

**New Jersey City University Request for
All-University Undergraduate Requirement Addition/Revision**
(For credit-bearing courses other than General Education requirements)

RECEIVED

All-University Requirement Title: World Language Requirement
 All-University Requirement Description: Novice-level proficiency in a language other than English
 Total Credit/Semester Hours: 0 - 6.0 credits

FEB 23 2017

UNIVERSITY SENATE

Additional Details:

Department(s)/Academic Unit(s) of Origin: Language Study Task Force & Modern Languages Department

**1. Proposer (Faculty Member(s)/Officer
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)

<u>Alberto Barugel</u> Alberto Barugel, Modern Languages Department 4/28/16	<u>[Signature]</u> 3. Curriculum Committee, CAS 2/16/2017
2. Chair, Department Curriculum Committee Date	<u>[Signature]</u> 4. Curriculum Committee, COE 4/20/17
<u>[Signature]</u> 4. Curriculum Committee, COE Date	<u>[Signature]</u> 5. Curriculum Committee, CPS 4/3/17
<u>Zhanna Wang</u> 6. Curriculum Committee, SOB 05/21/2018	<u>[Signature]</u> 7. Dean, CAS 17/MAY/2017
<u>Neborah Gellbo</u> 8. Dean, COE 4/26/17	<u>Neborah Gellbo</u> 9. Dean, CPS 4/10/17
<u>[Signature]</u> 10. Dean, SOB 5/21/18	<u>[Signature]</u> 11. Chair, GECAP 9/10/18
<u>[Signature]</u> 12. Chair, Senate PD&B Committee 10/11/18	<u>[Signature]</u> 13. Chair, Senate C&I Committee 12-18
<u>Paula Blaylock</u> 14. Senate Academic Standards Committee 12/17/18	

15. Senate President (upon Senate approval) Date _____
 16. Provost Date _____
 17. NJCU President (upon SACC approval) Date _____
 18. Board of Trustees President Date _____

Earliest effective date for AUR (Provost)

Form Approved by:
 Senate: February 8, 2016
 SACC: April 22, 2016
 Board of Trustees:

FOR NOTIFICATION PURPOSES:	
Proposer _____	Date _____
Chair _____	Date _____
Dean, CAS _____	Date _____
Dean, COE _____	Date _____
Dean, CPS _____	Date _____
Dean, SOB _____	Date _____
Senate President _____	Date _____
Registrar _____	Date _____

**See Guidelines for Proposals for New or Revised
All-University Graduation Requirements (AURs)
on reverse**

OVERVIEW

- The objective of this proposal is twofold:
 - (1) to recognize multilingual proficiency among our students, by awarding an NJCU Seal of World Language Competence, as well as corresponding course credit, to those who have achieved a proficiency level of Intermediate-Mid in a language other than English; and
 - (2) to enhance the second language skills of students who have not achieved a basic level of proficiency in a language other than English, as defined below, by requiring one or two semesters of study of one the languages offered at NJCU.
- This proposal outlines the methods by which students can demonstrate proficiency, and provides a road map that both students and advisors can use to guide them through the process.
- This requirement mirrors the current high school graduation requirement in the state of New Jersey.

1. Catalog Description

(A) NJCU World Language Requirement

Degree-seeking undergraduate students who do not possess basic communication skills in a language other than 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 basic communication in Spanish, with primary emphasis on oral communication (speaking and understanding oral speech). It is recommended for students with little or no previous knowledge of Spanish. Students who have completed two or more years of high school Spanish or are native speakers may not register 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 to 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), and recommends the Oral Proficiency Interview (OPI) or the Oral Proficiency Interview by Computer (OPIC) as the instruments of choice. To assess proficiency, both the OPI and the OPIC use ACTFL’s 10-point scale.

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 level currently required by the state of New Jersey for high school graduation. See Part 2, Section (C).

	Level achieved	Language credits required
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 ways to demonstrate proficiency

The number of course credits needed, if any, to fulfill this requirement will be 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 Program (CLEP) examination,
- (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 or obtaining course credit will be assumed by the student.

Assessment Instrument	Approx. cost to the student	Score / Level Achieved	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-Mid	3 credits
		Novice-High or higher	0 credits
(2) College Level Entrance Program Exam (CLEP)	\$ 80	0-49	6 credits
		50-80	0 credits
(3) New York University Proficiency Test (NYUPT)	\$ 320	0-5 points	6 credits
		6 points or higher	0 credits
(4) High School Advanced Placement Test (AP)	No cost	0-2	6 credits
		3-5	3 credits

(E) Who qualifies for exemption?

We estimate that 75% of NJCU students possess basic communication skills in a language other than English, and will be able to test out of this requirement, along with the following groups of students:

- Those who have earned a state *Seal of Biliteracy* from their high school;
- Those who have studied a language other than English for two semesters, at NJCU or any other 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 through one of the above-mentioned examinations.

(F) Recognition of language competence

- **SEAL OF WL 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, an official *NJCU Seal of World Language Competence*, similar to the *Seal of Biliteracy*, currently granted in high schools across New Jersey.
- **GOLD SEAL:** Since the New Jersey *Seal of Biliteracy* is awarded to students who achieve the level of INTERMEDIATE-MID on the Oral Proficiency Interview (OPI), NJCU would build on the same concept and award a **GOLD Seal of World Language Competence** to students achieving the same level, along with six (6) course credits.
- **PLATINUM SEAL:** A student who is able to move up and achieve the level of ADVANCED-LOW during his/her final semester at NJCU would receive a **PLATINUM Seal of World Language Competence**, as well as nine (9) course credits. Both the gold and platinum seals, along with the language(s) in question, will be noted on the student’s official transcript upon graduation.

(G) Course credit for language competence

NJCU currently awards language credits for demonstrated achievement on exams such as the CLEP, the Advanced Placement Test, and the NYU Proficiency Exam. We propose that NJCU approve and add the

OPI and the OPic as viable assessment instruments, and that course credit be awarded in accordance with the current ACTFL College Credit Recommendations.

