice, national security, science, and education, among many others, call out for an international dimension that reflects the changed world environment. Our diverse population...

(E) Our underserved populations

The underserved populations in our schools and within institutions of higher education most often cited as underserved on a national level with respect to the study of languages is African-Americans. It appears, unfortunately, that Hudson County, Jersey City, and NJCU are no exception. Modern Languages Department faculty who have had contact with students in language courses have found, over the years, that a disproportionate number of African-American students have had little or minimal exposure to world languages. These students have reported to us how they have been discouraged from studying languages where interested in or not being encouraged by their guidance counselors. This anecdotal information is well supported by the latest research. See attached documents for several articles that discuss the underachievement of African-American students in foreign language acquisition by "setting high expectations for learner accomplishment," it must challenge and expect the best of all students regardless of race, culture, or ethnicity.

(F) Remaining competencies

Five of the region's leading private four-year institutions have a similar requirement. That includes Montclair and William Paterson. Three of our region's leading private four-year institutions have a similar requirement: Seton Hall University – two semesters
Saint Peter's University – two semesters
Drew University – two semesters

NJCU would take a page from its closest competitor, Montclair State University, whose policy states that "students wishing to begin a new language, with which they have no experience, must take 6 semester hours of that language." Because of its unique curriculum, Montclair University is a proponent of New York City's "Learn to Lead" initiative, which aims to become a leader rather than a follower in this area.

(G) Multilingualism
The benefits of learning a second language are well-documented. Learning a language benefits both individual learners and society. Learning a language in the classroom, within its cultural contexts, and applying those skills to real-life experiences helps students not only to communicate directly with people from other cultures, but also to understand cultural differences, to be more fully engaged with their own and others' experiences, and to understand the world around them.

According to the latest research, students who have had the opportunity to learn a world language benefit in the following ways (see also the DOCUMENTS SECTION on "Language Acquisition Learning"):

- Improved reasoning and analyzing capacity, along with better listening and memory skills
- Greater academic achievement in other areas, including social studies and mathematics
- Improved understanding of other cultures and perspectives
- Increased cultural awareness and sensitivity
- Higher scores on aptitude and standardized tests, regardless of skill level or socioeconomic status
- Increased sense of tolerance, compassion, security, and respect in community and society
- Personal satisfaction through the ability to communicate across languages
- Enhanced employability and career opportunities

* CAREER SKILLS FOR THE 21ST CENTURY. The *Occupational Outlook Handbook*, published by the Department of Labor, cites more than 100 primary careers in which foreign language proficiency is highly desirable. Many of these careers are among the most sought-after areas of employment in business, industry, government, and national security.

3. Impact

(A) Recognition of language competence
The most significant impact of this proposal is the recognition of language competence of 75% of students at NJCU. All students who can demonstrate an intermediate level of proficiency in a language other than English will receive a *Seal of World Language Competence* and be awarded up to 12 course credits [Part 1, Section 7]. This direct result applies to 75% of our students will not only be closer to achieving the 20 credits required for graduation, but will also possess certified credentials of multilingual competence.

(B) Impact on students required to take three or six credits to fulfill the language requirement
The percentage of students who may be required to take three or six credits to fulfill the language requirement will be relatively small. Aside from the original 75% of community students who will test out by demonstrating proficiency, we estimate that 15-20% will have reached high enough

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satisfy the requirements. 5-10% will most likely need to complete one semester (six credits) of language study before graduation. We do not anticipate that the three to six additional course credits resulting from this requirement will cause the students concerned any undue burden. The reduction in credits of our General Education program from 33 to 30 credits will require most of our majors to incorporate one or two semesters of language into their studies without surpassing the 120 credits required for graduation. We advise that these language credits may or may not have an retention and/or target graduation dates; we advise (1) comprehensive academic advising, (2) advance planning that will allow students to meet graduation requirements.

(C) Language proficiency broadens job opportunities

Requiring students to demonstrate NOVICE HIGH level proficiency in a language other than English in our General Education program will broaden their job opportunities. See [Table 2, Section \(G\)](#). There is significant data from the [BLS Bureau of Labor Statistics](#) and other reliable sources that point to a higher rate of employment as well as higher starting salaries for university graduates who can communicate in a language other than English.

(D) Enrollment, course offerings, and faculty needs

According to our calculations, enrolling 100-level language courses will increase each of the first three years of implementation. After three years, we expect it to stabilize. Altogether, we would expect course offerings to increase by 50-60% over the same three-year period. If that occurs, we would need one additional full-time faculty hire in the second year of implementation, as well as 1-2 additional adjuncts. The following table illustrates our calculations for 100-level courses over a six-year period, assuming that the work load for language requires 2016-17 takes effect.

