Resource Guide

to Developing Linguistic and Cultural Competency in the United States

STARTALK
Start Talking!

National Foreign Language Center
University of Maryland

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to
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A User's Overview of this Resource Guide

This ***Resource Guide*** is a companion to the White Paper, ***The Teachers We Need: Transforming World Language Education in the United States.*** The intended purpose of the *Resource Guide*, as implied by the title, is to provide a set of resources to assist and support American educators in the implementation of effective World Language education and the transformation of the World Language teacher supply system from the previous century to that of the 21st century. The term "World Language" is used to refer to any human language, but here it normally designates languages other than English that are taught in American schools and colleges. The guide's primary focus is on primary and secondary school language education, but post-secondary learning is also discussed in some of the sections of the guide.

It is the research team's hope that information in this guide will be of value to many diverse users, ranging from policy-makers, administrators, and managers of education systems and programs, to teacher educators, principals, teachers and other language education professionals, prospective teachers and language students, and the parents of language students.

The guide attempts to gather together in one document summaries of useful and timely information pertinent to enhancing and expanding the language education capacity of the United States, so that it may become more in line with the capacities of the other highly developed countries. In addition to the summarized information, the guide also provides a large number of citations and sources for additional information.

This guide consists of 10 sections.

- Section 1 "**Benefits to the Individual and Society of Knowing another Language and Culture**" summarizes the increasingly impressive bodies of research that document both American society's need for a citizenry with much more robust world language ability and the great number of cognitive, social, academic, problem-solving and practical benefits that have been observed in children who learn one or more languages in addition to their home language.

- Section 2 "**The Present State of US Language Education and Comparisons with Other Nations**" presents a rather grim description of the extent to which the country is falling short in meeting the needs described in Section 1. Based on data from recent national surveys, it is reported that, for example, the percentage of college students who study a language other than English is now half of what it was 45 years ago, that fewer graduate students study another language than 35 years ago, despite the fact that there are almost twice as many students in graduate school now as there were then, and that only about two

students in every nine who do study language enroll in courses beyond the second year. The situation in America's primary and middle schools is worse.

The section then goes on to compare the language enrollments in America's schools with the language education policies of more than thirty other developed countries. It is shown that the United States is one of only three countries that do not implement compulsory world language study in public schools (the others are New Zealand and Australia), and that American students typically begin language study at a significantly older age than in the other countries.

- Section 3 "**National World Language Education Survey: A State of the States Report in 2009**" is the report of a major research study conducted in 2009 to identify and document the different policies and practices of the individual states with regard to language education and teacher preparation and certification.

- Section 4 "**NCSSFL High School World Language Graduation Requirements by State"** contains data from 28 states plus the Department of Defense Education Activity about the current status and future plans of high school world language graduation requirements. It was compiled by members of the National Council of State Supervisors for Languages (NCSSFL) in February 2010.

- Section 5 "**Defining Language Proficiency Skills and What It Takes to Achieve Significant Proficiency**" explains the concept of "language proficiency" and the rating scales and skill-level descriptions that language educators and applied linguistics and testing specialists in both government and academia have developed and then refined over the last half century of work. The language proficiency rating descriptions are functional in nature, keyed to what people actually need to be able to do with a language, and government language training institutions have determined precisely how much study time is needed by an average good learner to attain the functional capabilities of the defined proficiency levels. The time needed to attain even minimal proficiency beyond the survival level is significantly more than what is available in two years of typical language study in college or high school. The two most widely used world language proficiency skill-level descriptions are those of the Interagency Language Roundtable (ILR) and the American Council on the Teaching of Foreign Languages (ACTFL); both sets of descriptions are provided in the guide.

- Section 6 "**Sample Tests and Assessments of Professional Knowledge and Language Proficiency"** lists and describes examples of national tests that are available to provide valid and reliable assessments of world language proficiency and tests of English language competence for different purposes. A list of sources for no-cost *self-assessments* of world language proficiency is also provided here. The section also lists and describes national and state tests to assess a prospective teacher's pedagogical knowledge, including both praxis and knowledge of subject matter.

- Section 7 "**Recognized National Teacher Standards"** provides information on three national standards used in language teacher education and certification.

- Section 8 **"Alternative Certification Routes for Teachers of World Languages"** presents information on national models for enabling prospective language teachers from non-traditional sources to develop the knowledge, skills, disposition, and experience necessary to function effectively in an American classroom and to continue to develop professionally. Such alternative models for achieving basic certification are increasingly important for teachers of the less commonly taught languages, such as Arabic, Hindi, Korean, Persian, and many others.

- Section 9 "**Ten Essential Characteristics of Effective Language Education Programs**" were identified from an exhaustive literature review of the published research on classroom language teaching and learning conducted by Jackson and Malone (2009). They provide overarching principles in designing and implementing any effective world language program.

- Section 10 "**Resource Guide References**" is a collection of URLs and citations of print resources that are relevant to issues presented within the volume. It also contains a great deal more. For example, in part 10.1, information is provided about opportunities for language study, including study abroad, sources of support for language study, information about careers where language ability is an asset or a necessity, names of professional organizations, and a selection of online programs for language study. The section also provides information for teachers and administrators, including sources of federal and other grants to assist in the implementation of language education programs and sources for locating qualified language teachers, including teachers from abroad through Fulbright or other funding organizations. The references in Section 10.2 are a bibliography of reports and publications describing and recommending ways to address the critical U.S. need for increased capacity to use languages other than English. The references reflect many perspectives, including those of commerce, science, national security, diplomacy, law enforcement, health and education. Finally, Section 10.3 provides references to research articles and reports that have documented evidence for the cognitive and other benefits to the individual of knowing two or more languages.

The guide is viewed as very much a work in progress, not a finished product. The decision has been made that the guide will not be published in a volume but will only be available online in digital form, at no cost to anyone who is interested. In this way, it becomes possible for the guide to be updated and expanded as new data and information become available. It also enables users to print out only those sections that are pertinent to their needs.

If, in referring to this guide, a user becomes aware of an apparent inaccuracy in it or of certain desirable kinds of information that were not included and whose inclusion would have made the guide more useful, please send that information in an email to STARTALK at the National Foreign Language Center at the University of Maryland (STARTALK@nflc.org) so that it can be considered for inclusion when the guide is next revised.

1. Benefits to the Society and Individual of Knowing another Language and Culture

It has perhaps never been easier to see the critical importance, benefits, and value of learning a second or foreign language than now, when globalization impacts everything from national security and international relations to everyday life. The learning of second and foreign languages should be central in any robust educational policy, alongside the other basic skills of reading, math, science, and social studies/history. Experts in the field of second and foreign language acquisition have accumulated very extensive research demonstrating the numerous benefits of learning other languages and their cultures.

This section will address several key (though not exhaustive) advantages of learning a second or foreign language. Some of these advantages pertain to the society and broader community; others accrue primarily to the individual person.[1]

(1.1) BENEFITS TO THE SOCIETY AND COMMUNITY

The 2000 US Census reported that the United States is becoming increasingly diverse. Together with English, more than 380 languages are spoken in communities across the country (MLA Language Map, http://www.mla.org/map_data&dcwindow=same). In the State of California alone, the Census reports that 26% of Californians were born outside the US and that more than one language is spoken in 40% of California homes (http://www.aboutworldlanguages.com/USLanguages/). This diversity affects the abilities of community service providers, such as medical emergency room staff, police, and other first responders, to serve those who need help. As more languages are used in the US, it is critical that we be able to communicate with our residents across domains, including medicine, business, education, science and technology, and law enforcement and the law, where one of the fastest-growing professions is court interpreting (Koning, 2009).

The United States must cultivate and strengthen the language skills of legal immigrants and their children. Together with providing language education to all Americans, helping immigrants to learn English and the provision of support to help them and their descendants maintain and develop their Heritage Languages (HL) can in turn develop a pool of fluent and literate bi- and multi-lingual individuals to strengthen the nation's language capacity.

[1] Several organizations devoted to foreign and second language education and advocacy have compiled lists of research studies detailing the various benefits of learning a second or foreign language. Reports, annotated bibliographies, and research findings from original research studies, the Center for Applied Linguistics, the National Education Association, the American Council for Teaching Foreign Languages, the National Foreign Language Center, and the National Council of State Supervisors for Languages, among others, were reviewed to prepare this section. See References for specific citations.

(1.1-a) Commerce and Economic Development

Being bilingual or having proficiency in a foreign language has been shown to have economic advantages for the society and the individual. It is well-established that knowing a foreign language provides businesses with a competitive edge (Carreira & Armengol, 2001; Helliwell, 1999; Lena & Moll, 2000). It is also recognized that knowledge of languages such as Chinese, Arabic, Japanese, Russian, Hindi-Urdu, Korean, Spanish, and Portuguese, among others, are of particular economic importance, to both the government and the private sector (US General Accounting Office, 2002; Office of Postsecondary Education, 2010).

The National Committee for Economic Development issued a major report entitled "Education for Global Leadership: The Importance of International Studies and Foreign Language Education for US Economic and National Security" (Committee for Economic Development, 2006). In testimony to Congress about the report, the Vice President and Director of Business and Government Relations and Chief of Staff for the Committee for Economic Development stated,

> *To confront … 21st century challenges to our economy and national security, our education system must be strengthened to increase the foreign language skills and cultural awareness of our students. America's continued global leadership will depend on our students' abilities to interact with the world community both inside and outside our borders…. The educated American of the 21st century will need to be conversant with at least one language in addition to his or her native language, and knowledgeable about other countries, other cultures, and the international dimensions of issues critical to the lives of all Americans. (Petro, 2007)*

Knowing a foreign language has also been shown to be more cost-efficient than using translators (Colomer, 1996). Additionally, what is often seen as an academic gain of foreign language education is in fact an economic gain for states as well. In many studies, children "from economically disadvantaged backgrounds" have been shown to make "the greatest achievement gains from foreign language study" (Curtain & Dahlberg, 2004). This, then, enables them to contribute more to society.

(1.1-b) National Security and Diplomacy

Following the events of September 11, 2001, federal agencies charged with protecting national security sent out urgent calls to recruit Americans who were fluent in such languages as Arabic, Persian, Pashto, Dari, and Korean (Peters, 2002). Their skills are required to translate documents, including digital materials on world-wide-websites; to monitor Internet communications; to interpret spoken language; and to represent American interests in public and private forums. At the same time, the Department of Defense, recognizing that the ability to understand and to communicate effectively at high linguistic and cultural levels is essential for successful counter-insurgency efforts, conducted a review that led to the adoption of the Defense Language

Transformation Roadmap, which mandates that all military officers must become proficient in a foreign language and that even the smallest field unit must include at least one soldier with cultural competence and some functional language ability (Department of Defense, 2005; McGinn, 2008).

For more than half a century, American policy-makers have proclaimed that the federal government needs many more individuals with high levels of proficiency in many foreign languages. In 1959, this was identified as a particular problem of lack of expertise in Arabic, Chinese, Hindi-Urdu, Japanese, and Russian (US Office of Education Policy Bulletin). Fifty years later, addressing the continued lack of sufficient skill in these languages, together with the more recent additions of Korean, Persian, Turkish, and languages of Central Asia, is still identified as critical to national security. The September 26, 2001 report of the House Permanent Select Committee on Intelligence stated that language ability was "the single greatest need in the intelligence community." A recent report by the House Armed Services Committee also emphasized the persisting need for "core" cultural and linguistic competencies in the armed forces (November 2008).

As Jackson and Malone (2009) have reported, a wide range of purposes have to be served by individuals with language competence. Language and cultural proficiency is important not only to protect the US from its enemies but also to cultivate relations. Diplomats, soldiers, and security agents must be able to interact with native speakers to establish effective working relationships, explain complex ideas, provide suggestions (and direction), elicit information, and simply to understand the concerns and values of the interlocutor. This may happen in a tavern or police station, in a rural village, or at a formal reception. Some officials may need to communicate with a wider audience, including utilizing the mass media. To do all of this well requires exceptional knowledge of language and culture, which takes many years to develop. Other individuals with very high levels of language proficiency are needed to serve as translators and interpreters, jobs in which it is essential to capture and communicate all of the meaning of a message, including nuances and unstated implications. Other national security responsibilities that require strong professional language ability include intelligence analysis, law enforcement, homeland security and counter-insurgency. A 1998 study conducted under the auspices of the federal Interagency Language Roundtable, the National Foreign Language Center, and the American Translators Association found that there were more than 80 federal agencies that required translators and/or interpreters in 104 different languages (Crump, 2000). The requirements are almost certainly greater now. [2]

(1.1-c) Small Businesses and Entrepreneurs

Beyond specific security and economic requirements at national and local levels, language abilities are an essential characteristic of a well-educated citizenry that understands global perspectives so that all can prosper in the global community. As Thomas Friedman reported in *The World is Flat*

[2] In 2006, the Association of American Universities reported, "More than 65 federal agencies, ranging from the C.I.A. to the Peace Corps, annually need to fill 34,000 positions requiring foreign language skills—a requirement that is often unmet or filled only through outside contractors."