Assessment Instrument	Cost to the student	Score / Level Achieved	Corresponding Credits
(1) Oral Proficiency Interview (OPI) or Oral Proficiency Interview by Computer (OPic)	OPI: \$ 140 OPic: \$ 70	Novice-Mid or lower	0 credit
		Novice-High, Interm-Low	3 credits
		Interm-Mid, Interm-High	6 credits
		Advanced-Low, Advanced-Mid	9 credits
		Advanced-High, Superior	12 credits
(2) College Level Entrance Program Exam (CLEP)	\$ 80	0-49	0 credit
		50-62	6 credits
		63-80	9 credits
(3) New York University Proficiency Test (NYUPT)	\$ 320	0-5 points	0 credit
		6-11 points	6 credits
		12 pts or higher	12 credits
(4) High School Advanced Placement Test (AP Exam)	No cost	0-2	0 credit
		3-5	3 credits

(H) Road map for students and advisors

Once the language requirement is in force, we expect that students will be looking for guidance and advice. To help students and academic advisors navigate through the various steps and options, we will provide them with a road map. **Attached Documents A and B contain two versions of the road map.** A more interactive version will also be AVAILABLE ONLINE, where 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 at our institution over a ten-year period; among them,

- (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 has adopted learning outcomes that do not apply to second language learning;
- (3) our university's current global learning initiatives and efforts to internationalize the curriculum in light of NJCU's Strategic Plan to "develop global competencies" (Strategy B) and "infuse emphasis on global citizenship into 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 statewide 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 world languages. To support the growth of New Jersey's dynamic economy, our state needs educated citizens whose multilingual abilities and multicultural sensitivities prepare them to work in a pluralistic society and a global economy. As countries become increasingly interdependent, it is essential that we promote proficiency in world languages to improve cross-cultural understanding. We must therefore help New Jersey students

broaden their opportunities to communicate in languages other than English, and develop the understanding needed to function in various cultural contexts. As a branch of the humanities, language education facilitates cross-cultural understanding by providing students with the tools to decode 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 New Jersey Department of Education in 2009, 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 enrolled in public elementary, secondary and adult high school programs within the state of New Jersey [include] at least five credits in world languages or student demonstration of proficiency [in a world language].”

Although the implementation of this standard has been delegated to the local school districts, 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 aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the NOVICE-HIGH level or above, which is a requirement for high school graduation. (*New Jersey Student Learning Standard for World Languages*, p. 2)

However, World Languages is a “non-tested” content area in many school districts. As a result, not all high school graduates attain the level of language proficiency required by the state. Our All-University Language Requirement would, in effect, give students who graduated high school without having achieved the level of NOVICE-HIGH another chance 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 today’s job market, they are at a distinct disadvantage. Regardless of their major concentration or career ambitions, these students stand to gain a great deal by developing basic skills in a language other than English along with first-hand cultural experience. The fields of health care, 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 and increasingly diverse U.S. population.

(E) Our underserved student population

There is a substantial body of research that points to a disturbing trend in relation to certain minority groups, both in our schools and within institutions of higher learning. It suggests that one of the groups most often overlooked or 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 enrolled in language courses have found, over the years, that a disproportionate number of African-American students have had little or minimal exposure in high school to a language other than English. Many of these students have reported to us how they have been discouraged from studying a language they were interested in or how they were redirected to non-language courses by their guidance counselors. This anecdotal information is well supported by the latest research. **See attached DOCUMENT C for excerpts from several articles that address this issue.** If New Jersey City University is to truly fulfill its mission by “setting high expectations for learner accomplishment,” it must challenge and expect the best from all of its students, irrespective of race, culture, or ethnicity.

(F) Remaining competitive with sister institutions

Five of the nine four-year public institutions in New Jersey have a two-semester world language 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 – three 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 urban mission, international focus, and proximity to New York City, NJCU is poised to become a leader rather than a follower in this area.

(G) Multiple benefits of language learning

There has been growing recognition in the United States in recent years that proficiency in more than one 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 who speak that language, but also to be more sensitive to cultural differences, to be more fully engaged within their own community, and, ultimately, to better 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 attached DOCUMENT D: "The Benefits of Language Learning"]:

- Improved reasoning and analyzing capacity, along with better listening and memory skills
- Greater academic achievement in other areas of study, including social studies and mathematics
- Improved understanding of the English language and greater sensitivity to vocabulary and syntax
- Increased cultural awareness and competency, and higher level of intercultural understanding
- 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 and cultures
- Enhanced employment opportunities and work-related relationships*

* 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 the 21st century, including health, education, business and finance, government, and national security.

3. Impact

(A) Recognition of language competence means higher graduation rate

The most significant impact of this proposal is that it will instantly recognize the 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* [see Part 1, Section (F)] and be awarded up to 12 course credits [Part 1, Section (G)]. As a direct result, approximately 75% of our students will not only be closer to achieving the 120 credits required for graduation, but will also possess certified credentials of multilingual competence.

(B) Impact on students required to take language courses

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 estimated 75% of incoming students who will test out by demonstrating proficiency, we estimate that 15-20% will have reached a high enough level to

satisfy the requirement by completing one semester (three credits) of a world language. The remaining 5-10% will most likely need to complete two semesters (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 66 to 45 allows most of our majors to incorporate one or two semesters of language into their studies without surpassing the 120 credits required for graduation. To minimize any impact that these language credits may or may not have on retention and/or target graduation dates, we advise: (1) comprehensive academic advisement; (2) early language testing; (3) timely declaration of major(s); and (4) advance planning that will allow students to make early decisions about scheduling and fulfilling graduation requirements.

(C) Language proficiency broadens job opportunities

Requiring students to demonstrate NOVICE-HIGH level proficiency in a language other than English or complete up to six credits of language will enhance their opportunities for employment in many fields. See Part 2, Section (G). There is significant data from the US 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, enrollment in 100-level language courses will increase by 15-20% during 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 occurred, we would need one additional full-time faculty line in the second year of implementation, as well as 1-3 additional adjuncts. The following table illustrates our calculations for 100-level courses over a six-year period, assuming that the world language requirement takes effect in FALL 2017:

Academic Yr	Actual/Projection	Students enrolled	# sections	F/T Faculty	Adjunct units*
2014-2015	Actual	240 per semester	15 per semester	1.5 per sem.	9 per sem.
2015-2016	Actual	200 per semester	13 per semester	.75 per sem.	10 per sem.
2016-2017	Projection	200 per semester	13 per semester	1.5 per sem.	9 per sem.
2017-2018	Projection	240 per semester	15 per semester	1.5 per sem.	11 per sem.
2018-2019	Projection	270 per semester	17 per semester	2.5 per sem.	10 per sem.
2019-2020	Projection	320 per semester	20 per semester	2.5 per sem.	12 per sem.