Academic Yr	Actual/Projection	Enrolled Students	# sections	100-level courses	100-level sections
2014-2015	Actual	240 per semester	15 per semester	1	1
2015-2016	Actual	200 per semester	13 per semester	1	1
2016-2017	Projection	200 per semester	13 per semester	1	1
2017-2018	Projection	270 per semester	17 per semester	2	2
2018-2019	Projection	270 per semester	17 per semester	2	2
2019-2020	Projection	320 per semester	21 per semester	2	2

*1 class per adjunct

(E) Potential Impact

The impact of this language requirement may have on existing programs is minimal. The additional credits earned through language proficiency exams will not affect their major. Students will be advised to help facilitate integration of the additional credits in a way that lessens the burden. On the average, we estimate that 5% of majors in any one department will be required to take six credits of language.

4. Student Learning Outcomes

Methodology and proficiency guidelines

The methodology used at NJCU is generally referred to as the Communicative Approach, which is the method currently recommended by ACTFL (American Council on the Teaching of Foreign Languages) and

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the state of New Jersey through its standards for K-16. We are guided by the principles set forth in ACTFL's "World-Readiness Standards for Learning Languages." These principles include aligning our language curriculum with **FIVE** **CSDE AREAS: US, Grammar, Oral, Culture, Connections, Comparisons, and Communities.** See description of these standards.

Through the **Communicative Approach**, we focus on the **negotiation of meaning**. Classroom activities are **dynamic, interactive, and student-centered**. The links between language and culture are established at the outset and are **fully integrated** into the learning experience. As a result, the **four order levels of processing outlined in Bloom's taxonomy** are used concurrently and, in many cases, simultaneously.

We derive our student learning outcomes from the **proficiency guidelines outlined by the American Council on the Teaching of Foreign Languages**. Our two semester language program (equivalent to 6 credits) is designed to help students achieve the level of **NOVICE HIGH** on the ACTFL scale.

The learning outcomes associated with two semesters of

Learning Outcomes for Oral	Students will be able to... - Demonstrate successfully a number of uncomplicated communicative transactions in straightforward social contexts. - Converse on topics necessary for survival, such as personal information, basic objects, and a number of activities and immediate needs. - Respond to simple, direct questions or requests for information, and ask a few straightforward questions.
Learning Outcomes for Written Communication	Students will be able to ... - Identify and point out common elements of daily life. - Meet simple notes. - Express themselves in the context of which the language is used, relying mainly on practiced material. - Recognize and discuss simple topics.

(B) Bloom's Taxonomy

The **Communicative Approach** is based on the **negotiation of meaning**. It emphasizes interaction as the means for **attaining the goal of language learning**; its lessons are based on themes and situations, rather than grammatical concepts. Although **its content cannot be identical** for all languages offered at NJCU, the following **ACTFL standards** are integrated into **elementary-level language courses**:

- Recognize, recall, and recite the letters of the alphabet
- Match sounds and intonations to letters and words
- Identify and create non-Roman characters (Arabic, Chinese, Japanese)
- Demonstrate greetings and introductions
- Identify, recognize, and name numbers, days, months
- Recognize, state, and compare dates and time of day
- Describe the weather and the seasons
- Name and describe simple actions in the present

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- Identify and select interesting topics, formulate questions
- Understand and explain certain holidays and traditions
- State likes and dislikes, describe
- Recall and describe objects, colors, sizes
- Identify and describe the
- Identify and describe people, family members, friends
- Watch countries with nationalities
- Identify and compare foods and drinks
- Demonstrate / role play: how to order a meal
- Describe school and campus, name courses and activities
- Understand, describe, compare
- Identify and describe
- Illustrate use of possessives
- Identify and label articles of clothing; role play: shopping
- Identify and name the parts of a house, furniture
- Role play: make reservations, going through customs
- Demonstrate simple narrative in the past

5. Assessment Structure

The M to describe students after one semester and after two semesters of language study. Instruments such as the and will be published and disseminated to NJCU faculty on an ongoing basis. A committee of faculty from each of the academic divisions will be charged to create a viable assessment strategy and structure, and to ensure compliance of this AUP with desired outcomes and objectives. See Part 6.

6. Curriculum and Administrative Structure

Curricular Structure

- As a two-semester language sequence (equivalent to 6 credits) is designed to help students achieve the level of NOVICE-HIGH on the ACTFL scale.
- The courses in question would all be at the 100-level. The languages are currently offered at NJCU.
- The curriculum for each semester will be designed around themes that reflect real life situations. Although course content and language functions generally meet the elementary level, the topics and language functions generally meet the elementary level. See detailed list in Part 4, Section B.

Administrative Structure

Although an initial recommendation of the Languages Department in 2015, this proposal results from the work force charged to examine the

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and to put forward a course that (1) will be relevant to a large segment of our student population and (2) the development of our monolingual students.