(2005), trans-global communication and commerce are no longer carried out solely or even primarily by governments or large multinational corporations. Increasingly, it is part of the regular daily work of small businesses and individual entrepreneurs. Even at the local level, the clientele of a great number of businesses, shops, and small restaurants is typically multilingual. Businesses that are able to interact with customers in their own languages build strong ties to their communities as well as loyalty among their customers. To continue to compete successfully in this environment, all Americans should have basic functional knowledge of a foreign language and culture. It is also very important for all Americans to have a much better understanding of international geography, history, and current events (cf. Stoltman, 2001).

Additional perspective is gained from an online posting by the US Department of Education Office of International Education of information collected in consultation with federal agencies about "areas of national need." Nine cabinet-level agencies responded by specifying global areas and individual languages in which knowledge is "critical in order for [the] US … to compete" globally. The needs range from the expected, diplomacy and national defense, to agriculture, commerce, law enforcement, health, and labor. Languages range from the widely-taught Spanish, Chinese, Japanese and French to much less commonly taught languages such as Urdu, Pashto, Azerbaijani, Hausa and Vietnamese (http://www2.ed.gov/about/offices/list/ope/iegps/consultation.doc).

The responses of these agencies are summarized in Table 1-1.

Table 1-1. Consultation with Federal Agencies on Areas of National Need[a]

Federal Agency	Number of Languages Specified	Highest Priority Languages
Dept. of Agriculture	8	*Chinese, Arabic, Farsi, Hindi, Urdu, Russian, Japanese, Korean*
Dept. of Commerce	5	*Arabic, Mandarin Chinese, Spanish, Portuguese, Japanese*
Dept. of Defense	13	*Arabic, Chinese, Dari, Farsi, Hausa, Hindi, Igbo, Pashto, Russian, Swahili, Somali, Urdu, Yoruba*
Dept. of Health & Human Services	17	*Arabic, Chinese, Farsi, French, German, Hausa, Hindi, Korean, Portuguese, Russian, Spanish, Swahili, Tagalog, Thai, …*
Dept. of Housing and Urban Development	6	*Chinese, Vietnamese, Korean, Japanese, Spanish, Russian*
Dept. of Labor	6	*Arabic, Urdu, Farsi, Chinese, Spanish, French*
Dept. of State	20	*Arabic, Chinese, Cantonese, Dari, Farsi, Hindi, Urdu, Pashto, Azerbaijani, Bengali, Kazkh, Korean, Kyrgyz, Nepali, Russian, Turkish …*
Dept. of Transportation	0	*"No recommendations at this time."*
Dept. of the Treasury	34	*Arabic, Bulgarian, Cantonese, Chinese, Czech, Danish, Dari, Dutch, Finnish, French, German, Greek, Hindi, Italian, Maltese, Portuguese, Russian, Somali, Spanish, Swedish, Vietnamese, …*

[a]*Retrieved from http://www2.ed.gov/about/offices/list/ope/iegps/consultation-2010.pdf*

Other striking evidence for the importance of languages other than English is provided by the surveys of Internet use conducted by *Internet World Stats* and published online at http://www.internetworldstats.com/stats7.htm. Results of the latest survey, from June 30, 2010,

show that approximately 27% of the world's nearly 2 billion Internet users access the Web in English, while 23% use Chinese, 8% use Spanish and 3% use Arabic. However, the growth in use of the Internet in Chinese since the year 2000 is more than four times as great as the growth of Internet use in English, and the rate of growth of Arabic Internet use compared to English is more than eight times as rapid. In summary, in 2010, 73% of all Internet users did not use English, and that proportion is also increasing rapidly.

(1.1-d) Scholarship and Research

Research depends on scholars' ability to locate, understand, and explain information from many sources. Although English remains the most important international language, rich information about science, technology, economics, medicine, history, linguistics, and many other topics exists in other languages; however, the Modern Language Association has recently reported a marked decrease in citations of research published in other languages in the bibliographies of American theses and dissertations in the Humanities and Social Sciences. American ability to directly access research conducted in other countries is critical to the ability of American academic institutions to continue at the leading edge of knowledge production and dissemination and to prepare a truly educated citizenry for the 21st century and beyond.

(1.1-e) Global Problem-Solving and Collaboration

Early in the year 2010, a powerful earthquake struck the country of Haiti, leaving catastrophe in its wake. Massive search and rescue teams as well as humanitarian operations from around the globe responded to the crisis. Dealing with the fallout from this natural disaster required not just medical supplies, infrastructure specialists, and aid workers; it required cultural and linguistic skill sets to allow teamwork between responders from various nations, not to mention between the Haitian people and those arriving from abroad to provide assistance. Among the many other recent disastrous events where collaborative international aid were essential were the tsunami in Southeast Asia, the refugee crisis after the civil war in Sri Lanka, and the devastating earthquake in the mountains of Pakistan and China. These concrete examples illustrate a widespread theme in our modern world: what may have once been an individual nation's effort now becomes an effort spanning and drawing from countries across the globe.

International cooperative efforts are increasingly needed to address commonly shared challenges facing many nations today. Environmental protection, rights to natural resources, world health pandemics, international migration and trade, women's rights, and humanitarian crises are but a few examples of issues that confront our world and must be addressed collaboratively. The need to know a foreign language is especially salient when citizens and organizations from different nations come together in the attempt to solve such commonly shared critical issues. With a closer, more interconnected world, battling epidemics like SARS and AIDS, solving refugee emergencies, dealing with climate change, confronting world terrorism, addressing population growth, and distributing

natural resources require sophisticated cross-cultural cooperation and the marshalling of key linguistic resources and cultural understanding for the diplomacy and negotiation that is essential for finding the best and most forward-looking solutions.

While several have argued that English has become the *de facto* lingua franca in addressing concerns that extend beyond borders, international collaboration in addressing global crises and needs increasingly requires effective, culturally-informed communication in a wide range of World Languages. A Harvard Business School Report recently underscored this need for developing effective global collaboration (MacCormack, et. al, 2007), and a similar need was identified in the mammoth study by the Committee for Economic Development (2006). Moreover, many Non-Governmental Organizations (NGOs) such as Medecins sans Frontiers, UNICEF, WHO, UNESCO, Amnesty International, the World Trade Organization, IAEA, and the Red Cross depend on members who possess both expertise and high levels of functional proficiency in various World Languages. Expertise in establishing and strengthening collaboration and problem-solving across borders necessitates knowledge of languages and cultures other than one's own.

(1.2) BENEFITS TO THE INDIVIDUAL

(1.2-a) Academic Achievement

The positive impact of learning a foreign language on a number of academic achievement indicators is clear. For example, studying a foreign language has been shown to help close the achievement gap among students of disadvantaged backgrounds and their peers (Curtain & Dahlberg, 2004; Garfinkel & Tabor, 1991; Holobow, 1988). Children who are considered "low achievers, and/or who have a disability," seem to benefit the most from foreign language study (Andrade, C. et. al, 1989; also Taylor & Lafayette, 2010).

Studying a foreign language also has a positive impact on speaking, reading, and writing in English (Cummins, 1981; Curtain & Dahlberg, 2004). Foreign language study has also been shown to contribute to achievement in such other academic subjects as English language, reading, social studies, science, and math (Curtain & Dahlberg, 2004; Armstrong, 1997; Saville-Troike, 1984; Taylor & Lafayette, 2010).

Higher standardized test scores and SAT verbal and math scores have been observed among students who studied a foreign language (Bastian, 1980; Dumas, 1999; Armstrong & Rogers, 1997; Saunders, 1998; Masciantonio, 1977; Rafferty, 1986; Andrade, Kretschmer, & Kretschmer, 1989, College Board, 2003). Studying a foreign language has also been shown to bolster high school students' chances for college acceptance (Horn & Kojaku, 2001). The benefits of studying a second or foreign language can be visible much earlier, however. Studies have shown that children who

begin learning a foreign language in kindergarten tend to perform well above average in basic academic subjects by the end of elementary school (Eaton, 1994).

(1.2-b) Cognition

The cognitive advantages of second and foreign language acquisition are numerous. For example, it has been shown that children who are exposed to a foreign language early in childhood show stronger listening and memory skills and achieve higher levels of cognitive development sooner than their peers (Bialystok & Hakuta, 1994; Fuchsen, 1989; Lapkin, et al, 1990; Curtain & Dahlberg, 2004). Early second and foreign language learners also seem to develop innovative thinking, better creative skills, and more advanced problem-solving and higher-order analytical skills compared to monolingual peers (Bamford & Mizokawa, 1991; Cummins, 1981; Hakuta, 1986).

(1.2-c) Social Awareness

Awareness, understanding, and tolerance of other cultures are significant advantages of learning other languages (Grosse, 2004; Curtain & Pesola, 1988). The earlier children are taught foreign languages, the more likely that they will develop "intercultural competence" (Curtain & Dahlberg, 2004), which not only broadens perspectives and enriches lives, but also leads to a better sense of respect and tolerance for different peoples (Carpenter & Torney, 1974). These are skills that will be essential to live and thrive in the global context of the 21st century.

(1.2-d) Career Skills

Advanced knowledge of one or more languages in addition to English is increasingly seen as greatly enhancing career opportunities in a diverse and expanding range of fields. In an ongoing series of articles for the American Council on the Teaching of Foreign Languages, Koning (2009-2010) has described the need for Americans with significant foreign language ability in the following seven fields: National Security; Health Care; Legal Interpretation; Business and Industry; Travel, Tourism and Hospitality; First Response and Law Enforcement; and International Development. Also, Crump (1999) identified more than 80 US government agencies that require individuals with skills in more than 100 languages (See also Association of American Universities, 2006). Graduates of university graduate programs such as the Language Flagship Institutions, Centers for International Business Education, Centers for Language for Business and Technology, and programs in International Conflict Resolution, among others, most of which require significant proficiency in a language along with expertise in another field, are increasingly sought after by employers in both the private and public sectors, in the United States and abroad.

(1.2-e) Cross-Cultural Communication

Culture has been defined as "the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing and responding to the social realities around them" (Lederach 1995: 9). Culture includes behavior, beliefs, assumptions, values, traditions, histories and iconic artifacts, among many other features of society (Banks, et al., 1989). Emphasis on culture is stressed in this White Paper as a crucial aspect of language proficiency and in best practices in language education across the nation because culture is a discourse in its own right, with its own patterns and subsequent meanings. In any culture group, non-verbal communication occurs via a system of symbols and behaviors which are understood in the context of historical actions of the group and which also anticipate future actions (Kroeber & Kluckhohn in Dahl, 2004).

Being able to communicate across languages and cultures means for one culture group to be able to interpret and construct meaning accurately in interactions in diverse and often unfamiliar contexts with another culture group (Scarino, 2009). In studying other languages and cultures, students acquire the tools to communicate in culturally appropriate ways: finding similarities and differences between their own culture and those cultures to which they do not belong; and gaining a perspective that allows self-understanding as much as understanding of another (Dahl, 2004). Cross-cultural communication, therefore, enables students to learn how to hear others, see through their eyes, and respond with cultural fluency. It is a crucial building block in a student's development as a global citizen of the 21st century (Miller, 2009).

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2. The Present State of US World Language Education and Comparisons with Other Nations

(2.1) POSTSECONDARY WORLD LANGUAGE ENROLLMENTS

Since 1961, the Modern Language Association (MLA) has conducted regular surveys and analyses of foreign language enrollments in institutions of higher education across the United States. Survey data for fall, 2006 (Furman et al., 2007) and fall, 2002 (Welles, 2003) summarize overall trends in foreign language enrollments, including enrollments in those less commonly taught languages that have been identified by the US government as "critical."