*1 class per adjunct

(E) Potential impact on existing programs

The impact that this language requirement may have on existing programs will vary. For 75% or our students, the additional credits earned through language proficiency exams will hasten completion of their major concentration as well as graduation. For those who will need to take one or two language courses, each department or program will be advised to help facilitate integration of those additional credits in a way that lessens the impact on graduation target dates and/or completion of the major. On the average, we estimate that 5% of majors in any one department may be required to take six credits of language courses, while another 5-10% may satisfy the requirements by completing just three credits.

4. Student Learning Outcomes

(A) Methodology and proficiency guidelines

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

the state of New Jersey through its Core Curriculum 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 “C” GOAL AREAS: Communication, Cultures, Connections, Comparisons, and Communities. **See DOCUMENT E for a summary description of these standards.**

Through the Communicative Approach, our students learn a second language the way they learned their first language: by natural immersion, comprehensible input, use of language in relatable contexts, and 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 lower order levels of processing outlined in Bloom’s taxonomy take place concurrently and, in many cases, subconsciously.

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 sequence (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 language study may be summarized as follows:

	100-level modern language course (2 semesters)
Learning Outcomes for Oral Communication	Students will be able to... - Demonstrate successfully a number of uncomplicated communicative tasks in straightforward social situations. - Converse on topics necessary for survival, such as personal information, basic objects, and a limited number of activities, preferences, and immediate needs. - Respond to simple, direct questions or requests for information, and ask a few formulaic questions.
Learning Outcomes for Written Communication	Students will be able to ... - Write about common elements of daily life. - Meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. - Express themselves in the context in which the language was learned, relying mainly on practiced material. - Recombine learned vocabulary and structures to create simple sentences on very familiar topics.

(B) Bloom’s Taxonomy

The Communicative Approach is grounded in the teaching of the spoken language in real-life situations. It emphasizes interaction as the means and ultimate goal of language learning. Its lessons are based on themes and situations, rather than grammatical concepts. Although course content cannot be identical for all languages offered at NJCU, the following topics and language functions are generally 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 compose dates and time of day
- Describe the weather and the seasons
- Name and describe simple actions in the present

- Identify and select interrogatives, formulate questions
- Understand and explain certain holidays and customs
- State likes and dislikes; describe hobbies and pastimes
- Recall and describe objects, colors, sizes
- Identify and describe the parts of the body
- Identify and describe people, family members, friends
- Match 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 and contrast family life
- Identify and describe location, use maps to give directions
- Illustrate use of possessive pronouns; describe possessions
- Identify and label articles of clothing; role play shopping activity
- Identify and name the parts of a house, furniture
- Role play: make reservations, going through customs
- Demonstrate simple narration in the past

5. Assessment Structure

The Modern Languages Department is committed to the systematic assessment of all courses that aim to develop language proficiency. There will be a mechanism in place for measuring the level achieved by students after one semester and after two semesters of language study. Instruments such as the OPI and the OPIc will be used to evaluate proficiency, compare the results with projected learning outcomes, and make necessary adjustments. All assessment data, including test results and subsequent action plans, will be published and disseminated to NJCU faculty on an ongoing basis. A committee composed 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 AUR with stated outcomes and objectives. See Part 6.

6. Curricular and Administrative Structures

Curricular Structure

- As mentioned in Part 4 of this document, 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 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 available will be the ones currently offered at NJCU: Arabic, Chinese (Mandarin), French, German, Italian, Japanese, and Spanish.
- The curriculum for elementary-level language courses focuses on the development of oral proficiency around themes that reflect real-life situations. Although course content cannot be identical for all languages offered, the topics and language functions generally integrated in elementary-level courses are very similar. See detailed list in Part 4, Sections A & B.

Administrative Structure

Although an initial recommendation for a second language requirement was introduced by the Modern Languages Department in 2013, this proposal results from the work of a dedicated university-wide task force charged to examine the status of foreign language study and proficiency among NJCU students,

and to put forward a comprehensive plan aimed at (1) the recognition of multilingual proficiency within a large segment of our student population, and (2) the development of second language skills among 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. Alexis Kim – representing the College of Education
- Prof. Damian Prince – representing the School of Business

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

- Mr. John Duff – Director of Career Advisement and Placement
- Dr. Donna Farina – Multicultural Center
- Dr. Anne Mabry – Interim Dean of Arts and Sciences

We recommend that a World Languages Committee composed of faculty representing each of the four 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 would do its work in direct consultation with the Modern Languages Department (MLD). All matters concerning the nature and development of world language courses, including curriculum, methodology, and instruction shall be under the purview of MLD. All departments and programs across the university will have the opportunity to provide feedback and make recommendations to the MLD through the World Languages AUR Committee.

7. Resources

There will be no resources needed for the creation of this AUR; not at the outset nor during its first year of implementation. In the second or third year of implementation, as the number of students taking language courses shows a significant increase, the number of sections may increase as well. Growth projections and estimates are illustrated in Part 3, Section D. According to those calculations, course offerings can be expected to increase by 20-30% after the second year of implementation, and 50-60% over a three-year period. Hence, one additional full-time faculty line may be required in the second year of implementation, and perhaps 1-3 additional adjuncts in the third or fourth 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 testing for the purpose of demonstrating language proficiency or obtaining course credit will be assumed by the test taker.

ATTACHMENTS:

- DOCUMENT A: Road Map for Students and Advisors
- DOCUMENT B: Flow Chart for Students
- 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 A: Road Map for Students and Advisors
- DOCUMENT B: Flow Chart for Students and Advisors
- DOCUMENT C: African-American Students and Foreign Languages
- DOCUMENT D: The Benefits of Language Study
- DOCUMENT E: World-Readiness Standards for Learning Languages