The members of the Language Study Task Force are:

- Dr. Alberto Barugel – representing the College of Arts and Sciences
- Dr. Max Herman – representing the College of Arts and Sciences
- Dr. Kathy Rennie – representing the College of Professional Studies
- Dr. A. H. Kim – representing the College of Education
- Prof. Damian – representing the School of Business

Other faculty and staff who have assisted in this effort are:

- Mr. [Name] – [Title]
- Dr. Donna Farina – Multicultural Center
- Dr. Anne Mabry – Interim Dean of Arts and Sciences

We recommend a World Languages Committee composed of faculty representing NJCU academic divisions, similar to the Language Study Task Force, be created to oversee the implementation of this AUR. The members of this committee shall be nominated and elected by their peers. This committee will do its work in direct consultation with the Modern Languages Department. Matters concerning the nature and development of world language courses, including curriculum, methodology, and assessment shall be discussed under the purview of the MLD. All departments and programs across the university will make recommendations to the MLD through the World Languages AUR Committee.

7. Resources

There will be resources needed for the implementation. In the second or third year of implementation, as the number of students taking language courses shows a significant increase, projections and estimates are illustrated in Part 3, Section D. According to those calculations, course offerings can be expected to increase over a three-year period. Hence, one additional full-time faculty hire may be required in the second year of implementation, and perhaps two additional adjuncts in the third year.

Estimated cost in dollars	
Start of Year 2	New full-time faculty line + \$60,000
Start of Year 3	Two additional adjuncts + 9,000
TOTAL	\$69,000

Any cost associated with this proposal will be covered by the institution.

ATTACHMENTS:

- DOCUMENT A: Road Map for Student and Academic Advising
- DOCUMENT B: [Title]
- DOCUMENT C: African-American Students and Foreign Languages
- DOCUMENT D: The Benefits of Language Study
- DOCUMENT E: World-Readiness Standards for Learning Languages

ATTACHMENTS

- DOCUMENT

- DOCUMENT

- DOCUMENT

- DOCUMENT

- DOCUMENT

HOW TO SATISFY

A ROAD MAP FOR STUDENTS

PLEASE RESPOND TO EACH QUESTION AS INDICATED. YOUR RESPONSE WILL GUIDE YOUR NEXT STEP.

Q	Answer/Question	Response	Next Step	What can I expect?
1	What is your dominant language?	English → Other →	Go to Question 2 See testing options below*	to test out (see below)
2	Do you speak a language other than English?	No →	Go to Question 4	
3	How well do you speak that second language?	Very well → Moderately well → Not very well →	Go to Question 5 Go to Question 4	
4	Have you ever studied a language other than English?	Yes → No →	Go to Question 6 See Modern Languages Dept	to take 1-2 courses
5	How often do you speak that language?	Frequently → Once in a while → Hardly ever →	See testing options below See Modern Languages Dept	
6	How many years did you study that language (including university courses)?	2 or more years → 1 year → Less than 1 year → 3 years →	Go to Question 7	
7	How many semesters in that second language?	One semester → 2 or more semesters	See Modern Languages Dept See testing options below*	to take 1-2 courses to test out (see below)

* You can test out of this requirement by taking one of the following courses in the language of your interest.

(2) ORAL PROFICIENCY INTERVIEW

Offered in 12 LANGUAGES: Arabic, English, French, German, Italian, Korean, Mandarin, Pashto, Portuguese, Russian and Spanish.

(3) ORAL PROFICIENCY INTERVIEW (OPI)

Offered in 81 LANGUAGES: Afrikaans, Amharic, Arabic, Armenian, Azerbaijani, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Czech, Dutch, English, French, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Igbo, Igilavnon, Hindi, Hmong, Hungarian, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Ndebele, Ndongko, Norwegian, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Tokpisu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba.

A minimum rating of NOVICE-HIGH on the OPI or NOVICE-LOW on the OPI will result in 6 course credits, and a minimum rating of NOVICE-LOW on the OPI will result in 3 course credits, as long as the student has completed the elementary level. A rating of NOVICE-LOW on the OPI will result in 3 course credits, as long as the student has completed the elementary level.

BOTH the OPIc and the OPI are given at NJCU [Graduate School]. For more information, contact the OPI test coordinator, Ms. Eleanor Anderson at 201-200-3300 or eanderson@njcu.edu.

WHEN IN DOUBT: See an advisor in the Modern Languages Department (Karnouts65 202) or call 201-200-3300.

(3) COLLEGE LEVEL EXAMINATION (CLEP)

A score of 50 out of 80 on the CLEP will result in 6 course credits and would satisfy this requirement. A score of less than 50 yields 3 course credits. **The CLEP is not given at NJCU. It is given at Hudson County Community College and most two-year colleges in New Jersey. For exam schedules and to sign up for a test, contact the CLEP coordinator at the college of your choice.**

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Attachment B

Florida State University

Proposed

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Attachment C

African-

AFRICAN-AMERICAN

NON LANGUAGE PROFIT

by David Love | June 13, 2012 at 8:55 AM

When a black southerner's name could keep some people from landing a job, it's not too much to want to learn a second language.

In El Paso, Texas, and other heavy Spanish-speaking areas, otherwise overlooked black applicants are finding it hard to find a job because they don't speak Spanish. But why is it so hard to learn another language?