While modern language enrollments in colleges and universities have risen by 12.9% in numbers in the past 10 years, it is still the case that only 8.6% of all students in higher education were enrolled in foreign language classes at the time of the 2006 survey. Despite a slight increase from 2002, when 8.1% of students were enrolled, the 2006 enrollments were only a little over half the rate of World Language enrollments in 1960 (16.1%) and 1965 (16.5%), when the surveys were first taken. Indeed, since 1977, enrollments have remained at roughly 8% of registered students (with a dip to 7.3% in 1980), which means that approximately 92% of American college students at all levels are not taking any World Language.

More than half of those college students who were studying language in 2006 were enrolled in Spanish, with only about 11% of them enrolled in all of the critical languages combined (66% of those were enrolled in Japanese or Chinese). When compared to the estimated total college enrollments of 17,648,000, the percentage of enrollments in all the critical languages at all levels combined was barely 1%.

Of those students who enroll in a critical language, only an average of two out of every nine students study it for more than two years (200-300 hours), which is not sufficient time to develop more than an intermediate level of functional proficiency in these languages (See Section 5 on Language Proficiency). For example, only 11% of the 23,921 students enrolled in Arabic in 2006 were in a non-"introductory" course, with only slightly better ratios for other critical languages (http://www.aboutworldlanguages.com/USSchools/).

An especially troubling datum from the MLA report showed that the number of graduate students enrolled in language study was lower in 2006 than in 1974, despite the fact that the total number of grad students had almost doubled. Although the data show some increase in World Language enrollments following the events of 2001, especially in Chinese, Japanese and Arabic, the actual numbers remained comparatively small for the critical languages, as shown in Table 2-1. Moreover, it seems very likely that the program cutbacks that have occurred during 2008-10 due to the struggling US economy have further adversely affected enrollments.

Table 2-1. Higher Education Language Enrollments in Selected Languages: 2002 and 2006[a]

Language	2002 enrollments	2006 enrollments
Arabic	10,584	23,974
Chinese	34,153	51,582
Japanese	52,238	66,605
Korean	5,211	7,145
Russian	23,921	24,845
French	201,979	206,426
German	91,100	94,264
Spanish	746,267	822,985
Hindi-Urdu	2,009	2,683
Tamil	114	100
Persian (Farsi)	1,117	2,037
Persian (Dari)	41	104
Pashto	14	103
Kurdish (Kurmanji & Sorani)	0	30
Turkish	314	624
Uzbek	23	45

[a] *Adapted from Furman et al., 2007.*

Thus, while the United States' need for citizens with high levels of proficiency in languages is great, enrollments at the higher education level are too few and the time of study put into learning the languages much too short to develop the level of ability needed, especially in the critical languages. We need many more students to study world languages, and they need to start earlier and continue their study much longer.

(2.2) K-12 FOREIGN LANGUAGE ENROLLMENTS

Regular national surveys of foreign language study in elementary and secondary schools have been conducted under Title VI International Research and Studies grants by the Center for Applied Linguistics (CAL) and the American Council on the Teaching of Foreign Languages (ACTFL). The surveys provide insight into current patterns in enrollments, the number of schools offering foreign language classes, the types of foreign language offerings, foreign language curricula and methodologies, and teacher qualifications and training, among other issues. These data can then be compared with those from earlier surveys. CAL recently completed its third survey (Rhodes and Pufahl, 2010), which enables analysis of trends in elementary and secondary foreign language education at three points in time (1987, 1997, and 2008). Data from the 2008 survey indicate that the number of American elementary schools of all kinds offering foreign language courses to their students unexpectedly dropped since 1997 from 31% of all schools to 25%, while the number of middle schools offering language study decreased even more, from 75% to 58%. (For public elementary schools alone, the number offering language instruction was only 15%, while 51% of

private elementary schools offered language instruction.) The number of high schools offering language remained constant from 1997-2008, at 91%.

Of those elementary schools that offered language instruction, 88% offered Spanish, an increase of 9% from 1997. At the secondary level, the percentage of schools that offered language instruction that taught Spanish remained constant at 93%. Increases were also observed in the percentage of schools that offered courses in Arabic, Chinese, and, at the elementary level, Latin, but very significant decreases occurred in offerings of French, German, Russian, and Japanese. In addition, among public elementary schools that did offer language instruction, almost half used the "exploratory" model, which provides only introductory exposure to the language, not instruction for proficiency.

The existence of a critical shortage of qualified teachers is also indicated from the survey results. Rhodes and Pufahl (2010: xviii) write: "The shortage of language teachers was so severe that some schools were seeking alternative sources of teachers, such as agencies that provide teachers from other countries, commercial language schools, and foreign governments that send teachers to the United States."

Two positive indications from the survey results, however, are that language teachers at both elementary and secondary levels were integrating the established national and state language standards into their teaching more than they had 10 years before and that the proportion of high schools reporting having an articulated sequence of language study between middle school and high school more than doubled, to 55% among those high schools whose students had studied a language in middle school.

In their previous survey, Rhodes and Branaman (1999) had reported, "*only a quarter* of the elementary schools with foreign language programs reported that their students are placed in middle school or high school *classes where the course content and objectives are designed specifically to provide continuity from their previous level"* [Emphasis added]. In the most recent survey report by Rhodes and Pufahl, that number had increased to 39%, but that still means that more than 60% of the schools that did teach a foreign language nonetheless had no systematic process to ensure articulation from one level of instruction to the next.

These kinds of data about student enrollments, languages taught, teacher qualifications, and courses offered in American public schools have proven extremely difficult to obtain. As Jackson and Malone (2009) have reported, "Some states keep the information centrally, some at the county or school district level, and others at the individual schools, if they collect it at all. Even where two states appear to collect the same information, the collection procedure often differs in substantive ways. As a result, despite strenuous efforts by CAL and ACTFL to put together comparable data, there are significant holes in both reports." Draper and Hicks (2002) have written the following about this concern:

> *We are still unable to determine how many students are switching languages, study more than one language simultaneously, or are taking one language continuously throughout their pre-college education. We also have no way of knowing what students are actually capable of doing [in the language] as a result of their language study… The increasing difficulty in gathering foreign language enrollment data at the state level makes it more and more difficult to garner anything but cursory information on the status of foreign language education in this country…. In order to expand and improve the teaching of foreign languages in the United States, enrollment statistics must be made available to enable the US Department of Education, state departments of education, local boards of education, and policy makers to appropriate funds and resources accordingly.*

In their report on ACTFL's most recent published survey, Draper and Hicks (2002) explained that some of the most important enrollment data could be reported for only 19 states. There is no standardized procedure for collecting enrollment or other data and no central mandate to do so. Yet these kinds of data must be collected to inform effective policies.

(2.3) STUDY ABROAD

It is widely recognized that the development of advanced language proficiency and knowledge of other cultures requires an extended residence in the culture where the language is spoken. Yet only about one percent of American undergraduate students participate in study abroad at all. Of those few who do go abroad, the very great majority go to an English-speaking country like the United Kingdom or Australia, or to Western Europe, and only a very small minority stay in the country for longer than one semester. Most students take their courses in English, not the language of their host institution (Silver, 2008).

These facts are in stark contrast to the findings of recent research into effective language and culture learning during study abroad, such as the studies conducted for Language Flagship programs. For example, Davidson and Lekic (Forthcoming) report that effective language learning abroad requires residence where only the language of study is spoken, intensive instructed language study for half the day, and assigned work in the community the rest of the day where the language must be used. Davidson (2007) has also shown that acquired language learning is exponentially greater for learners who study abroad for two semesters or more, rather than the typical one semester or less. Davidson also reports that one of the major determinants of the achievement of a higher level of proficiency in the language is having started study of the language in high school or earlier.

(2.4) INITIATIVE IN STATE-LEVEL PLANNING TO MEET LANGUAGE NEEDS

Beginning in 2007, the federal Language Flagship program called for and organized a series of state-level Language Summits, where individual states brought together a wide range of stake-holders in the economies of the individual state and in the education systems—primary, secondary and post-secondary—that will be responsible for preparing children to meet the needs of the 21st century in that state. The participants in each such summit wrote and disseminated final reports on the decisions and recommendations made there; the reports are referred to as "Language Roadmaps." To date, roadmaps have been developed for the states of Ohio, Oregon, Texas and Utah, as well as some smaller communities (See Section 10.2). As might be expected from the diverse natures of the states, each roadmap differs in many ways, but they all share the common recognition that the development of a population with members who control English and at least one other language will be essential for that state to be able to compete economically and otherwise in the new century. (Roadmaps can be downloaded from http://www.thelanguageflagship.org/business/what-business-wants/77)

(2.5) LANGUAGE EDUCATION IN OTHER COUNTRIES

The 2000 US Census reported that, from the total population of 281.4 million people documented in the Census, 31.1 million (11.1%) had been born outside the United States to parents who were then citizens of other countries. Those born overseas came from Latin America (51.7%), Asia (26.4%), Europe (15.8%), Africa (2.8%) and other areas of the world (3.2%). Despite this diversity, however, relatively few Americans develop conversational proficiency in a language other than English. The Census reported that 17.9% of the 262 million school-aged children of five years or older reported speaking a language other than English at home, with 82.1% speaking "English only" (http://censtats.census.gov/data/US/01000.pdf).

In contrast, the 2006 European Commission study *Europeans and Their Languages* reports that 50% of people aged 15 or older in the 25 European Union nations asserted that they can speak at least one other language in addition to their native tongue "at the level of being able to have a conversation." As might be expected, populations of the larger countries were somewhat more likely to be monolingual—70% of residents of the UK reported speaking only their home language, as did 64% of Spanish and Italians and 55% of the French—but those reports are still much lower than the US 82% monolingual rate. English is the most widely spoken "other language" in the EU, with 34% of the population speaking it as a second language, but French, German and Spanish are also widely spoken as second languages.

In 1995, the European Commission published a White Paper establishing the goal that all EU citizens should develop proficiency in three languages: their mother tongue plus two more

(http://ec.europa.eu/education/doc/official/keydoc/lb-en.pdf). Data from the 2006 European Commission survey report demonstrated positive movement toward accomplishing that goal: "…the likelihood to speak at least one foreign language increases the younger the respondent is (69% in the youngest group versus 35% among the oldest group. The differences are even more striking between the ones that finished their studies at the age of 15 and those who [were] still studying (20% and 79% respectively)." The importance of education and language competence to professional success is also almost certainly reflected in the fact that 73% of self-described "managers" asserted proficiency in at least one other language, compared to, e.g., 46% of "manual workers" and 36% of "house persons."

Information such as this is harder to locate for countries outside the EU, but it is clear that there is a widespread global commitment to having citizens learn other languages in addition to their own. For example, as *USA Today* reported in 2006, "In China, more than 200 million students study English. In the USA, just 24,000 American kids are studying Chinese."

Two important indicators of a community's commitment to World Language education are (1) whether language study is compulsory for all students and (2) the age of students when they typically begin their language study (which, in turn, correlates with the typical number of years of language study). Pufahl, Rhodes, and Christian (2000) observed that the most common age in the United States for students to begin studying a language—if, in fact, they did so at all—was 14, upon entrance to high school. Because of the loss just noted of language programs in American elementary and middle schools over the last 10 years, it is almost certain that the current typical age to start language learning is not lower than 14. In contrast, children of all of the other developed countries in the world begin language study at a much earlier age, as shown in Table 2-2. And every one of these countries except New Zealand, Australia and the US makes the study of at least one other language compulsory (Table 2-3).