HOW TO SATISFY the WORLD LANGUAGE REQUIREMENT at NJCU				
A ROAD MAP FOR STUDENTS				
PLEASE RESPOND TO EACH QUESTION AS INDICATED – YOUR RESPONSE WILL GUIDE YOU TO THE NEXT STEP				
Q	Answer this question	Response	Next Step	What can I expect?
1	What is your dominant language?	English →	Go to Question 2	
		Other →	See testing options below*	to test out [see below]
2	Do you speak a language other than English?	Yes →	Go to Question 3	
		No →	Go to Question 4	
3	How well do you speak that second language?	Very well →	See testing options below*	to test out [see below]
		Moderately well →	Go to Question 5	
		Not very well →	Go to Question 4	
4	Have you ever studied a language other than English?	Yes →	Go to Question 6	
		No →	See Modern Languages Dept	to take 1-2 courses
5	How often do you speak that language?	Frequently →	See testing options below*	to test out [see below]
		Once in a while →	See Modern Languages Dept	to take 1-2 courses
		Hardly ever →	See Modern Languages Dept	to take 1-2 courses
6	How many years did you study that second language? (not counting university-level courses)	Less than 1 year →	Go to Question 7	
		1-2 years →	Go to Question 7	
		3 years or more →	See testing options below*	to test out [see below]
7	How many university-level courses have you taken in that second language?	None →	See Modern Languages Dept	to take 1-2 courses
		One semester →	See Modern Languages Dept	to take 1-2 courses
		2 or more semesters	See testing options below*	to test out [see below]

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

(1) ORAL PROFICIENCY INTERVIEW by computer [OPIc] – \$70.00

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

(2) ORAL PROFICIENCY INTERVIEW [OPI] – \$140.00

Offered in 81 LANGUAGES: Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba

A minimum rating of NOVICE-HIGH on the OPI or the OPIc will result in 6 course credits and would satisfy this requirement. A rating of NOVICE-MID will result in 3 course credits, and require one semester of language study at the elementary level. A rating of NOVICE-LOW will result in no course credit, and require two semesters of language study at the elementary level.

BOTH the OPIc and the OPI are given at NJCU [Grossnickle 418]. To schedule a test, contact Ms. Eleanor Anderson at 201-200-3305 or eanderson@njcu.edu.

WHEN IN DOUBT: See an advisor in the Modern Languages Department (Karnoutsos 202) or call 201-200-3176.

(3) COLLEGE LEVEL EXAMINATION PROGRAM [CLEP] - \$80.00

Given in only 3 LANGUAGES: French, German, Spanish.

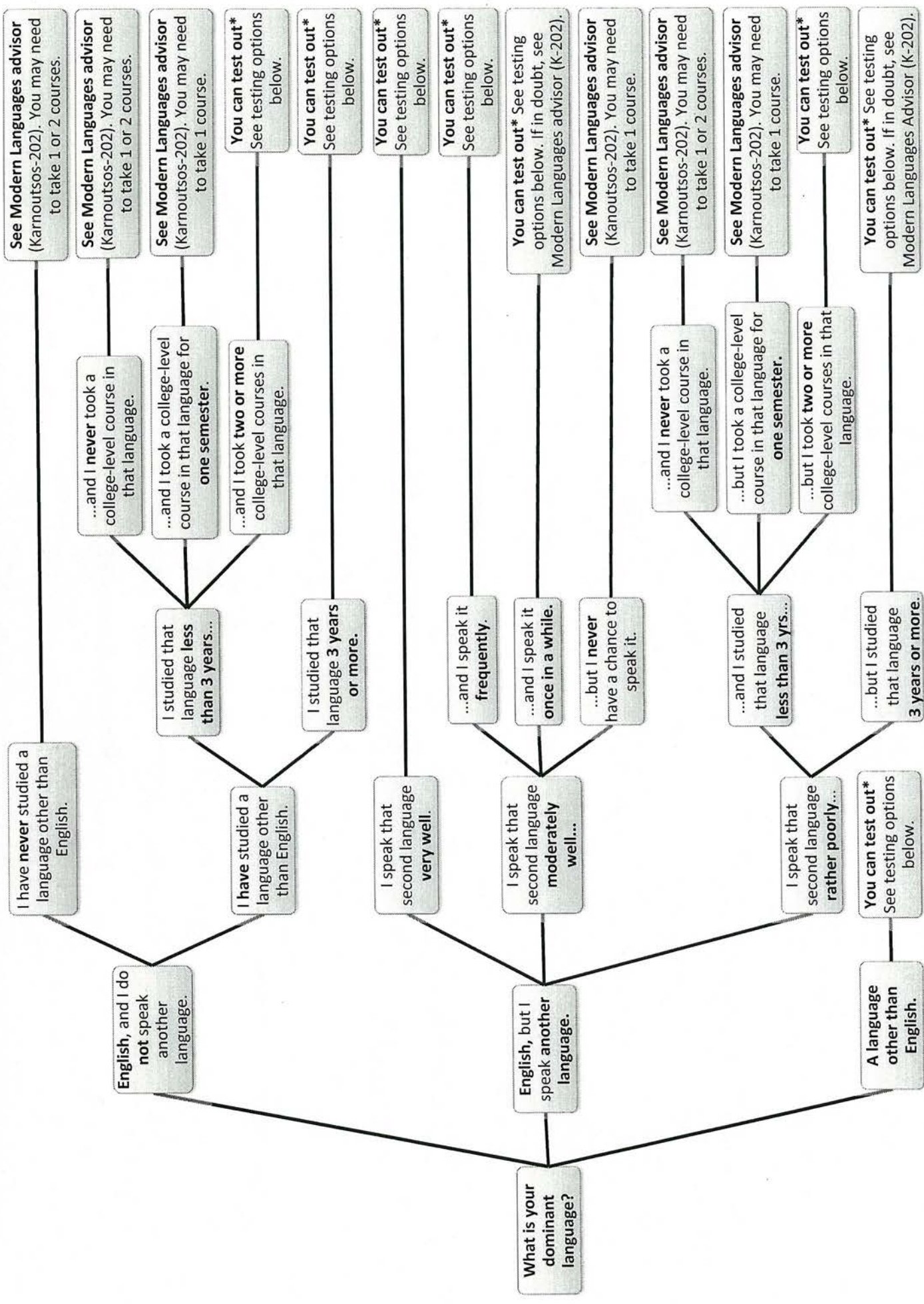
A score of 50 out of 80 on the CLEP will result in 6 course credits and would satisfy this requirement. A score of less than 50 yields no course credit, and may require one or two semesters of language study at the elementary level.

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 HCCC Testing Center at 201-

Attachment B

Flow Chart for Students and Advisors

NJCU World Language Requirement GUIDE – Will I need to study a language other than English at NJCU? – Follow this flow chart (from LEFT to RIGHT)



* You can test out of this requirement by taking an oral proficiency exam, such as the OPI or the OPIc, in the language of your choice, and achieving a level of NOVICE-HIGH or above (equivalent to a 3 out of 10 on the ACTFL scale). For certain languages, you can take the CLEP. See OTHER SIDE for additional information.