Many African Americans are missing the boat and will find themselves lost in an economy that is tough, even if it is as it is.

According to doctoral research he conducted at Louisiana State University, Katrina Watterson found that black college students take fewer foreign language courses and are less likely to participate in exchange programs. There is simply a lack of interest, in her view. And in the process, the program ignores the linkages between African and Hispanic cultures and the contributions of African and Hispanic people.

There are many benefits to studying a foreign language, including helping to develop creativity and abstract thinking, improving their overall self-esteem and increasing their chances of getting a job. Learning another language also leads to greater respect and tolerance for different cultures.

And in a global market, bilinguism is a key to success. Financial institutions, for example, are looking for people who can speak more than one language. According to CareerBuilder.com, employers highly value bilingual employees. Bilingual workers earn an average of \$1,000 more per hour than other workers. The demand is especially great in the United States.

In addition, corporations want people who are better equipped to serve a diverse, multi-cultural, and multi-lingual customer base. Bilingual employees are a major competitive advantage in the global marketplace. The top industries for bilingual speakers are financial services, sales and marketing, and social services.

The lesson learned in all of this is simple: step up your game. Learn French, Spanish, Swahili, Mandarin, Japanese or another language of your choosing. And if you already speak a foreign language, brush up and boost your proficiency. It could help land you a job and secure your future.

The Role of ethnicity in the foreign language classroom: perspectives on African American students' enrollment

By Glynn, Cassandra Lea (2012)

<http://conservancy.umn.edu/handle/11368/14333>

In regard to African-American students, however, this study provided evidence of a low enrollment and retention among African-American students. Furthermore, findings revealed that African-American students harbored negative perceptions and stereotypes of African-American students, pointing to the pervasiveness of institutional and social racism in the student body. The findings in this study pointed to the difference between male and female African-American students' persistence in foreign language study and several issues related to identity and SES.

Whose Language Is It Anyway? Minority Participation within Our Realities

By Alfred J. Guillaume, Jr.

<http://www.adfl.org/bulletin/25N3/253065.HTM>

How do we as those responsible for foreign language teaching promote language study among minority students? This is a challenge facing the professoriate today.

The globalized world has created a need for appreciation of foreign languages. We need to help students understand how language proficiency and opportunities in a global world are valued by government, industry, business, and not-for-profit organizations.

Minority students have the experience of being people of color they belong to a world that reaches beyond the borders of the United States. Language classes can offer a global perspective on the relation of people of color to world society and on the diversity of their experience. If we are to retain minority students' interest, we must convince them of the unlimited opportunities available to them through such study.

James Turner teaches African American students to appreciate the role of culture in the foreign language context in terms of the big 'C' of culture, such as the 'C' of 'culture' with a big 'C.' But what we foreign language teachers need to do is teach culture with a little 'c' by taking students inside the map to the people who inhabit other places, to see what makes them tick, how they behave" (Turner 26). Minority students need to understand the role of language in the African diaspora, the creole dialects of the Caribbean and Louisiana, and high culture as the poetry of Aimé Césaire, and audibly striking.

Black Colleges in U.S. Struggle to Reconnect to World

By Karin Fisher

<http://www.adfl.org/bulletin/25N3/253065.HTM>

That prospect reflects a broader issue, of whether the internationalization of American higher education tends to benefit only an elite group of students and institutions.

“Are we really serious about global learning for all?” asks ... It’s an equity ... Persuading ... black, according to the Institute of International Education, far less ... population ...

A number of Ms. Sample’s students are the first in their families — don’t always see how international ... stretch.”

African American Students’ Opinions About Foreign Language Study: An Exploratory Study of Low Enrollments at the College Level

by Zena Moore / Foreign Language Annals • Vol. 38, No. 2

<http://web.pdx.edu/~f300000>
2005 Am. Opinions Moore.pdf

3. What are the reasons given by themselves for choosing or not choosing a foreign language major?

An examination of the responses to question 11 provided ... language programs, and responses to question 19 revealed students’ major areas of ... encouraged to elaborate on their responses. Although not many ... have said to the student to do something practical” and something that is “within your ability ... work or nursing.” The listing of major areas of study in Tables 3 and 4 gives credibility to that statement, and supports previous research ... and Hall and Post-Kammer (1987), ... sciences and social welfare areas.

5. What do students think can increase enrollment of African American students in foreign language programs?

Students provided recommendations to question 17 for units at the elementary level, at the high school level, and at the college level. The ... schools included: (a) the creation of foreign language programs; (b) more cultural instruction; (c) less concern placed on the language and grammar ... information to students on the benefits of learning a language; (d) ... recommended that language instruction should focus more on developing speaking skills and on developing cultural ... Some felt that greater efforts should be made to ... proof that teaching ... is a worthwhile profession. Finally, the students in ... recommended special

workshops/lect... students in general in the... language. Students stated that at their college level, study abroad programs should be mandatory and students should be exposed to the benefits of learning about other cultures and of knowing... make informed decisions about... language as a possible major. Many benighted the fact that they had never reached the opportunity of knowing about... possibilities related to foreign... college departments make foreign... unlike those of Pavian Roberts (1992) whose incoming freshmen expressed similar opinions

The... students indicated almost overwhelmingly that they should be... benefits of studying a foreign language and that they would study a foreign language... responses are... to those found by Perry and Locke (1992) who stated that teachers... have negative expectations of African-American students, in general, and male students... American students in general, but... they... not perform well in academic subjects.