Table 2-2. Beginning Ages for Foreign or Additional Language Study: International Comparison Data

Age at Which Language Study Normally Begins (n=number of countries)							
5	6	7	8	10	11	12	14
1 country	5 countries	4 countries	6 countries	8 countries	1 country	2 countries	1 country
Netherlands	Australia[a] Norway Singapore Thailand Ireland[d]	Finland Italy Sweden United Kingdom[e]	Austria Belgium[b] China[c] India Russia[c] Spain	Canada Belgium[b] Denmark France Germany Iceland Israel Japan	Brazil	Belgium[b] New Zealand[a]	United States[a]

[a]*Except for Australia, New Zealand, and the United States, all the countries listed in Table 2-2 require the study of a foreign language beginning at a specified age.*

[b]*In Belgium, the three language communities (Flemish, French, and German) determine their own policies. Students in the German language community begin foreign language study at age 8, in the French language community at age 10, and in the Flemish language community at age 12.*

[c]*In locations where conditions and resources allow.*

[d]*In Ireland, the official languages of English and Irish are taught to all pupils.*

[e]*The UK only recently moved the start date for required language into elementary school; previously it was in secondary school.*

Table 2-3 indicates the policies of different countries regarding whether language study is compulsory or not. Table 2-4, following, summarizes the differences in national language policies.

Table 2-3. Number of Languages Compulsory: International Comparison Data

One additional language Is compulsory	Two additional languages are compulsory	Three additional languages are compulsory	Foreign language study is optional
11 countries	9 countries	1 country	3 countries
Belgium	Austria	Netherlands	Australia
Brazil	Denmark		New Zealand
Canada	Finland		United States
China	France		
Germany	Iceland		
Ireland[a]	India		
Italy	Norway		
Japan	Sweden		
Russia	Switzerland		
Singapore			
United Kingdom			

[a]*In Ireland, the official languages of English and Irish are taught to all pupils.*

It is clear from the data presented in this section that the potential global competitors of the United States have been investing heavily in language education, with the goal of creating truly plurilingual workforces, especially at the managerial and professional levels. Although the US is home to several

superb programs that do provide this kind of advanced language preparation, with outstanding results, and, as we have seen, four states have developed roadmaps to provide widespread language education for their children, they are the exceptions. As a society, the US has failed to make the level of commitment required.

Table 2-4. Foreign Language Study Requirements in the United States and 25 Other Industrialized Countries and Emerging Powers

Country	Typical Starting age	Compulsory study	Number of additional languages compulsory
Australia[a]	6	No	0
Austria[e, a]	6	Yes	2
Belgium[e,h]	8/10/12	Yes	1
Brazil[a]	11–12	Yes	1
Canada[a]	10	Yes	1
China[b]	8-9	Yes	1
Denmark[e]	10	Yes	2
Finland[e]	7	Yes	2
France[e]	8/10	Yes	2
Germany[e]	10	Yes	1
Iceland[e]	10	Yes	2
India[d]	8–11	Yes	2
Ireland[e,i]	6	Yes	1
Israel[a]	10	Yes	1
Italy[e]	7	Yes	1
Japan[c]	10–11	Yes	1
Netherlands[e]	5	Yes	3
New Zealand[a]	>12	No	0
Norway[e]	6	Yes	2
Russia[f]	8–10	Yes	1
Singapore[g]	6	Yes	1
Spain[e]	8	Yes	1
Sweden[e]	7	Yes	2
Switzerland	6	Yes	2
Thailand	6	Yes	1
UK (England, Northern Ireland, and Wales)[e]	6[j]	Yes	1
United States	14	No	0

[a]*(Pufahl et al, 2000)*
[b]*(Li, 2007)*
[c]*(Butler, 2007)*
[d]*(Gargesh, 2006)*
[e]*(European Commission, 2005)*
[f]*(General education, 2006)*
[g]*(DiYeson, 2003)*
[h]*In Belgium, the three language communities have their own policy. The ages, in order, are for the German, French and Flemish speaking communities.*
[i]*In Ireland, the official languages of English and Irish are taught to all pupils.*
[j] *The UK only recently moved the start date for required language into elementary school; previously it was in secondary school.*

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3. National World Language Education Survey: A State of the States Report in 2009

National Foreign Language Center
Shuhan C. Wang, Bruce Evans, and Rachel Liau
2009

(3-a) Background

In December 2008, the National Foreign Language Center (NFLC), in collaboration with the Council of Chief State School Officers (CCSSO) and the Asia Society, organized a meeting that gathered 35 national leaders and experts in the areas of World Language (WL) education, teacher certification, and national initiatives. Based on the meeting discussion, an online survey was developed by the NFLC, in collaboration with the National Council of State Supervisors for Languages (NCSSFL). From January to April 2009, the survey was administered online to state World Language consultants, coordinators, and certification agencies across the United States. Data analysis was conducted from April to June 2009. With states that did not have World Language consultants and coordinators, follow-up e-mails and phone calls were used to communicate with other possible contacts. Initially, 29 states responded to the survey. Subsequent e-mails were sent to solicit responses. In total, 49 states and the District of Columbia responded, with the exception being North Dakota. Due to time constraints and the fact that the data relied on the reports of individual respondents, more thorough validation will be needed in the future. Nonetheless, the survey provides an overview of current practices and approaches concerning World Language learning and teaching that may inform future policymaking and potential initiatives.

The purpose of the survey was to collect information regarding the following major aspects of World Language education in the US:

- Students' World Language requirements
- Language teacher recruitment (including guest teachers)
- Teacher preparation
- Teacher licensure, certification, and endorsement
- Retention and professional development
- Funding for teacher candidates and in-service teachers

This report synthesizes the survey results and presents them in the order of the question items in the survey. States, institutions of higher education, and federal government agencies may find the data informative. Please refer to Section 3.10 for the complete survey questionnaire.

(3-b) Reporting of the Survey Results

The survey results are summarized in 35 tables and are shown in the following order: (a) language requirements; (b) teacher recruitment; (c) guest teachers; (d) teacher preparation; (e) licensure, certification, and endorsement; (f) teacher retention; (g) professional development; (h) funding; and (i) additional information. A question mark was used in the tables if the respondent did not provide information on a specific question.

(3.1) LANGUAGE REQUIREMENTS

The survey begins with state requirements on World Language study in elementary, middle, and high school. States that require World Languages for high school graduation also indicated the number of years of study or credits students may earn upon completion of their study. Table 3-1 shows states that require students to take a World Language. If a state specified grade levels, the information was included in parentheses. For example, elementary (K–5) and middle school (6-8) students in the District of Columbia are required to take a World Language.

Table 3-1. States that Require All Students to Take a World Language

States	**Elementary school** (3 states and DC)	**Middle school** (5 states and DC)	**High school** (8 states and DC)
Delaware			2 credits
District of Columbia	✓ (K–5)	✓ (Grades 6–8)	2 CUs
Illinois			2 years
Michigan			2 credits
New Jersey	✓ (K-5)	✓ (Grades 6–8)	1 year (5 credits)
New York		✓ (Grades 7–8)	Up to 3 credits
Oklahoma	✓ (Grades 4–5)	✓ (Grades 6–8)	
South Carolina			1 CU
Tennessee			2 years
Texas	?	✓ (Grades 6–8)	2 years
Vermont		✓ (Grade 6)	?
Wyoming	✓ (K–2)		

Note: *Information corresponds to Questions 2–4.*

Except for the state of Colorado, which did not provide information, 39 out of the 49 states in the survey listed World Language study as optional for high school graduation. Table 3-2 provides more detailed information reported by 10 states.

(3.1) LANGUAGE REQUIREMENTS (CONTINUED)

Table 3-2. World Language as an Option to Meet High School Graduation Requirements

States	Conditions or options
Alabama	WL required only for a diploma with advanced academic endorsement
California	One year of WL or visual and performing arts
Florida	WL required only for two of three graduation tracks
Idaho	One year of WL if not of humanities
Indiana	WL required for honors diploma
North Carolina	WL required only for students choosing the college/university prep course of study
Ohio	WL required for honors diploma
Oklahoma	WL or computer technology required for students in college prep
Utah	WL required only for some high school diplomas and university entrance
Virginia	WL required only for advanced diploma

Note: *Information corresponds to Question 4.*

In addition, the following states are planning for or discussing the implementation of World Language requirements:

Table 3-3. States That Have Plans for or That Are Discussing World Language Requirements

Elementary school (1 state)	Middle school (1 state)	High school (7 states)
Vermont	Utah	Iowa
		Kentucky
		Maryland
		Massachusetts
		Minnesota
		Utah
		Washington

Note: *Information corresponds to Questions 2–4.*

(3.2) TEACHER RECRUITMENT

This section provides data on how states recruit World Language teachers from among five different groups.

Table 3-4. Special Programs to Recruit World Language Teachers by Category

Mid-career changers (26 states)	**Heritage speakers** (18 states)	**High school students** (14 states)	**College students** (13 states and DC)	**Paraprofessionals** (9 states)
Alaska	Arkansas	Arkansas	Arkansas	Alaska
Arizona	California	California	California	Arkansas
Arkansas	Connecticut	Connecticut	Connecticut	California
California	Florida	Florida	District of Columbia	Florida
Connecticut	Illinois	Georgia	Florida	Indiana
Delaware	Indiana	Indiana	Kentucky	Kentucky
Florida	Kansas	Kentucky	Michigan	Michigan
Illinois	Maine	Michigan	New Jersey	Utah
Indiana	Maryland	North Carolina	Ohio	Wyoming
Kentucky	Michigan	Ohio	Pennsylvania	
Maryland	Minnesota	Pennsylvania	Utah	
Michigan	New Jersey	Utah	Virginia	
Minnesota	New York	Virginia	Wisconsin	
Missouri	Ohio	Wisconsin	Wyoming	
Montana	Oregon			
New Hampshire	Utah			
New Jersey	Virginia			
New Mexico	Wisconsin			
New York				
North Carolina				
Oregon				
Pennsylvania				
South Carolina				
Utah				
Virginia				
Wisconsin				

Note: *Information corresponds to Questions 5–9.*

(3.3) GUEST TEACHERS

Many states have agreements with foreign countries to bring guest teachers to their states as a way to enhance the teaching force in certain World Languages. Table 3-5 lists the countries with which the states have agreements.

Table 3-5. Countries and States That Have Agreements to Participate in Guest Teacher Programs: 26 States

Country	Number of states	Approximate number of teachers	States
China	20	152 (in 12 states)	California, Connecticut, Delaware, Georgia, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Nebraska, North Carolina, Ohio, Oklahoma, South Carolina, Utah, Washington, West Virginia, and Wisconsin
Spain	20	130 (in 11 states)	California, Delaware, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Nebraska, North Carolina, Ohio, Oregon, South Carolina, Texas, Utah, Virginia, and Washington
France	9	127 (in 7 states)	Connecticut, Kentucky, Louisiana, Maine, Nebraska, Oregon, South Carolina, Utah, and Wisconsin
Mexico	8	64 (in 7 states)	California, Louisiana, Nebraska, Oregon, Texas, Utah, Washington, and Wisconsin
Taiwan	4	7 (in 4 states)	Indiana, Maine, Ohio, and Utah
Germany	3	?	Delaware, Nebraska, and Wisconsin
India	2	?	Nebraska and South Carolina
Japan	2	1	Oregon and Wisconsin
Austria	1	16	Georgia
Barbados	1	1	Kentucky
Belgium	1	33	Louisiana
Canada	1	4	Louisiana
Italy	1	1	Connecticut
Philippines	1	?	California
Thailand	1	?	Wisconsin

Note: *Information corresponds to Question 11.*

(3.4) TEACHER PREPARATION

Table 3-6 lists the teacher preparation programs in 49 states and the District of Columbia by language.

Table 3-6. Number of Teacher Preparation Programs by Language

Language	Number	Language	Number	Language	Number
Spanish	451	Greek	18	Cantonese	3
French	373	Vietnamese	13	Polish	2
German	235	Hebrew	11	Swedish	2
Latin	77	Arabic	8	Farsi	2
Russian	67	Native American[a]	7	Hindi	2
Japanese	54	Portuguese	5	Haitian Creole	1
Chinese	50	Classical Latin/Greek	4	Korean	1
Italian	48	Norwegian	4	Swahili	1
		American Sign Language	3	Others (unspecified)	2

Note: *Information corresponds to Question 12.*

[a]*Native American languages: Ojibwe-2, Cherokee-1, Lakota-1, Oneida-1, unspecified-2*

When asked about the number of World Language teacher preparation programs, 49 states and the District of Columbia provided the following information.