Attachment C

African-American Students and Foreign Languages

AFRICAN-AMERICAN STUDENTS AND FOREIGN LANGUAGES – EXCERPTS

Lack of bilingual ability could be hurting blacks in job market

by David A. Love | June 15, 2012 at 8:35 AM

<http://thegrio.com/2012/06/15/lack-of-bilingual-ability-could-be-hurting-blacks-in-job-market/>

When it comes to African-Americans in today’s job market, skin color or a black-sounding name could keep some people from landing a job. But so, too can the failure to learn a second language.

In El Paso, Texas and other heavy Spanish-speaking areas, otherwise qualified black applicants are finding it hard to find a job because they are not bilingual. But why is it important to learn another language?

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

According to doctoral research she conducted at Louisiana State University, Katrina Watterson found that black college students take fewer foreign language classes and major or minor in foreign languages less frequently than their white counterparts. Further, African-Americans do not participate as often in foreign exchange programs. There is simply a lack of interest, in her view. And in the case of Spanish, part of the problem is that the language often is taught in a vacuum, where black students are unaware of the linkages between African and Hispanic culture, the Spanish and Portuguese slave trade, and the contributions of Afro-Latino people.

There are many benefits to studying a foreign language, including helping students boost their creativity and abstract thinking, improving their overall academic achievement and increasing their chances of getting into college. Learning another language also leads to greater respect and tolerance of other cultures.

And in a global marketplace, bilingualism means job opportunities. Foreign language proficiency provides you with more flexibility and makes you more marketable. According to Careerbuilder.com, employers highly value bilingual employees, and are willing to them between 5 and 20 percent more per hour than other workers. The demand is especially great in the South and West.

In addition, corporations want people who are better positioned to deal with their diverse client and vendor base. Skilled, more versatile employees are a matter of competitive advantage in the business world. The top industries for bilingual speakers are financial services, healthcare, sales and marketing, and social services including consumer credit counselors, cross-cultural counselors and bilingual teachers.

The lesson learned in all of this is simple: step up your game and take some Spanish classes. Or learn French, Arabic, 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, experiences, and identity

By Glynn, Cassandra Lea (2012)

<http://conservancy.umn.edu/handle/11299//143200>

In regard to African-American students, however, this study provided evidence of a low enrollment and retention among African-American students. Furthermore, findings reflected that teachers and fellow students harbored negative perceptions and stereotypes of African-American students, pointing to the pervasiveness of institutional and social racism in the students' schools and communities. Other 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 Reach

By Alfred J. Guillaume, Jr.

<http://www.adfl.org/bulletin/V25N3/253065.HTM>

How those responsible for foreign language teaching promote language study among our nation's minorities is a significant challenge facing the professoriat today.

The global advantages of foreign language learning should be of great importance in any initial steps to invite enhanced appreciation of foreign language among students, particularly among minorities. ... We need to highlight the more practical career applications of foreign language study. ... We need to explore with them how language proficiency affords opportunities in a plethora of careers in law, education, government, industry, business, and not-for-profit fields.

Minority students will have a greater interest in foreign languages if we use our classes to show them that the experience of people of color is not defined exclusively by the American experience and that as 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 variety of their experiences. And if we are to retain minority students' interest, we must convince them of the unlimited opportunities available to them through such study.

James J. Davis, an African American professor at Howard University, in an explanation of how he teaches African American students to appreciate languages, states simply that "we tend to look at culture in the foreign language context in terms of the big icons of civilization such as the Eiffel tower—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 learn what makes them tick, how they behave" (Turner 26). Minority students need to understand how languages have shaped both low and high cultures of the African diaspora, as in the creole dialects of the Caribbean and Louisiana. Even in such high culture as the poetry of Aimé Césaire the indigenous idiom that roots the poet in the world is visibly and audibly striking.

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

By Karin Fischer | The Chronicle of Higher Education April 27, 2014

http://www.nytimes.com/2014/04/28/us/black-colleges-in-us-struggle-to-reconnect-to-world.html?_r=0

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 Patti McGill Peterson, presidential adviser for global initiatives at the American Council on Education. “It’s an equity question.”

Persuading students to travel overseas can also be difficult, says Maxine Sample, director of international education at Virginia State University. Fewer than 4 percent of American students who go abroad are black, according to the Institute of International Education, far less than their share of the overall college population.

A large number of Ms. Sample’s students are the first in their families to go to college, and they — and their parents — don’t always see how international study fits with their degree or career. “For many of them, going away to college is quite a journey,” she says. “To talk about leaving the country might be a 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/~fischerw/courses/advanced/methods_docs/pdf_doc/wbf_collection/0351_0400/0400_FLA_2005_AfrAm_Opinions_Moore.pdf

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

An examination of the responses to questions 10 and 11 provided reasons for nonenrollment in foreign language programs, and responses to question 19 revealed students’ major areas of study. Students were encouraged to elaborate on their responses. Although not many did, those who elaborated wrote that they were told by their teachers or counselors that foreign languages are “hard.” One counselor was quoted to have said to the student to do “something practical” and something that is “within your ability, like social work or nursing.” The listing of major areas of study in Tables 3 and 4 gives credibility to that statement, and supports previous research finding by Malcom (1984), Garibaldi, (1992), Williams and Norris (1984), and Hall and Post-Kramer (1987), that counselors tend to steer African-American students into social sciences and social welfare areas.

5. What do students think can be done to increase enrollments of African-American students in foreign language programs?

Students provided recommendations to question 17 for increasing enrollments at the elementary level, at the high school level, and at the college level. The most frequently cited recommendations for elementary schools included: (a) the creation of foreign language programs in more schools; (b) more emphasis on cultural instruction; (c) less concern placed on the language and grammar; and (d) disseminating more information to students on the benefits of learning a foreign language. At the high school level, students recommended that language instruction should focus more on developing speaking skills and on developing cultural awareness, and less on writing and grammar. Some felt that greater efforts should be made to recruit more African-American foreign language teachers so that students could have visible proof that teaching was a worthwhile profession. Finally, the students in this study recommended special

workshops/lectures to expose African-American students in general to the benefits of learning a foreign language. Students stated that at the college level, study abroad programs should be mandatory and students should be exposed early in their freshman year to the benefits of learning about other cultures and of knowing a foreign language, so that they could make informed decisions about pursuing a foreign language as a possible major. Many bemoaned the fact that they had never had the opportunity of knowing about career possibilities related to foreign languages, and they strongly recommended that all college departments make foreign languages a requirement for graduation. The recommendations are not unlike those of Pavian-Roberts (1992) whose incoming freshmen expressed similar opinions.