The responses support Hawkins's (1992) finding that... teaching the fact... teaching can be a... for African-American students. Three female... counselors ever suggested that they consider teaching... foreign languages as... options. Such... may have multiple interpretations. If the counselors... African... students, they may consider it their responsibility to steer the next... of African-American students toward... more lucrative careers.

Lack of enthusiasm for or interest in... from... with all other curricular offerings. The... experience... with teachers' attitudes... were... the material... whether students... students' lack of interest...

While it is true that appropriate instructional strategies can... improve the academic performance of the students, there are also important systemic changes, particularly in the area of... counseling, that must accompany... pedagogical changes. One such change must begin with the attitudes of school counselors (Garibaldi, 1992). School counselors... enrolling... shown that they can successfully develop skills in foreign languages that have been categorized as some of the most difficult...

With regard to foreign language instruction at the... programs to include courses that... skills... proficiency. This study indicated that... students, are willing to study a foreign language once it is required. Programs that offer... interdisciplinary opportunities... (business, journalism, etc.), and... (social work), can... language and... students for the... changing population needs.

students are not the new emancipated black student population at the end of the 19th century but the advice to major in business, engineering, or education professions with clearly established goals and practical grounding and to shy away from the liberal arts. The purposes of this dissertation through languages still resonates within the African American community. Some of my own students have expressed to me that they have been encouraged by their campus advisors to either "estimate fulfilling their foreign language requirements" or "forego majoring or minoring in a foreign language." They are told that to pursue foreign language study is useless or unnecessary. These sentiments of majoring in a discipline within an applied field exist beyond the confines of the university.

Consequently, when students enter our foreign language classrooms, they have a number of challenges that deter interests in learning foreign languages. Some of these challenges and in some ways the current curriculum (that could be developed into their own) and the role of educators) must conduct the strenuous task of work to challenging this mentality.

Determining the linkages between culture and language as a course pathway to study reveal African American and the cultures of many foreign languages.

According to Lassiter (2003) only slightly more than 10% of the United States African American population in the 1990's although they indicate awareness of the practical advantages of learning foreign languages. Even today the foreign languages departments at HBCUs struggle to stay afloat due to a lack of participation among students.

Davis and Mahan (1991) conducted a study with the same African American students predominantly Black institutions which included such institutions as Alabama State University, Southern University, New Orleans. According to the results of the survey of 772 students anticipated majoring in a foreign language and 32 students anticipated minoring. The majority of the 791 students (eighty-four percent) indicated that they study a foreign language to be able to converse with that language's native speakers. Forty percent of the students indicated that foreign language courses would be more relevant if African themes were emphasized in first- and second-year courses.

The notion of a —hidden curriculum is brought to the fore in the discussion of a curriculum which highlights the history and accomplishments of European Americans and purposely excludes the contributions of African Americans. This sentiment seems to carry over into the curriculum in that African influence is for the most part excluded from the culture and history of languages. Many students are not properly introduced to the cultures that bind African and Hispanic cultures which are profoundly influential in the communities between the two communities.

Propo

September 10

Attachment D

The

The Benefits of Second Language Study

Research

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Research Findings: Second language study:	
• ...benefits academic progress in other subjects	2
• ...narrows achievement gaps	2
• ...benefits basic skills development	2
• ...benefits higher order, abstract and creative thinking	4
• ...(early) enriches and enhances cognitive development	4
• ...enhances a student's sense of achievement	4
• ...helps students score higher on standardized tests	5
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St

- "The security of the United States as well as its ability to produce an informed citizenry. The U.S. education system has, in recent years, placed little emphasis on language education, particularly in the area of foreign languages. More than one billion people speak a language other than English as their first language. Although there have been times in the country's history when foreign language education has been considered a priority, it has not been a consistent focus. Concern primarily after major events that presented immediate and direct threats to the country's future. Most recently, the September 11, 2001, terrorist attacks prompted the government to re-evaluate its language education policies. The need for students to have more and better language skills, particularly in certain languages, is considered critical. It would be difficult to overstate the importance of language education in the 21st century. Language skills and cultural understanding are essential for success in a global economy. Professions such as law, health care, social work, and education are becoming increasingly diverse. The education system—from elementary and secondary school to higher education—needs the capacity to provide the requisite training for a workforce that is increasingly diverse and global."

capacity to serve as a resource on the politics, economics, and culture of the countries across the globe, countries whose positions on the world stage change over time, often in unpredictable ways." (National Research Council 2002:2007)