(3.4) TEACHER PREPARATION (CONTINUED)

Table 3-7. Number of Teacher Preparation Programs: 49 States and the District of Columbia

State	Programs	State	Programs
Alabama	?	Kansas	Spanish-13, French-7, German-6, Latin-2,
Alaska	3		Chinese-1, Japanese-1, and Russian-1
Arizona	Spanish-16, French-16, and German-16	Kentucky	Spanish-16, French-14, German-9, Latin-3, Chinese-1[a], Russian-1, and Arabic-1[a]
Arkansas	French-18, German-18, and Spanish-18	Louisiana	Spanish-10, French-10, German-4, and Latin-1
California	114	Maine	French-4 and Spanish-4
Colorado	Spanish-15, French-9, German-8,	Maryland	French-14, Spanish-14, German-9, Latin-3,
	Japanese-3, Latin-3, Russian-3, and		Russian-3, Italian-2, and Japanese-1
	Italian-2	Massachusetts	Spanish-27, French-19, German-6, Italian-5,
Connecticut	?		Russian-3, Chinese-2, Japanese-2, and
Delaware	2 (University of Delaware and		Portuguese-2
	Delaware State University)	Michigan	?
DC	Spanish-5, French-5, and German-2	Minnesota	Spanish-19, French-15, German-12,
Florida	Spanish-8, French-7, German-4, Latin-2, Arabic-1, Chinese-1, Farsi-1, Greek-1, Haitian Creole-1, Hebrew-1, Hindi-1, Italian-1, Japanese-1, and Russian-1		Russian-3, Ojibwe-2, Norwegian-2, Classical Latin and Greek-4, Arabic-1, Chinese-1, Italian-1, Japanese-1, Polish-1, and Swedish-1
Georgia	?	Mississippi	Spanish-7, French-5, and Latin-1
Hawaii	Chinese-12, French-12, German-12,		Missouri Spanish-22, French-19, German-
	Spanish-12, Hawaiian-12, Ilokano-12,		11, Latin-3, Japanese-1, and Russian-1
	Tagalog-12, Japanese-12, Latin-12, and	Montana	Spanish-3, French-2, German-2, Latin-1,
	Russian-12		and Russian-1
Idaho	Spanish-7, French-7, and German-4	Nebraska	16
Illinois	?	Nevada	?
Indiana	Spanish-31, French-29, German-22,	New Hampshire	Spanish-7, French-4, German-2, Russian-2,
	Latin-9, Chinese-4, Japanese-3,		Latin-2, Italian-1, Chinese-1, and Japanese-1
	Russian-3, American Sign Language-2,		
	Arabic-1, Italian-1, and Korean-1	South Dakota	Spanish-7, Arabic-4, French-4, German-4,
Iowa	Every college and university; most are Spanish, French, and German; several LCTLS.		Lakota-1, Chinese-1, Japanese-1, and Russian-1
New Jersey	Spanish-20, French-16, German-7,	Tennessee	Spanish-4, French-4, German-3, Latin-1,
	Italian-7, Japanese-2, Latin-4,		Russian-1, and others-2
	Chinese-3, Russian-3, Greek-2, and	Texas	Spanish-21, Chinese-16, Japanese-16,
	Portuguese-1		French-15, Vietnamese-13, Russian-12,
New Mexico	Spanish-5, French-2, and German-1		Arabic-11, German-11, and Latin-4
New York	Spanish-75, French-64, German-33,	Utah	Spanish-7, French-6, German-6, Chinese-2,
	Italian-20, Latin-16, Greek-14, Russian-14, Japanese-8, Chinese-7, Hebrew-6,		Arabic-2, Farsi-1, Latin-2, Russian-2, Hindi-1, Portuguese-1, and Italian-1
	and Cantonese-3	Vermont	?
North Carolina	Spanish-26, French-20, German-7,	Virginia	?
	Latin-3, and Japanese-1	Washington	French-14, Spanish-14, German-12,

State	Programs	State	Programs
			Japanese-6, Chinese-5, Russian-4, Latin-2, Norwegian-2, and Swedish-1
Ohio	Spanish-29, French-24, German-17, Latin-8, Japanese-3, Russian-3, Italian-2, Arabic-1, Chinese-1, Greek-1, Hebrew-1, and Swahili-1	West Virginia	Spanish-8, French-6, German-2, Latin-1, and Russian-1
Oklahoma	Spanish-11, French-6, German-5, Latin-1, and Cherokee-1	Wisconsin	Spanish-28, German-22, French-21, Chinese-4, Japanese-3, Latin-3, Russian-3, Hebrew-2, Italian-2, American Sign Language-1, Oneida (Native American language)-1, and Polish-1
Oregon	?		
Pennsylvania	?	Wyoming	?
Rhode Island	Spanish-5, French-5, Italian-3, German-1, Latin-1, and Russian-1		
South Carolina	Spanish-11, French-6, German-3, and Latin-3		

Note: *Information corresponds to Question 11.*
[a]*Alternative route*

Forty-six states and the District of Columbia reported that they approve teacher preparation programs based on the American Council on the Teaching of Foreign Languages (ACTFL)/National Council for Accreditation of Teacher Education (NCATE) program standards; these states are listed in Table 3-8.

Table 3-8. States That Approve Teacher Preparation Programs Based on the ACTFL/NCATE Program Standards

Alabama	Illinois	Missouri	Oregon
Alaska	Indiana	Montana	Pennsylvania
Arizona	Iowa	Nebraska	Rhode Island
Arkansas	Kansas	Nevada	South Carolina
Colorado	Kentucky	New Hampshire	South Dakota
Connecticut	Louisiana	New Jersey	Tennessee
Delaware	Maine	New Mexico	Texas
DC	Maryland	New York	Utah
Florida	Massachusetts	North Carolina	Vermont
Georgia	Michigan	Ohio	Washington
Hawaii	Minnesota	Oklahoma	West Virginia
Idaho	Mississippi		Wisconsin

Note: *Information corresponds to Question 13.*

As shown in Table 3-9, 37 states and the District of Columbia reported that they offered alternative routes to certification or intensive alternative licensure programs for Heritage Language or native speakers, while nine states reported that they did not offer such programs. Three states did not provide information.

(3.4) TEACHER PREPARATION (CONTINUED)

Table 3-9. Alternative Routes to Licensure or Intensive Licensure Programs for Heritage or Native Speakers

Yes (37 states and the District of Columbia)			No (9 states)	No information (3 states)
Alabama	Kansas	Ohio	Hawaii	Iowa
Alaska	Kentucky	Oklahoma	Idaho	Missouri
Arizona	Maine	Oregon	Louisiana	New Mexico
Arkansas	Massachusetts	Pennsylvania	Maryland	
California	Michigan[a]	South Carolina	New Hampshire	
Colorado	Minnesota	South Dakota	Rhode Island	
Connecticut	Mississippi	Tennessee	Texas	
Delaware	Montana	Utah	West Virginia	
DC	Nebraska	Vermont	Wyoming	
Florida	Nevada	Virginia		
Georgia	New Jersey	Washington		
Illinois	New York	Wisconsin		
Indiana	North Carolina			

Note: *Information corresponds to Question 14.*

[a]*In progress at the time of reporting*

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT

This survey used the terms *licensure*, *certification*, and *endorsement* interchangeably to allow respondents the flexibility to answer the related questions based on the system used in their states. Generally speaking, these terms were used in the survey to refer to the required credentials a World Language teacher needs to teach at a public school. Tables 3-10–3-14 show the results of the survey questions about (1) the licensing agencies for states that have both traditional and alternative licensure, (2) the types of licenses and certificates states offer to World Language teachers, (3) the addition of elementary endorsements to 7–12 teacher licenses or certificates, (4) specific licensure requirements to teach in immersion settings, and (5) the addition of World Language endorsements to the initial licenses in other disciplines.

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-10. Licensing Agencies for States with both Traditional and Alternative Licensure: 38 States and the District of Columbia

Within the same state education agency (31 states)		Different education agencies (6 states)	Unsure (1 state and DC)
Alabama	Montana	California	District of Columbia
Alaska	Nebraska	Minnesota	Michigan
Arizona	Nevada	New Jersey	
Arkansas	New York	North Carolina	
Colorado	Ohio	Tennessee	
Connecticut	Oklahoma	Washington	
Delaware	Oregon		
Florida	Pennsylvania		
Georgia	South Carolina		
Illinois	South Dakota		
Indiana	Utah		
Kansas	Texas		
Kentucky	Vermont		
Maine	Virginia		
Massachusetts	Wisconsin		
Mississippi			

Note: *Information corresponds to Question 16.*

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-11. Types of Licenses or Certificates World Language Teachers Earn by State (Categories Are Listed as Reported)

P–8	P–12	P–A	K–5	K–6	K–8	K–12		5–9	5–12
1 state	9 states	1 state	1 state	1 state	6 states	22 states		1 state	2 states
AR	AL	WV	NY	NY	AZ	AK	MN	NM	IN
	KY				IA	CO	MT		MA
	NM				MN[a]	DE	NE		
	OH				MT	GA	NH		
	OK				NE	FL	NJ		
	OR				NM	ID	SC		
	TX					IL	SD		
	VA					KS	TX		
	WY					LA	UT[b]		
						ME	WA		
						MI	WI		

5–A	6–12	7–9	7–12		9–12	Elem.	MS	Sec.	HS	Unsure
1 state	4 states	1 state	17 states		1 state	2 states	1 state	2 states	1 state	2 states
WV	AL	NV	AK	MS	IN	CA	IL	CA	IL	AL
	ID		AZ	NE		IL		CO		DC
	IA		AR	NV						
	WI		CT	NM						
			HI	NY						
			IN	OH						
			MD	TX						
			MA	VT						
			MI							

Note: *Information corresponds to Question 17.*

P=pre-K; A=adult; Elem.= elementary; MS=middle school; Sec.= secondary; HS=high school

[a]*Endorsement added to elementary certifications*

[b]*Endorsement added to K–2, K–8, or 6–12 licenses*

Table 3-12. States in Which Elementary Endorsement May Be Added to 7-12 License/Certificate: 26 States

Arizona	Indiana	Montana	Texas
Arkansas	Iowa	Nebraska	Utah
California	Kansas	New York	Washington
Connecticut	Kentucky	Ohio	West Virginia
Georgia	Maine	Oklahoma	Wisconsin
Idaho	Massachusetts	Pennsylvania	
Illinois	Minnesota	Tennessee	

Note: *Information corresponds to Question 18.*

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-13. States with Specific Licensure Requirements to Teach in Immersion Settings: 15 States

California	Indiana	Ohio
Delaware	Massachusetts	South Carolina
Hawaii	Minnesota	Utah
Idaho	New Jersey	Washington
Illinois	New York	Wisconsin

Note: *Information corresponds to Question 19.*

Table 3-14. States in Which Teachers of Other Disciplines Who Are Fluent in the Target Language May Add World Language Endorsement at Grade Levels of Their Initial License: 34 States

Alaska	Iowa	Nebraska	Rhode Island
California	Kentucky	New Hampshire	South Carolina
Connecticut	Louisiana	New Jersey	South Dakota
Delaware	Maine	New Mexico	Tennessee
Georgia	Maryland	New York	Texas
Hawaii	Massachusetts	North Carolina	Utah
Idaho	Michigan	Oklahoma	Virginia
Illinois	Minnesota	Oregon	
Indiana	Montana	Pennsylvania	

Note: *Information corresponds to Question 20.*

Table 3-15 corresponds to Question 41, which was originally answered by the states as additional information. The results are reported here because the question relates to state requirements.

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-15. States with Special Requirements, Training, or Support for Online Teaching: 21 States

Special requirements	Training provided	Support provided	Unspecified
10 states	12 states	3 states	1 state
Arkansas	Georgia	Delaware	Illinois
Connecticut	Hawaii	Iowa	
Idaho	Kentucky	Maine	
Maryland	Maine		
Missouri	Massachusetts		
Montana	North Carolina		
North Carolina	Oklahoma		
Pennsylvania	Pennsylvania		
South Carolina	South Carolina		
Washington	South Dakota		
	Washington		
	West Virginia		

Note: *Information corresponds to Question 41.*

Traditionally, in order to become licensed, World Language teacher candidates are required to take a certain number of courses at institutions of higher education. In recent years, some states have allowed teacher candidates to take a variety of tests to demonstrate their language proficiency and/or general and pedagogical knowledge and skills. Tables 3-16–3-18 list the tests used by different states. These tests do not necessarily preclude the required courses at the college/university level.