The male students indicated almost overwhelmingly that they thought they should be told the benefits of studying a foreign language and that they would study a foreign language once it was required. The responses are similar to those found by Perry and Locke (1985) who stated that teachers have negative expectations of African-American students, in general, and male students in particular, and that African-American students in general, but African American male students in particular, are made to believe that they cannot perform well in academic subjects.

The responses support Hawkins's (1992) finding that no one is communicating the fact that teaching can be a career choice for African-American students. Three female students wrote that not one of their counselors ever suggested that they consider teaching or studying foreign languages as career options. Such counsel may have multiple interpretations. If the counselors were African Americans, they may consider it their responsibility to steer the next generation of African-American students towards more lucrative careers.

Lack of enthusiasm for or interest in foreign languages can also stem from poor teaching practices, as with all other curricular offerings. The most commonly repeated negative criticism of foreign language experiences dealt with teachers' attitudes and teaching styles. The negative comments were that lessons were boring, the material was boring, the teachers were boring, and the teachers were not interested in whether students learned or not. Such unsatisfactory pedagogical practices may also account for the students' lack of interest in joining the profession.

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 must desist from discouraging African-American students from enrolling in programs that they consider "too academic" or "too hard." African-American students have shown that they can successfully develop skills in foreign languages that have been categorized as some of the most difficult to learn (Moore & English, 1997, 1998).

With regards to foreign language instruction at the college level, it is recommended that heads of departments consider restructuring the programs to include courses that focus on developing speaking skills and cultural proficiency. This study indicated that African-American students, like most other students, are willing to study a foreign language once it is required. Programs that offer greater interdisciplinary opportunities (e.g., business, journalism, advertising, early and elementary education, social work), can include language and culture courses that better prepare students for the changing population needs.

ACE

College-Bound Students' Interests in Study Abroad and Other International Learning Activities

<http://www.acenet.edu/news-room/Documents/2008-Student-Poll.pdf>

However, the new findings, published in this special edition of STUDENTPOLL, demonstrate conclusively that the interest of college-bound students in international learning experiences is extraordinarily high. The nature of the international experiences they seek is expansive, including not only study abroad, but also internships, cultural immersion, and fluency in a foreign language.

Some key findings from the current research demonstrate the magnitude and scope of current student interest in international learning: • Fifty-five percent indicated that they are certain or fairly certain they will participate in study abroad, with another 26 percent indicating a strong desire to study abroad. • Thirty-five percent plan an international internship. Likewise, 37 percent responded that they were very interested in acquiring career-related work experience in another country. • Among those planning to study abroad, more than 70 percent plan either to become proficient in a second language or at least learn enough of the language to be able to comfortably converse with people in that country

2. A majority of students intend to have a high level of proficiency in the language of the country where they plan to study. We asked those students who indicated plans to study abroad to select the statement, from a series, that best described their intention to learn the language of the country where they plan to study and live. More than 70 percent either plan to learn and speak the language fluently or at least expect to learn enough of the language to converse comfortably with others. Another 6 percent reported that they already know the language of the country they plan to visit. Eleven percent indicated they don't plan on learning a foreign language because they're planning to study in an English-speaking country (see Chart 2).

5. Cost and lack of proficiency in a foreign language are the main reasons students cite for their lack of interest in study abroad. Among those students who indicated they are unsure about or don't want to study abroad, 30 percent indicated that cost was the primary reason for their lack of interest or uncertainty. Students may worry about cost because they are not familiar with the kinds of study abroad options and opportunities a college may offer them and the cost of those options. Twenty-six percent cited their inability to speak a foreign language well as the primary reason.

African-American students were more likely than Hispanic, Caucasian, and Asian students to say their primary reasons for not planning to study abroad are that they "don't speak a foreign language well enough," "are worried about the cost," and have "anxiety or concern about security or acts of terrorism and recent events in the world."

The Attitudes of African American Students Towards the Study of Foreign Languages and Cultures

By Katrina Watterson

<http://etd.lsu.edu/docs/available/etd-04152011-150931/unrestricted/totaldiss.pdf>

My preliminary studies on this topic suggest that today students are receiving similar advice as they seek to be counseled regarding the steps they should take in their education. Clearly today's African American

students are not the newly 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 career tracks and practical grounding and to shy away from liberal arts inspired disciplines like music, art and for the purposes of this dissertation foreign languages still resonates within the African American community. Some of my own students have expressed to me that they have been encouraged by their on-campus advisors to either procrastinate fulfilling their foreign language requirements or to forego the option of 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 already encountered challenging notions that deter interests in foreign languages from the academy, their communities and in some ways the current labor market that are deeply embedded into their psyche, and then we (the educators) must conduct the strenuous task of work to challenging this mentality.

Returning to the linkages between culture and language as a cause of limited African American student participation, studies reveal African American students are simply not aware of the African influence in the cultures of many foreign languages.

According to Lassiter (2003), only slightly more than three percent of foreign language graduates in the United States were African Americans in the 1990's although the majority of these students 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 Markham (1991) conducted a study with the same focus which covered a larger population of African American students. The two researchers sent 1200 copies of a student questionnaire to 53 predominantly Black institutions which included such universities as Alabama State University, Alcorn State University and Southern University-New Orleans. According to the results of the study, only 4 out 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 acknowledged that their foreign language courses would be more relevant to them if African themes were emphasized in first- and second-year courses.

The notion of a —hidden curriculuml is brought to the forefront of the US educational system in Akbar's (1998) discussion of a curriculum which highlights the history and accomplishments of European Americans and purposely excludes those of African Americans. According to Akbar and like-minded critical scholars (Pinar, 2006; Giroux, 1983, Watkins, 2001; West, 1990; etc.), as early as grade school, students are exposed to a Eurocentric curriculum replete with limited and often distorted notions of the presence and participation of people of African descent in the Americas. This sentiment seems to carry over into the study of foreign languages 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 century old ties that bind African and Hispanic cultures which profoundly influence the present day commonalities between the two communities.