- "All 27 European countries (Ireland and Scotland) in the European Union have a foreign language, which usually begins in primary school. With the exception of Italy and Wales, all European students receive a foreign language through their primary and secondary education." (Eurydice 2005)
- "Interest in and support for language study has been strengthened in the United States in recent years by the growing recognition that proficiency in more than one language benefits both individual learners and society. For the individual language learner, research shows a positive link between second language proficiency and cognitive and academic ability. (And)...a multilingual workforce enhances America's economic competitiveness, helps maintain our political and security interests, and promotes tolerance and intercultural awareness." (Marcos & Peyton 2000)
- In addition to these benefits, other benefits include improved oral and written communication and problem-solving skills. (Baker 2006)

Second language study benefits academic progress in other subjects

- Applying current research on language acquisition, such as the use of the foreign language in Communities of Learners (Curtain & Dahlberg 2004), and use of the foreign language in Communities of Learners (Curtain & Dahlberg 2004) reinforces English language course content of other coursework. (Curtain & Dahlberg 2004)
- Learning a second language can improve knowledge of the English language. (Curtain & Dahlberg, 2004).
- A study of 13,200 third and fifth graders in Louisiana public schools revealed that, regardless of race, gender, or academic level, children taking foreign language classes did better on the English section of the Louisiana Basic Skills Test. (Curtain & Dahlberg 2004)
- Strong evidence shows that time spent on foreign language study strongly reinforces the core subject areas of reading, English language literacy, social studies and math. Foreign language learners consistently outperform control groups in the subject areas on standardized tests. (Armstrong & Rogers 1997; Saunderson 1998; Masciantonio 1977; Kafferty 1986; Andrade 1989; Kretschmer & Kretschmer 1989)
- One study found that students who received 30 minutes of foreign language instruction per week for one semester of foreign language study performed significantly better on standardized tests. (Armstrong 1997)
- Foreign language learners consistently outperform control groups in core subject areas on standardized tests often significantly. (Armstrong & Rogers 1997, Saunderson 1998, Masciantonio 1977, Kafferty 1986, Andrade 1989, Kretschmer & Kretschmer 1989)

Students who began kindergarten in the first Kansas City foreign language magnet schools in 1988 had surpassed their non-foreign language peers by the end of the first grade. These foreign language students performed especially well in mathematics. (Curtain & Dahlberg 1994)

- Foreign language students within an urban magnet program scored significantly above national norms in both reading and mathematics. (Curtain & Dahlberg 1994)

school participants, despite the fact that they represent a broad cross section of the local community. (Andrade 1989)

- Mastering the vocabulary of a second language enhances student comprehension and ability in reading, writing, mathematics and other subjects. (Saville-Troike 1994)
- Bilingualism fosters the development of verbal and spatial abilities. (Diaz 1983)
- Students learning a second language in elementary school score higher on standardized English reading and language arts tests. (Masciantonio 1977)
- Early second language study promotes achievement in English vocabulary and reading skills. (Masciantonio 1977)
- Foreign language study promotes achievement in English reading and language arts tests. (Masciantonio 1977)

Second language study narrows achievement gaps

- Children of low socioeconomic status and Language Learners make the greatest proportionate achievement gains from foreign language study. Foreign language study is less dependent on previous achievement than other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school. (Curtall & Dahlberg 2004)
- A study of 13,200 children of race, gender or academic level, children taking foreign language classes did better on the English section of the Louisiana Basic Skills Test than those who did not. (Dumas 1999)
- Foreign language study can help to alter the trajectory for children of low socioeconomic status and narrow the achievement gap. (Garinkel & Tabor 1991)
- Cincinnati's Foreign Language Magnet Program has a 52% increase in standardized test scores. Achievement for these children far exceeds national norms in reading, writing, and mathematics. Participants in the foreign language program on average score 100 on the standardized tests. (1989)
- In a four year study by McGill University, working class students did just as well in foreign language as middle class students. (Holobow 1991)

Second language study

- A study of 13,200 children of race, gender or academic level, children taking foreign language classes did better on the English section of the Louisiana Basic Skills Test than those who did not. (Dumas 1999)
- There's a significant increase in standardized test scores for children of average and below average intelligence. (Garinkel & Tabor 1991)
- Foreign language learners show higher listening skills and comprehension than monolingual peers.