Table 3-16. Language Tests Recognized for Licensure: 37 States

ETS Praxis II		ACTFL OPI/WPT[a]	State test	ACTFL OPI	ETS Praxis I & II	Language test[b]	College credits
23 states		12 states	10 states	8 states	2 states	1 state	1 state
AK	NC	AK	AZ	IA	IN	VT	MN
DE	ND	CT	CA	KY	NJ		
HI	OH	DE	FL	MI			
ID	OR	GA	GA	NJ			
KS	RI	LA	IL	OK			
KY	SC	ME	MA	TN			
LA	UT	MD	NM	WA			
ME	VA	NE	NY	WI			
MN	WA	NY	OK				
MO	WI	NC	TX				
NY	WY	PA					
		UT					

Note: *Information corresponds to Question 21.*

[a]*OPI: Oral Proficiency Interview; WPT: Writing Proficiency Test*

[b]*Not specified*

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-17. General or Pedagogical Tests for Licensure: 40 States

ETS Praxis I	State test	ETS Praxis II PLT[a]	ETS Praxis II	ETS Praxis I & II	ETS Praxis III	Other
16 states	12 states	10 states	7 states	4 states and the District of Columbia	3 states	1 state
AL MN	AL GA	HI	AR	DC	AR	AL
CT MS	AK NM	KS	CO	IA	OH	
DE NE	AZ NY	KY	ME	NV	UT	
HI NC	CA OK	LA	MN	PA		
ID OH	CO TX	ME	MS	TN		
IN OR	FL VA	NV	MO			
ME UT		OH	NY			
MD WV		RI				
		SC				
		WV				

Note: *Information corresponds to Question 22.*
[a]*Principles of teaching and learning*

Table 3-18. Tests of English Required for Licensure for Non-Native Speakers of English: 14 States

State test	TOEFL	ETS Praxis I	ETS Praxis unspecified	Nelson-Denny	ATCFL OPI[a]	Varies by institution	Unspecified writing test
3 states	3 states	3 states	1 state	1 state	1 state	1 state	1 state
CA	KS	CT	PA	IL	UT	KY	MI
MA	TX	ME					
WA	VA	MN					

Note: *Information corresponds to Question 23.*
[a]*Or equivalent*

As shown in Table 3-19, when it comes to licensure decisions, 36 states and the District of Columbia adopt the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. For state requirements for licensure renewal, refer to Table 3-20.

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-19. States Using INTASC Standards for Licensure Decisions: 36 States and the District of Columbia

Alabama	Indiana	Montana	Tennessee
Arkansas	Iowa	New Jersey	Texas
California	Kansas	New York	Utah
Connecticut	Kentucky	North Carolina	Vermont
Delaware	Louisiana	Ohio	Virginia
District of Columbia	Maine	Oklahoma	Washington
Florida	Maryland	Pennsylvania	Wisconsin
Georgia	Michigan	Rhode Island	
Hawaii	Minnesota	South Carolina	
Illinois	Missouri	South Dakota	

Note: *Information corresponds to Question 24.*

Table 3-20. Licensure Renewal Requirements: 42 States and the District of Columbia

Undergraduate/graduate credits or advanced degrees		Professional development hours	Continuing education units/credits	Professional improvement plan	Other
26 states		15 states	14 states	5 states	1 state
AL	MA	AZ	AL	KS	NV
AZ	MI	AR	IL	MO	
AR	MS	CA	IN	NJ	
CO	MT	CO	KY	NM	
DC	NE	CT	LA	OH	
FL	NV	DE	MS		
ID	NY	GA	MT		
IN	NC	MN	NV		
IA	OR	MT	NC		
KS	PA	NH	OR		
KY	SD	NJ	SC		
ME	UT	NY	TN		
MD	WV	OK	UT		
		PA	VA		
		TX			

Note: *Information corresponds to Question 25.*

Table 3-21 lists responses from 43 states to Question 42, one of the additional questions in the survey, in which they indicated whether or not they had reciprocal arrangements with other states for accepting the certificates and licenses for World Language teachers.

(3.5) LICENSURE, CERTIFICATION, AND ENDORSEMENT (CONTINUED)

Table 3-21. States That Accept World Language Certificates and Licenses from Other States: 43 States

States with reciprocal arrangements			No reciprocal arrangements
36 states			7 states
Alaska	Iowa	New Mexico	Idaho
Arizona	Kentucky	New York	Kansas
Arkansas	Louisiana	North Carolina	Minnesota
California	Maine	Ohio	Missouri
Colorado	Maryland	Oklahoma	New Jersey
Connecticut	Massachusetts	Pennsylvania	Virginia
Delaware	Michigan	Rhode Island	Wisconsin
Florida	Mississippi	Tennessee	
Georgia	Montana	Utah	
Hawaii	Nebraska	Vermont	
Illinois	Nevada	Washington	
Indiana	New Hampshire	West Virginia	

Note: *Information corresponds to Question 42.*

(3.6) TEACHER RETENTION

This section presents the survey results related to formal induction or mentoring programs required by states as well as other efforts to retain beginning World Language teachers.

Table 3-22. State Mentoring and Induction Requirements: 24 States

Beginning/first year	First 2 years	First 3 years	3–5 years	Insufficient information
14 states	5 states	2 states	1 state	2 states
Delaware	California	North Carolina	Wisconsin	Georgia
Illinois	Connecticut	Texas		Utah
Indiana	Louisiana			
Kentucky	Maine			
Massachusetts	Missouri			
Mississippi[a]				
New York				
Ohio				
Oklahoma				
Pennsylvania				
Rhode Island				
South Carolina				
Virginia				
West Virginia				

Note: *Information corresponds to Question 27.*
[a]*Required only for alternate route*

Table 3-23. States with World Language-Specific Efforts to Retain Beginning Teachers: 17 States

Arkansas	Kansas	Ohio
California	Massachusetts	South Dakota
Connecticut	Montana	Virginia
Florida	New Jersey	Washington
Illinois	New York	Wisconsin
Indiana	North Carolina	

Note: *Information corresponds to Question 28.*

(3.7) PROFESSIONAL DEVELOPMENT

While the importance and necessity of teacher professional development is recognized, states have different types and levels of support for World Language teachers. Tables 3-24 and 3-25 present the types of state support for National Board Certification and how World Language -specific professional development was delivered (i.e., World Language -specific initiatives). Tables 3-26 and 3-27 show the sources of efforts to engage World Language -specific learning communities and the role of professional development in licensure renewal.

Table 3-24. Types of State Support for National Board Certification: 41 States and the District of Columbia

Financial assistance for some or all of the program cost		Annual stipend upon completion		Salary increase upon completion	Recognizes but provides no support
28 states		23 states		3 states	4 states
AL	MS	AL	MS	DE	IL
AK	MO	AR	MO[a]	NC	MA
AZ	NE	CO	NM	TN	MN
AR	NV	DC	OH		TX
CA	NJ	FL	OK		UT
CT	NM	HI	PA[a]		
DC	OH	ID	SD		
FL	PA	KS	VT		
IN	RI	KY	WA		
IA	SD	LA	WI		
KS	VT	ME	WV		
KY	VA	MD			
LA	WV				
MD	WI				

Note: *Information corresponds to Question 30.*
[a]*Determined at the local level*

(3.7) PROFESSIONAL DEVELOPMENT (CONTINUED)

Table 3-25. World Language-Specific Professional Development Initiatives within States: 42 States

State-Wide Initiatives							
Conferences			State sponsored activities		Teacher academies		
11 states			6 states		4 states		
Connecticut	New Jersey		Hawaii		Delaware		
Idaho	New York		North Carolina		Kansas		
Louisiana	South Dakota		South Carolina		Kentucky		
Michigan	Vermont		Texas		West Virginia		
Nebraska	Washington		Virginia				
New Hampshire			Wyoming				

Partnerships		
State-university partnerships	State foreign language associations	University-district alliances
4 states	2 states	1 state
California	New Jersey	Pennsylvania
Connecticut	Texas	
Indiana		
Utah		

Other Initiatives					
Foreign language associations		Local school districts	Regional education agencies	Universities	MOUs with other countries
23 states		11 states	10 states	5 states	1 state
Alaska	Missouri Montana	California	Connecticut	Kentucky	Connecticut
Arizona	New Mexico	Connecticut	Hawaii	Louisiana	
Arkansas	North Carolina	Delaware	Kansas	Minnesota	
Delaware	Oklahoma Rhode	Hawaii	Massachusetts	New Hampshire	
Florida	Island Tennessee	Kentucky	Michigan	North Carolina	
Georgia	Vermont	Maryland	Oregon		
Iowa	Virginia	Minnesota	South Carolina		
Kansas	Washington	Ohio	South Dakota		
Louisiana	Wisconsin	Oklahoma	Texas		
Maryland		North Carolina	West Virginia		
Massachusetts		Tennessee			
Minnesota					

Note: *Information corresponds to Question 31.*

(3.7) PROFESSIONAL DEVELOPMENT (CONTINUED)

Table 3-26. Sources of Efforts to Engage World Language Teachers: 26 States

State Level Efforts					
Various state activities	Job-embedded professional development	State listservs	FLAP grant funded activities	Mentoring programs	Teacher academies
4 states	3 states	2 states	1 state	1 state	1 state
Hawaii	Delaware	Oklahoma	Wyoming	Minnesota	Kentucky
Kansas	Hawaii	South Dakota			
Kentucky	Michigan				
Louisiana					

Other Efforts					
State World Language associations	District initiatives	Colleges and universities	Regional education agencies	University-state partnerships	University-district alliances
6 states	6 states	4 states	2 states	1 state	1 state
Georgia	Connecticut	California	Connecticut	Indiana	Pennsylvania
Maryland	Kansas	Hawaii	Nebraska		
Montana	New Hampshire	Massachusetts			
New York	New York	New Jersey			
Virginia	North Carolina				
Wisconsin	Ohio				

Note: *Information corresponds to Question 32.*

Table 3-27. Role of Professional Development in Licensure Renewal: 44 States

Required			Plays a role	Does not play a role
38 states			4 states	2 states
Alaska	Maine	Pennsylvania	Idaho	California
Arizona	Maryland	Rhode Island	Indiana	Nebraska
Arkansas	Massachusetts	South Carolina	Oklahoma	
Connecticut	Michigan	South Dakota	Vermont	
Delaware	Minnesota	Tennessee		
Florida	Missouri	Texas		
Georgia	Montana	Utah		
Hawaii	New Hampshire	Virginia		
Illinois	New Jersey	Washington		
Iowa	New Mexico	West Virginia		
Kansas	New York	Wisconsin		
Kentucky	North Carolina	Wyoming		
Louisiana	Ohio			

Note: *Information corresponds to Question 33.*

(3.8) FUNDING

Tables 3-28–3-31 list the types of funding (including loan forgiveness and study abroad programs) available for teacher candidates seeking World Language licensure or endorsement, as well as the ways for states to communicate information to candidates on grant opportunities.

Table 3-28. Types of Funding for Candidates Seeking World Language Licensure or Endorsement: 9 States

Scholarships	High need	Induction	Heritage speaker program	Alternate route
6 states	1 state	1 state	1 state	1 state
Florida	Washington	California	Ohio	Washington
New Jersey				
North Carolina				
Mississippi				
South Dakota				
Virginia				

Note: *Information corresponds to Question 35.*

Table 3-29. Loan Forgiveness Requirements

State requirement[a]	Federal loan forgiveness requirement[a]	Specific state scholarship
11 states	5 states	2 states
Alaska	Alaska	South Dakota
Arizona	Arizona	Virginia
Arkansas	Kentucky	
California	Missouri	
Florida	Ohio	
Michigan		
Missouri		
Montana		
South Carolina		
Washington		
Wisconsin		

Note: *Information corresponds to Question 36.*
[a]Teaching in high-need/poverty areas

(3.8) FUNDING (CONTINUED)

Table 3-30. Mechanism of Delivering Information about Grants to Candidates: 26 States

Web site	Through districts	Listserv or e-mail lists	State FL associations	State professional associations	Targeted communication	Teacher preparation institutions
15 states	8 states	6 states	4 states	1 state	1 state	2 states
AZ	GA	IN	ID	TX	IN	OH
AR	MD	ME	NJ			NC
CA	MA	OH	OH			
CT	MN	SD	WA			
HI	NH	TX				
KY	PA	WI				
LA	VA					
ME	WV					
MD						
MN						
NH						
PA						
SC						
SD						
VA						

Note: *Information corresponds to Question 37.*

Table 3-31. Funding and Support for Study Abroad: 18 States

State education associations	Federal programs	University grants and scholarships	District programs	MOUs with countries
5 states	4 states	4 states	3 states	3 states
CT	CT	KS	CT	CT
LA	ID	KY	ME	LA
PA	MO	UT	MS	VA
NY	OK	WI[a]		
NC				

Private foundations	State FL associations	State grants	Teacher academies abroad
1 state	1 state	1 state	1 state
VT	SC	KY	KY

Note: *Information corresponds to Question 38.*

[a]State funded

(3.9) ADDITIONAL INFORMATION

The final part of the survey asked respondents to provide additional information on the trends in World Language education in their states. Additional innovative practices or approaches addressing the World Language teacher shortage were reported while possible topics for future surveys were suggested.