Attachment D

The Benefits of Foreign Language Study

The Benefits of Second Language Study

Research Findings with Citations

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• ...benefits higher order, abstract and creative thinking	4
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Status of second language study in the USA

- "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one's own. Although there have been times in the country's history when foreign languages were considered as important as mathematics and science, they have reemerged as a significant concern primarily after major events that presented immediate and direct threats to the country's future. Most recently, the events of September 11, 2001, compelled the federal government to reflect on the expertise of its personnel and to focus attention on the need for more and better language skills, particularly in certain languages considered critical. It would be shortsighted, however, to limit national attention to the needs of government alone. Language skills and cultural expertise are also urgently needed to address economic challenges and the strength of American businesses in an increasingly global marketplace. Professions such as law, health care, social work, and education call out for an international dimension that reflects the changed world environment and increasingly diverse U.S. population. The U.S. education system—from elementary and secondary school to higher education—needs the capacity to provide the requisite training. Higher education needs the

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

- "All but two countries (Ireland and Scotland) in the European Union mandate the study of a foreign language, which usually begins in primary school. With the exception of Italy and Wales, all European students must learn a foreign language throughout their compulsory 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 has found a positive link between second language proficiency and cognitive and academic ability. (And)..a multilingual workforce enhances America's economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness." (Marcos & Peyton 2000)
- In addition to developing a lifelong ability to communicate with people from other countries and backgrounds, other benefits include improved overall school performance and superior problem-solving skills. (Bamford & Mizokawa 1991; Hakuta 1986)

Second language study benefits academic progress in other subjects

- Applying current standard practices of foreign language instruction ("Five Cs of Communication, Culture, Connections with other disciplines, Comparisons with students' native languages and cultures, and use of the foreign language in Communities outside the classroom") reinforces English language course content of other coursework. (Curtain & Dahlberg 2004)
- Learning another language can enhance knowledge of English structure and vocabulary (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 than those who did not. (Dumas 1999)
- 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 core subject areas on standardized tests, often significantly. (Armstrong & Rogers 1997; Saunders 1998; Masciantonio 1977; Rafferty 1986; Andrade 1989; Kretschmer & Kretschmer 1989)
- One study found students scored significantly higher in math and language arts after one semester of foreign language study 90 minutes per week. (Armstrong 1997)
- Foreign language learners consistently outperform control groups in core subject areas on standardized tests often significantly. (Armstrong & Rogers 1997, Saunders 1998, Masciantonio 1977, Rafferty 1986, Andrade, Kretschmer & Kretschmer 1989)
- Students who started kindergarten in the first Kansas City foreign language magnet schools in 1988 had surpassed national averages in all subjects by the time they reached fifth grade. These foreign language students performed especially well in mathematics. (Eaton 1994)
- Foreign language students within an urban magnet program scored well above anticipated national norms in both reading and mathematics and higher than the average of all magnet

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 abilities in reading, writing, mathematics and other subjects. (Saville-Troike 1984)
- Bilingualism fosters the development of verbal and spatial abilities. (Diaz 1983)
- Students learning a second language in elementary school surpassed those who were not in English reading and language arts tests. (Mavrogenes 1979).
- Early second language study promotes achievement in English vocabulary and reading skills. (Masciantonio 1977)
- Foreign language learners consistently score higher than their non-language-learning peers in measures of English vocabulary, particularly when the language studied has Latin roots. (Masciantonio 1977)

Second language study narrows achievement gaps

- Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study. Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school. (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 than those who did not. (Dumas 1999)
- Foreign language study can help to alter the trajectory for children of average intelligence and narrow the achievement gap. (Garfinkel & Tabor 1991)
- Cincinnati's Foreign Language Magnet Program has a student population that is 57% African American and 43% Caucasian, with 52% of the total receiving free and reduced lunch. Achievement for these children far exceeds national norms in both reading and math and participants in the foreign language magnet program on average score higher than the average of all Cincinnati's many magnet programs. (Andrade, Kretschmer & Kretschmer 1989)
- In a four year study by McGill University, working class students did just as well in foreign language as middle-class students even though their English skills were not as good. (Holobow 1988)

Second language study benefits basic skills development

- 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 than those who did not. (Dumas 1999)
- There's a high positive correlation between foreign language study and improved reading scores for children of average and below average intelligence. (Garfinkel & Tabor 1991)
- Foreign language learners have better listening skills and sharper memories than their monolingual peers. (Lapkin, et al 1990, Ratte 1968)

Second language study benefits higher order, abstract and creative thinking

- Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not. (Bamford & Mizokawa, 1991)
- Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills. (Hakuta 1986)
- Research suggests that foreign language study “enhances children’s understanding of how language itself works and their ability to manipulate 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 enriches and enhances cognitive development

- “The power to learn a language is so great in the young child that it doesn’t seem to matter how many languages you seem to throw their way....They can learn as many spoken languages as you can allow them to hear systematically and regularly at the same time. Children just have this capacity. Their brain is ripe to do this...there doesn’t seem to be any detriment to....develop[ing] several languages at the same time” according to Dr. Susan Curtiss, UCLA Linguistics professor. (Curtain & Dahlberg 2004)
- “The learning experiences of a child determine which [neural] connections are developed and which no longer function. That means what is easy and natural for a child – learning a language – can become hard work for an older learner.” (Curtain & Dahlberg 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 & Hakuta 1994; Fuchsen 1989)
- Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills. (Hakuta 1986)
- People who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence. (Bruck, Lambert, Tucker 1974, Hakuta 1986, Weatherford 1986)
- Foreign language learners have better listening skills and sharper memories than their monolingual peers. (Lapkin, et al 1990, Ratte 1968)

Second language study enhances a student's sense of achievement

- Foreign language study is area where children not accustomed to achievement in school are able to excel. The resulting benefit to self-image, self-esteem and satisfaction with school experience are enormous. Evidence from several studies study show language students to have a significantly higher self-concept than do non-language students. (Masciantonio 1977, Saunders 1998, Andrade, et al. 1989)
- Language study is an area in which ELL students can be successful in front of their peers, since bilingual children learn additional languages more quickly and efficiently than monolingual children. (Cummins 1990)
- Offering foreign language study demonstrates to ELL students and their families that languages other than English - and by extension cultures other than the mainstream - are valued. Research suggests that foreign language study “enhances children’s understanding of how language itself works. It also increases their ability to manipulate language in the service of thinking and problem solving.” (Cummins 1981)