Second language study benefits

- Several studies indicate that individuals who learn a second language are more creative and solve more complex problems than those who do not.
- Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills. (Hakuta 1996)
- Research suggests that "foreign language study is the language itself works and usability to use language in the service of thinking and problem solving." (Cummins 1981)
- Early language study results in greater skills in divergent thinking and figural creativity. (Landry 1973)

Early second language learning

- "The power to learn a second language is not limited to how many languages you learn, but how you learn them. They can learn as many as you allow them to hear systematically and regularly at the same time. Children just have this capacity. In fact, it is ripe to do this... there does not seem to be any detriment to... developing several languages at the same time" according to Dr. Susan Curtiss, UCLA Linguistics professor. (Curtain & Diller 2004)
- "The learning experiences of a child determine how well second languages are developed and used which no other child can match. That means what is easy and natural for a child - learning a language - can become hard work for an older child." (Curtain & Diller 2004)
- Research indicates that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age. (Bialystok & Peacock 1994; Pichsen 1989)
- Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills. (Hakuta 1996)
- People who are competent in more than one language consistently outscore monolinguals on tests of verbal and spatial intelligence. (Bruck, Lambert, Tucker 1974; Hafner, 1986; Weatherford 1986)
- Foreign language learners have better listening skills and better reading skills than monolingual peers. (Lapkin, et al 1990, Ratte 1968)

Second language study in schools

- Foreign language study in schools where children are assessed to achievement in school are able to excel. The resulting benefit to self-image, self-esteem and satisfaction with school experience are enormous. Foreign language students have a significantly higher self-concept than do non-language students. (Mason 1977; Saunders 1996; Andrade, et al. 1989)
- Language study is an area in which ELL students are successful in front of their monolingual peers since bilingual children learn additional languages more quickly than monolingual children. (Cummins 1990)
- Learning to speak a second language and to understand other cultures other than the mainstream - are valued. Research suggests that foreign language study "enhances the understanding of the language itself works. It is a more thoughtful and problem solving." (Cummins 1981)

Second language

- Students of foreign languages tend to score higher on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who studied one or more years outscored other students on the verbal and math portions of the test. (College Board 2003)
- Students who completed at least four years of foreign-language study scored more than 100 points higher on each section of the SAT than students who took a half year or less. (College Board 2003)
- Students who studied four or five years of a foreign language scored 150 points higher on the verbal section of the 2004 SAT than students who had studied any other subject for the same number of years. (College Board 2004)
- Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence. (Caldas & Pardo-Lopez 1999; Hakuta, 1986; Thomas, Collier, & Abbott, 1993).
- Foreign language learners consistently outperform control groups in core subject standardized tests often significantly. (Anstrong & Rogers 1997; Saunders & Masciantonio 1977; Karierty 1988; de Kretschmer & Kretschmer 1991)
- People who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence. (Brück, Lambert, Tucker 1974; Hakuta 1986; Weatherford 1986)
- Third-graders who had received 15 minutes of conversational French lessons daily for one year had statistically higher Stanford Achievement Test scores than their counterparts who had not received French instruction in school. (2003 and 2005)

Second language study promotes cultural awareness and competency

- In an age of global interdependence and an increasingly multicultural and multiracial society, early foreign language study gives children unique insight into other cultures and builds their cultural competency skills in a way that no other discipline is. The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other' according to the research of Piaget, Lambert and others. At age 10 children are in the process of moving from egocentrism to reciprocity and informing. Language received before age 10 is eagerly received." (Curtain 2004)
- "...(E)xposure to a foreign language serves as a means of helping children to intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language." (Curtain & Dahlberg 2004)
- The positive impact of cultural information is significant and what that information is experienced through foreign language and authentic situations. (Curtain & Dahlberg 2004)
- Experiences in learning a second language and learning another culture will facilitate teachers' interaction with their students' learning experience. Competent teachers understand that positive self-concept and positive identification with one's culture is the basis for academic success. (Lemberger 1990)
- Foreign language learners are more tolerant of the differences among people. (Carpenter & Torney 1974)

Second language study found to improve chances of college acceptance, achievement and

- Students who were in foreign language programs in high school—particularly those who included three years of foreign language study—were more likely to be accepted to college, more likely to succeed in college and less likely to drop out. (Horn & Kojan 2001)
- Graduating high school seniors who had completed more years of foreign language study showed a significant superiority in performance on achievement tests in English when compared with those who had not. (National Research Council 2002)

Second language study enhances career opportunities

- Studying a foreign language helps students understand English more completely and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language is essential for many careers and provides opportunities for one to learn more about different peoples and cultures. (National Research Council 2002)
- In a survey of 581 alumni of The American College of International Management in Glendale, Arizona, most respondents reported that their knowledge of foreign languages and other cultures. They said that their language study often a critical factor in their career success. They also reported that language study provided personal enrichment, mental discipline, and cultural enlightening.
- In recent years, the U.S. government has expressed a growing need for fluent speakers of languages other than English, particularly in less commonly taught languages such as Arabic and Chinese. (U.S. General Accounting Office 2001)

Second language study benefits understanding and security in community and society

- Research suggests that attitudes about other groups and cultures are formed in childhood and are often shaped between the ages of four and eight. Learning a language helps connect a child with another culture while they are young. (Gardner & Lambert 1988)
- The benefits of foreign language study last throughout one's lifetime. Recent research indicates that knowing two languages can help stave off age-related mental decline. Researchers compared monolingual to bilingual adults in a test of cognitive function, and bilingualism seemed to offer a protective benefit. (Bialystok 2004)
- The benefits to society are many. Americans having a second language improves international communication, enhances our economic competitiveness abroad, and maintains our political and security interests. (Center for Applied Linguistics 2004)