Table 3-32. Trends in World Language Education: 40 States

Trend	Number of states	States
Early language	15	CA, DE, ID, IN, LA, MI, MN, NE, OH, PA, VT, VA, WA, WI, and WY
Language immersion	14	CA, IN, LA, MI, MN, NE, NC, PA, SC, SD, TX, UT, WA, and WY
Less-commonly-taught languages	13	GA, IL, IA, KY, NH, NJ, NY, NC, OH, TX, UT, VA, and WI
Programs for Heritage speakers	12	CA, IN, KS, MN, NE, NY, NC, OK, SD, UT, WA, and WI
Dual-language	11	CA, GA, ID, IL, IN, MD, MN, NY, NC, TX, and WA
Online learning	9	CT, GA, HI, KY, ME, MD, WA, WV, and WY
Distance learning	5	AL, KS, OK, SD, and TX
Decline in French and German	3	IN, KY, and OK
Standards development	2	IN and NY
Credit for native-level proficiency	2	CT and DE
Increased interest in WL	2	KS and OK
Shortage of WL teachers	2	MO and MT
Fiscal difficulties	2	CT and ME
Academies	1	HI
Summer language programs	1	NJ
Collaboration with the content areas	1	HI
Teacher identification initiatives	1	GA
Teacher retention initiatives	1	GA
Career pathways	1	HI
Graduates being hired	1	NJ
Revamping of professional development	1	NY
Interest in global education	1	MA
WL not required for HS graduation	1	CT
ASL as a WL	1	NH
Decline in early language programs	1	OK
Declining numbers of WL programs	1	RI

Note: *Information corresponds to Question 40.*

(3.9) ADDITIONAL INFORMATION (CONTINUED)

Table 3-33. Other Innovative Practices or Approaches Addressing the World Language Teacher Shortage

Innovative practices or approaches	States
Working with Heritage speakers	Michigan
Online language courses	South Dakota
FLAP grants to develop teachers of Arabic and Chinese	Wisconsin
MOUs with other countries and employing guest teachers	Minnesota, Oklahoma, Vermont
Stipends for teachers in critical needs areas	Maryland
Ease of gaining WL certification	California
State and federal grants for teacher training (e.g., STARTALK)	Kentucky
WL study groups	Virginia
State wide WL education research	Washington, Wyoming
Increased collaboration between state DOE and universities	New Jersey
Local initiatives	Connecticut

Note: *Information corresponds to Question 43.*

(3.9) ADDITIONAL INFORMATION (CONTINUED)

Table 3-34. Suggested Topics Not Addressed in the NFLC National Survey

State	Suggested Topics
California	1. Common set of knowledge, skills, and abilities required for WL certification (beyond simple language proficiency in listening, speaking, reading, and writing) 2. Language skills proficiency level for certification and licensure 3. Relationship between bilingual and WL knowledge, skills, and abilities
Connecticut	1. A federal certificate for visiting teachers on J-1 visas that all states may accept 2. Philosophical support from the state level for language learning
Georgia	How states identify and create pathways from the classroom through college for future teachers
Kansas	Although the state is using NCATE standards, the evidence of those affecting needed changes in the largest language departments is minimal.
Kentucky	Attempts to establish an international certificate; problems exist with all MOUs beyond the 3-year limitation of the J-1 visa for limited certificates
Michigan	College programs that offer teacher prep in WL
Minnesota	States have more leverage than individual school districts to create agreements.
New Jersey	Issues to consider: the visa/legal status issues for international students who decide they want to teach in US K–12 schools. We are seeing this as a very common desire among Chinese-speaking international students. I think the issue of teacher dispositions and cultural expectations and differences is important to discuss as well.
New York	Building capacity: (1) P–16 pipeline, (2) Heritage Language groups
North Carolina	Recruitment of middle and elementary school students has a program called Project CAFE (Calling All Future Educators). It is organized by the Foreign Language Association of North Carolina (FLANC). Here is some information on Project CAFE: North Carolina foreign language teachers are addressing these issues through Project CAFE. This is an initiative to identify and recognize outstanding young people who could have a future in teaching a World Language other than English. As their nominating teacher, you will build a recognition program that suits you and your students. Over 100 students have been recognized since Project CAFE began in 2003. The role of FLANC has been to serve as liaison among the various CAFE programs across the state, to share information among those teachers, and to recognize the CAFE teachers and students at the conference.
Pennsylvania	Dual enrollment WL courses http://www.pde.state.pa.us/c_and_i/cwp/view.asp?a=3&q=112843
Washington	One of the biggest challenges in teacher certification is locating appropriate placements for internships. We have few teachers with proper endorsements in certain languages who can serve as mentor teachers. It's a chicken and egg thing.
Wisconsin	Issues surrounding credit transfer (works against creative, innovative programs) and credit policies for proficiency or experiences.

Note: *Information corresponds to Question 44.*

(3.9) ADDITIONAL INFORMATION (CONTINUED)

Table 3-35. Other Pertinent Information Suggested or Items to Be Considered

Connecticut	Lots of state barriers
Hawaii	This survey should also be completed by higher education and/or state licensing agencies in order to obtain a complete picture.
Minnesota	The task's scope goes beyond the resources of local- and state-level initiatives. Federal assistance is needed. Overall school reform is needed to address not only the resource allocations but also the restructuring of the US K–12 education system to minimize the current obstacles to change.
Pennsylvania	Distance learning and highly-qualified requirement of NCLB
West Virginia	The issue of teachers leaving the state to pursue positions in surrounding states that are able to compensate teachers at a higher pay rate.

Note: *Information corresponds to Questions 45 and 46.*

(3.10) NATIONAL WORLD LANGUAGE EDUCATION SURVEY

1. With which organization are you affiliated and in which state?

    Affiliation:
    State:

(3.10-a) Language Requirements

Does your state require *all* students to take a World Language (except those exempted based on IEPs)?

If you are unsure, select ***No*** and insert the word ***unsure*** in the comments area.

If there currently are no requirements, but there are plans for language requirements, select ***No*** and provide information about those plans in the comments area.

2. In elementary school?

    Yes
    No

If so, in which grades and languages? If planned, in which grades, and when are they expected to be implemented?

3. In middle school?

    Yes
    No

If so, in which grades and languages? If planned, in which grades and when are they expected to be implemented?

4. For high school graduation?

    Yes
    No

If so, in which grades and languages? What number of credits and to what level of proficiency? If planned, in which grades and when are they expected to be implemented?

(3.10-b) Recruitment

Are there special programs in your state to recruit World Language (WL) teachers from among the following groups?

If you are unsure, select ***No*** and insert the word ***unsure*** in the comments area.

5. High school students

    Yes
    No

If so, how? (e.g., future teacher clubs, through state foreign language associations)

6. College students

    Yes
    No

If so, how? (e.g., Board of Regents' Initiatives, Humanities and College of Education collaborations, through your Foreign Language association)

7. Heritage speakers

    Yes
    No

If so, how? (e.g., intensive or alternative routes to certification)

8. Mid-career changers

    Yes
    No

If so, how? (e.g., intensive or alternative routes to certification)

9. Paraprofessionals

    Yes
    No

If so, how? (e.g., incentives, supports)

10. What articles, web sites or other resources on the topic of WL teacher recruitment might you recommend?

(3.10-c) Guest Teachers

If you are unsure, select ***No*** and insert the word ***unsure*** in the comments area

11. Does your state have any agreements with other countries to bring language teachers to your state?

Yes
No

If yes or planned, with which countries and how many teachers from each country?

(3.10-d) Pre-Service Teacher Development

For the following questions, if you are unsure, select ***No*** for Yes/No questions and insert the word ***unsure*** in the comments area for open-ended questions.

12. How many teacher preparation programs does your state have? In which languages and how many programs per language? (e.g., Spanish-25, Chinese-1)

13. Does your state approve teacher preparation programs based on the ACTFL/NCATE program standards?

Yes
No

If not, what is the basis for approval?

14. Does your state have alternative routes to certification or intensive alternative licensure programs for Heritage Language or native speakers?

Yes
No

If so, please describe the alternative licensure programs.

15. What articles, Web sites or other resources on the topic of World Language teacher preparation might you recommend?

(3.10-e) Licensure/Certification/Endorsements

For the following questions, please add the URL for pertinent documents or Web sites. If you are unsure, select ***No*** for Yes/No questions and insert the word ***unsure*** in the comments area for open-ended questions.

16. Which is the licensing agency in your state?

For traditional licensure:
For alternative licensure:

17. What type of license or certification do WL teachers earn in your state? (e.g., Pre-K–12, 7–12)

18. If 7–12, may teachers add an elementary endorsement?

Yes
No

If so, what are the requirements?

19. Are there specific licensure requirements to teach in immersion settings?

Yes
No

If so, what are those requirements?

20. Are teachers of other disciplines who are fluent in a language other than English able to add a WL endorsement at the grade levels of their initial license?

Yes
No

If so, at what grade levels, in which languages, and what additional requirements are there to add an endorsement?

21. How do language majors and fluent speakers demonstrate language proficiency for licensure in your state? (e.g., Praxis II content knowledge test, ACTFL OPI/WPT)

22. What state licensure exams are required to demonstrate general knowledge or knowledge of pedagogy? (e.g., Praxis I, Praxis II: Principles of Learning and Teaching, Praxis III)

23. Does your state require a licensure test of English for non-native speakers?

Yes
No

If so, which test?

24. Does your state use the INTASC standards to inform licensure decisions?

Yes
No

If so, how?

25. What evidence is required for licensure renewal?

26. What articles, Web sites, or other resources on the topic of WL teacher licensure, certification and/or endorsements might you recommend?

(3.10-f) Retention

27. Are there formal induction or mentoring programs required in your state? (e.g., Pathwise, Peer Assistance and Review)

Yes
No

If so, indicate for whom they are intended (e.g., entry-year teachers only, teachers in their first three years) and please briefly describe the programs or provide a Web site URL with a description.

28. Please describe any WL-specific efforts in your state to retain beginning teachers.

29. What articles, Web sites, or other resources on the topics of WL teacher mentoring and retention might you recommend?

(3.10-g) Professional Development

30. Does your state support National Board Certification?

Yes
No

If so, how? (e.g., financial support during the process, stipend upon achieving NBC)

31. How is WL-specific professional development delivered in your state? (e.g., active Academic Alliances Pre-K–College, regional professional development collaborative, Webinars, yearly conferences, or workshops)

32. Describe efforts in your state to engage teachers in WL-specific learning communities, action research, or job-embedded professional development?

33. Explain how professional development and licensure are related and how they affect job security?

34. What articles, Web sites, or other resources on the topic of WL-teacher professional development might you recommend?

(3.10-h) Funding

For the following questions, if you are unsure, select ***No*** for Yes/No questions and insert the word ***unsure*** in the comments area for open-ended questions.

35. Does your state provide any funding to candidates seeking WL licensure or endorsement?

Yes
No

Additional comments:

36. Are there state-level loan forgiveness programs for WL teachers?

Yes
No

If so, what are the requirements?

37. How does your state communicate information to candidates on federal and/or private foundation grants? (e.g., America COMPETES or SMART grants, Freeman Foundation, Teach for America)

38. Is there funding and support available for study abroad? (e.g., professional associations, sabbaticals, teacher exchange)

Yes
No

If so, in what form?