Second language students score higher on standardized tests

- Students of foreign languages tend to score higher on standardized tests. Results from the Scholastic Aptitude Test (SAT) show that students who had studied a foreign language for 4 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 2004)
- Students who studied four or five years of a foreign language scored higher on the verbal section of the 2004 SAT than students who had studied any other subject for the same number of years. (Cooper 1987; Eddy 1981)
- Other studies correlate bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence (Caldas & Boudreaux, 1999; Hakuta, 1986; Thomas, Collier, & Abbott, 1993).
- Foreign language learners consistently outperform control groups in core subject areas on standardized tests often significantly. (Armstrong & Rogers 1997, Saunders 1998, Masciantonio 1977, Rafferty 1986, Andrade, Kretschmer & Kretschmer 1989)
- People who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence. (Bruck, Lambert, Tucker 1974, Hakuta 1986, Weatherford 1986)
- Third-graders who had received 15 minutes of conversational French lessons daily for a year had statistically higher Stanford Achievement Test scores than their peers who had not received French instruction. (Lopata 1963)

Second language study promotes cultural awareness and competency

- In an age of global interdependence and an increasingly multicultural and multiethnic 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 able to do. "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 egocentricity to reciprocity and information received before age 10 is eagerly received." (Curtain & Dahlberg 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 significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations." (Curtain & Dahlberg 2004)
- Experiences in learning a second language and learning another culture will facilitate teachers' interactions 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 attainment

- Students who were in “rigorous” programs in high school—that included three years of foreign language study—were likely to earn better grades in college and less likely to drop out. (Horn & Kojaku 2001)
- Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English when compared with nonforeign language students. (Bastian 1980)

Second language study enhances career opportunities

- Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different peoples and cultures. (National Research Council 2007)
- In a survey of 581 alumni of The American Graduate School of International Management in Glendale, Arizona, most respondents said they had gained a competitive advantage from their knowledge of foreign languages and other cultures. They said that not only was language study often a critical factor in hiring decisions and in enhancing their career paths, it also provided personal fulfillment, mental discipline, and cultural enlightenment. (Grosse 2004)
- In recent years, the U.S. government has expressed a 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 2002).
- Students of foreign languages may have better career opportunities. (Carreira & Armengol 2001)

Second language study benefits understanding and security in community and society

- Research suggests that attitudes about other groups and peoples are formed by the age of ten and are often shaped between the ages of four and eight. Learning a language at a young age helps connect a child with another culture while they are still open-minded and have not yet begun to restrict their views of others whom they perceive to be different. (Curtain & Pesola 1988)
- The benefits of foreign language study last throughout one’s lifetime. Recent research indicates that knowing two languages may 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 fluent in other languages improve global communication, enhance our economic competitiveness abroad, and maintain our political and security interests. (Center for Applied Linguistics 2004)

Barriers to second language study

- "...Not only are American secondary school students studying foreign languages too seldom, 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 era. (Committee for Economic Development 2006)
- "...Although approximately one million students in the United States study French, a language spoken by 70 million people worldwide, fewer than 40,000 American students

- Opportunities to learn about other languages and cultures are severely lacking in many low-income, minority, and urban school districts. Foreign language instruction is offered 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 51 percent of students in public middle schools.
- In 2003, 29 percent of public school principals in heavily minority school districts anticipated future decreases in instructional time for foreign languages. African-American, Hispanic, and American Indian students earn fewer credits in foreign languages than their white peers. Increasing access to and enrollments in foreign language courses in elementary and secondary schools may not, by themselves, be sufficient to improve foreign language 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. (Curtain & Pesola 1988)) Experience has shown that 300 hours of instruction spread over two years is woefully inadequate for high-school students to develop any usable level of proficiency. Elementary-school students, who receive only 30-60 minutes of instruction per week, are even more disadvantaged. Schools may also need to change the way languages are taught. Time on task is important, which may mean greater use of immersion programs and content-based language learning, where subject matter drawn from the school curriculum is delivered in a foreign language. In 2002, only 29 states offered language-immersion programs..."
—*The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security* (Committee for Economic Development 2006)

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Attachment E

World Readiness Standards for Learning Languages



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<p>COMMUNICATION</p> <p>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>Interpersonal Communication:</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Interpretive Communication:</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>Presentational Communication:</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES</p> <p>Interact with cultural competence and understanding</p>	<p>Relating Cultural Practices to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>		<p>Relating Cultural Products to Perspectives:</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>
<p>CONNECTIONS</p> <p>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</p>	<p>Making Connections:</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>		<p>Acquiring Information and Diverse Perspectives:</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
<p>COMPARISONS</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>Language Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>		<p>Cultural Comparisons:</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>
<p>COMMUNITIES</p> <p>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</p>	<p>School and Global Communities:</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>		<p>Lifelong Learning:</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

The five “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to their future careers and experiences.

The National Standards for Learning Languages have been revised based on what language educators have learned from more than 15 years of implementing the Standards. The guiding principle was to clarify what language learners would do to demonstrate progress on each Standard.

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

- Common Core State Standards
- College and Career Readiness
- 21st century skills

These Standards are equally applicable to:

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

The 2011 report, *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*, provided evidence of and support for the following concepts which influenced these revisions:

- The National Standards are influencing language learning from elementary, through secondary, to postsecondary levels.
- The integrated nature of the five “C” goal areas has been accepted by the profession.
- Educators asked for more description of what language learners should know and be able to do in the goal areas of Connections and Communities.

- Over 40 states have used the five “C” goal areas to create state standards for learning languages (identifiable even if configured in slightly different ways).
- Some state documents are beginning to describe cultural outcomes in terms of processes of observation and experience.
- Many local curricula are also aligned with the five “C” goal areas and the details of the 11 standards.

Based on this consensus from all levels of language educators, **the five goal areas and the 11 standards have been maintained.** The World-Readiness Standards for Learning Languages clarify and better illustrate each goal area and standard in order to guide implementation and influence assessment, curriculum, and instruction.

Responses to the online feedback survey gave overwhelming support to the proposed revisions:

- **93.4%** of respondents said the “refreshed” Standards describe **appropriate** (39.1%) or **very appropriate expectations** (54.3%) for language learners.
- **94.9%** of respondents said the “refreshed” Standards provide **equally clear** (10.9%), **somewhat clearer** (26.8%), or **much clearer direction** (57.2%) for language educators and learners.

In response to additional suggestions from the feedback and comments received, specific descriptions of performance at each level (Novice, Intermediate, Advanced, and Superior), sample indicators of progress, and sample learning scenarios will be the next areas addressed in this revision process.

All documents may be accessed at: www.actfl.org/publications/all/national-standards-foreign-language-education.