Barriers to second language study

- "...Not only are American second language programs in high schools too few and with too little intensity, they are failing to study in sufficient numbers many of the languages essential to meeting the challenges of a new century. (Committee for Economic Development 2006)
- "...Although approximately one million students study a second language in U.S. schools, the vast majority of these students are studying Spanish, French, or German. (National Research Council 2002)

- Opportunities to learn their languages and cultures are severely lacking in many low-income, minority, and urban school districts. Foreign language is available in only one-quarter of urban public schools compared with about two-thirds of suburban private schools.
- At the middle-school level, 78 percent of private (non-parochial) schools report that more than half of their students study foreign languages, compared with 57 percent of public middle schools.
- In 2003, 29 percent of public school principals in heavily minority school districts anticipated future increases in instructional time for languages. American Indian students earn fewer credits in foreign languages than their white peers. Increasing access to and enrollments in language courses in elementary and secondary schools may not, by themselves, be sufficient to ensure high levels of proficiency. The average high school student receives about 150 hours of language instruction per year.
- (Greater language proficiency can be achieved with a longer amount of time on task. & Pesola 1989) report that 300 hours of instruction spread over 3 years is woefully inadequate for high-school students to develop any useful proficiency. Elementary-school students, who receive only 30-60 minutes of instruction per week, are even more disadvantaged. Schools may also need to invest in more effective, time-based language learning, which is subject matter drawn from the school curriculum is delivered in a foreign language. 100% of states offer language immersion programs. —*The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security* (U.S. Department of Economic Development, 2006)

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National Council of State Supervisors of Foreign Language Instruction (NCSSFL) is an organization of education leaders from all states of the United States who have the responsibility of foreign/world language instruction.
<<http://ncssfl.org>>

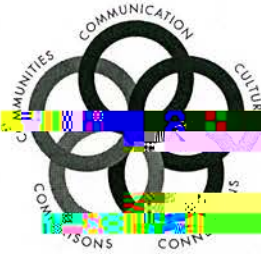
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WORLD READERS FOR LEADERS

GOAL AREAS

STANDARDS

COMMUNICATION

Communicate effectively in more than one language in a variety of situations and for multiple purposes

Interpersonal Communication

Learners use the language to convey information, reactions, feelings, and opinions.

Interactive Communication

Learners use the language to discuss what is heard, read, or viewed on a variety of topics.

Presentational Communication

Learners use the language to present information to a variety of audiences.

CULTURES

Interact with cultural competence and understanding

Relating Cultures

Practices to Perspective

Learners use the language to investigate the relationship between the practices and perspectives of the cultures studied.

Relating Cultures

Practices to Perspective

Learners use the language to investigate the relationship between the practices and perspectives of the cultures studied.

CONNECTIONS

Connect disciplines and acquire information in order to use the language in academic and related situations

Learners build, reinforce, and extend their knowledge of other disciplines while using the language.

COMPARISONS

Develop insight into the nature of culture with comparative experiences

Learners use the language to investigate, explain, and reflect on the nature of language.

Learners use the language to explain, analyze, and reflect on the nature of culture.

COMMUNITIES

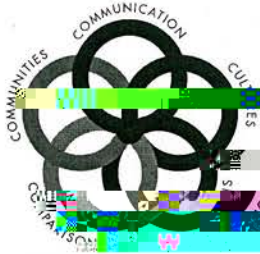
Communicate and interact in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners collaborate in their community at the local, national, and global levels.

Lifelong Learning:

Learners use the language to seek and use resources for their own development and advancement.



WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

The five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language and prepare learners to apply the skills and understandings.

The National Standards for Foreign Language Education were revised based on more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would demonstrate progress on each Standard.

These revised Standards include language goals that reflect the current educational landscape, including:

- Common Core State Standards
- 21st century skills

The Standards are applicable to:

- learners at all levels, from pre-kindergarten through secondary levels
- native speakers and heritage speakers, including students
- American Sign Language
- Classical Languages (Latin and Greek)

The 2011 report, *A Decade of Progress: Language and Foreign Learning Standards*, provided evidence of and support for the following revisions:

- The National Standards are revised from elementary, through secondary, to postsecondary levels.
- The integrated nature of the Standards is now explicitly accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in terms of Connections and Communities.

- Some standards are configured in single lines in terms of processes of observation and experience.
- Many local educational agencies have set language goals.

Standards from all levels of language education, including educators, were consulted to develop the 11 standards for Learning Languages. The Standards clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

- 93.4% of respondents describe appropriate (39.1%) or very appropriate (54.3%) for language learners.

provide equally clear (10.9%), somewhat clearer (96.0%), or much clearer directions.

In response to additional suggestions, the Standards provide sample indicators of progress, and sample indicators of proficiency.