39. What articles, Web sites, or other resources on the topic of funding for WL teachers might you recommend?

(3.10-i) Additional Information

40. What trends in WL education in your state do you see? (e.g., early language, immersion, online learning, courses for Heritage speakers)

41. Are there special requirements, training, or supports for teaching in an online environment in your state?

Yes
No

If so, what are they?

42. Does your state have reciprocal arrangements with other states for accepting the certification/licenses for WL teachers?

Yes
No

If so, with which states and for which languages?

43. Please describe other innovative practices or approaches in your state to address the WL teacher shortage not covered in the above questions?

44. What are other important topics that should have been addressed but are not listed in the survey or the white paper outline?

45. What articles, Web sites, or other resources for the topics on this page might you recommend?

46. Is there other pertinent information you would like to add or articles you think should be considered concerning the shortage of WL teachers?

4. NCSSFL High School World Language Graduation Requirements by State

This represents a compilation of research conducted by National Council of State Supervisors for Languages (NCSSFL) members Janice Kittok (MN) and Ryan Wertz (OH) in February 2008. A subsequent update of this information was completed in March 2010.

For future updates of this information, visit the NCSSFL Web site at www.ncssfl.org and click on the "States Report" tab. Query question #2 for individual states or for all states.

Please note that information on graduation requirements in states that are not represented on the NCSSFL may not included in this compilation. These states include AL, AK, AZ, AR, FL, IA, MO, MS, MT, NV, NM, ND, and RI.

Revised 2010.

Table 4-1. States with or Considering High School Foreign Language Graduation Requirements

State	World Language Graduation Requirements
California	Students must complete one course of foreign language or one course of the visual and performing arts to graduate from high school.
Connecticut	The Connecticut General Assembly included a two-year WL requirement as part of the high school reform effort during the 2009 legislative session. The whole bill was tabled because of the state's economic crisis and should be taken up again in 2010.
Delaware	Beginning with the graduating class of 2013, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.
DoDEA (Department of Defense Education Activity)	The Department of Defense Education Activity requires two years of foreign language for high school graduation in its schools worldwide, which include schools on selected military bases in the continental USA, the Caribbean, Europe, and the Pacific Areas.
Florida	Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt from this requirement, provided that the student demonstrates proficiency in his/her native language. Two credits of American Sign Language can satisfy the foreign language requirement.
Georgia	Beginning in 2012, Georgia high school students are no longer required to fulfill a World Languages requirement for graduation. Rather, the requirement has been re-titled CTAE/ Modern Language/ Latin/ Fine Arts, and students can choose to fulfill the three credit requirement from courses in these broader fields. Currently, the Georgia Board of Regents continues to support World Languages study by requiring two units of credit in the same Modern Language or Latin for students planning to enter or transfer into a University System of Georgia institution. The Georgia Department of Technical and Adult Education, including the Technical College System of Georgia, do not require a modern language/Latin for admission.
Hawaii	Completion of two credits in the same World Language is one of three options for a two-credit graduation requirement. The other two options are 2 credits in Fine Arts or two credits in Career and Technical Education.
Illinois	No state requirement. Note: the Chicago Public Schools does require all of its students to take and pass two years of foreign language in order to graduate from high school.
Kansas	There is no state graduation requirement. However, for a high school to be accredited in Kansas, it must offer foreign language. For students wishing to attend a Kansas post-secondary institution as a Regents Scholar, two years of study of one language are required. For those applying for Qualified Admissions, two years of study are highly recommended.

NCSSFL HIGH SCHOOL WORLD LANGUAGE GRADUATION REQUIREMENTS BY STATE (CONTINUED)

Kentucky	Currently, Kentucky has a 2-year or competency equivalent precollege curriculum requirement for admission to 4-year colleges, but no graduation requirement. An advanced placement foreign language course is required for the Commonwealth (honors) Diploma. In spring, 2010, the state will propose a graduation requirement for every student of "Basic User" or "Novice High" competency. This requirement will be phased in over a proposed timeline and will allow students to demonstrate competency at any time during their P-12 educational experience.
Louisiana	Two years of language or speech are required for all students starting with 2012 graduates.
Maine	Current Maine Department of Education Rule requires students to demonstrate that they successfully meet the state World Language standards in the Maine Learning Results (http://www.maine.gov/education/lres/pei/index.html). A waiver provision is available, however, and the Commissioner of Education permits flexibility due to issues regarding education funding and teacher capacity. Further clarification will be provided during the current state legislative session.
Maryland	Students must earn one of the following: two credits of World Language or two credits of American Sign Language; two credits of advanced technology education; or successfully complete a State-approved career and technology program.
Michigan	The State Board of Education expects all students, beginning with the graduating class of 2016, to complete two credits of a World Language other than English prior to graduation, or demonstrate a two-year equivalent proficiency. Students are required (1) to demonstrate holistic proficiency at the Novice High level on the ACTFL Proficiency Scale; (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the World Language; (4) demonstrate an understanding of the nature of the language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting. Each local school district is responsible for designing opportunities for students to meet the new World Language requirement. For example, a local school district might choose to meet the two-year language requirement by: • offering a K-8 program for all children that results in proficiency equivalent to two credits at the high school level; • encouraging students to complete the first credit of language study in Grades 6 and 7 and the second credit of language study in Grade 8; • encouraging students to complete the first credit of language study in Grade 8 and the second credit of language study in Grades 9-12; or • spreading two credits of language study over four calendar years, completing the first credit in two academic years and the second credit in two additional years. http://www.michigan.gov/documents/mde/WL_Guidelines_FINAL_206823_7.pdf

NCSSFL HIGH SCHOOL WORLD LANGUAGE GRADUATION REQUIREMENTS BY STATE (CONTINUED)

Minnesota	The foreign language requirement proposed by the governor and legislators in 2007 did not pass. World Language standards and graduation requirements are local decisions.
New Jersey	The study of World Languages **is** required at the elementary level in grades K-8. N.J.A.C. 6A:8-1.1 specifies expectations in **nine** content areas including World Languages. Recommended instructional time allocations may be found in the **2009** standards document **and** are based on the American Council on the Teaching of Foreign Languages ACTFL Performance Guidelines for K-12 Learners and the results of a New Jersey three-year FLAP grant project. The need to provide appropriate time allocations to enable students to achieve the standards is underscored in N.J.A.C. 6A:8-3.1. According to administrative code 6A:8-5.1(a)1i(7), the current high school graduation requirements for students requires them to fulfill the state minimum five-credit high school graduation requirement for World Languages through a seat-time instructional program or by successfully completing a proficiency/competency-based exit test**.** The department offers guidelines on selecting proficiency assessments that may be used by districts. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirements for high school graduation to accrue, during each year of enrollment, five credits in World Languages aimed at preparation for entrance into postsecondary programs or 21st -century careers. Opportunities to develop higher levels of proficiency should be based on personal and career interests and should be encouraged in Personalized Student Learning Plans. Web Link: http://www.state.nj.us/njded/aps/cccs/wl/faq.htm
New York	**8NYCRR §100.2(d).** New York State requires students to complete at least two units of study in a language other than English at some time during grades kindergarten through nine. Only those students identified as having a disability which adversely affects their ability to learn a language may be exempted from the language other than English requirement if the students' individualized education programs state that such requirements are not appropriate. **8NYCRR §100.5(b)(7).** New York State has two types of diploma – the Regents diploma and the Regents Diploma with an advanced designation. **8NYCRR §100.2(d).** Unless they are exempted as defined above, all students shall earn one unit of credit in a language other than English in order to complete the language other than English requirement for a Regents diploma. Students may earn one unit of credit by passing the State's Checkpoint A Second Language Proficiency Exam or passing a high school, year-long, Level 1 course. **8NYCRR §100.4(d).** Based on the superintendent or his or her designee's determination of a student's readiness, a local education agency may place such student in an accelerated course of study in a language other than English in grade eight which, in effect, reduces the two units of study requirement to one year. The students in an accelerated language course, however, must pass both the course and the exam in order to earn the one unit of credit in a language other than English.

NCSSFL HIGH SCHOOL WORLD LANGUAGE GRADUATION REQUIREMENTS BY STATE (CONTINUED)

	8NYCRR §100.5(b)(7)(v). To earn a Regents diploma with an advanced designation, a student must complete in addition to the requirements for a Regents diploma, two additional units in a language other than English for a total of three units and pass the Checkpoint B Comprehensive Regents Exam in that language. **8NYCRR §100.2(d).** In those languages for which no State proficiency assessment is available, a locally developed test, which is determined to be equivalent to the State proficiency assessment pursuant to subdivision (f) of this section and follows the content and format of the Regents Exam, may be administered.
North Carolina	The current graduation requirement policy is two credits of the same foreign language or demonstration of proficiency for students following the "University/College Course of Study". Middle school students are allowed to take high school foreign language courses in order to meet high school graduation requirements. The offering at the middle school must meet standards and seat time as required for high school credit. The grade earned at middle school is not factored into high school GPA. The new Future Ready Core diploma, which began with the ninth graders who entered high school for the first time in 2009-2010, includes this in the electives section because it addresses the University of North Carolina System admission requirements. http://seclang.ncwiseowl.org/policy___legislation/foreign_language_graduation_requirements/
Ohio	A requirement has been proposed, and a strategic capacity-building plan began in 2007. Under current law, there is no foreign language requirement that applies to all students, but students who wish to qualify for an honors diploma are required to take three years of one foreign language or two years each of two different foreign languages.
Oklahoma	College Preparatory/Work Ready Curriculum for High School Graduation: Beginning with students entering the ninth grade in the 2006-07 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the college preparatory/work ready curriculum units or sets of competencies at the secondary level including 2 units of the same foreign or non-English language, or 2 units computer technology. In lieu of the requirements of the college preparatory/work ready curriculum for high school graduation, a student may enroll in the core curriculum for high school graduation, upon written approval of the parent or legal guardian of the student (does not include foreign language). http://www.sde.state.ok.us/Schools/Counseling/Graduation.html
Pennsylvania	There is no state foreign language requirement. Because PA is a local control state there are at least 75 districts that have chosen to have a foreign language graduation requirement. In addition, State Accountability Block Grants are available for starting or improving elementary second language programs. Also, the high school reform plan highly recommends two years of a foreign/world language for all students. Currently, pilot elementary programs (critical and traditional foreign languages) are increasing yearly to at least 200 of 500 districts. Foreign Language enrollment data shows in grades 7-12 an increase of near 27,000 students (between 06-07 and 07-08) due to technology and virtual cyber classrooms.

NCSSFL HIGH SCHOOL WORLD LANGUAGE GRADUATION REQUIREMENTS BY STATE (CONTINUED)

South Dakota	In the last year, South Dakota has taken a step backward with regard to World Language study. Until November of 2009, two years of a single World Language were required for students choosing the distinguished graduation track. This fact encouraged parents to enroll their children in languages. However, the state currently has only one graduation track. In it, World Languages are categorized with career and technical education and a capstone experience or service learning. One unit of the above is required for graduation. This change takes effect with students who enter as freshmen in the 2010-2011 school year. Web Link: http://doe.sd.gov/oatq/gradrequirements/index.asp
Tennessee	All students beginning with the 2009-2010 ninth graders are required to take 2 years of a World Language in order to graduate from high school. If a student wishes to opt out, the parents must sign an affidavit saying their child will not be attending a college or university. This protects the school system if the student then decides to go on and finds he/she has to make up that language requirement. It was felt, though, that students need this skill regardless of whether or not they attend college. There is an additional 3 credit focus area in the program of study that may be in World Languages for a student who wishes to have further study.
Texas	Texas does have a graduation requirement. The graduation requirement is two years of the same language for the Recommended Plan (this is the standard Texas diploma for all students) and three years of the same language for the Distinguished Achievement Program (DAP). The Minimum High School Program does not have a foreign language requirement. It is difficult for parents to opt their children out of the two primary educational plans and into the Minimum High School Program; a rigorous set of criteria must be met. http://www.tea.state.tx.us/rules/tac/chapter074/ch074f.html
Utah	The Canyons School District has just approved a three tier deferential diploma with a two year World Language requirement for the upper two tier college ready diplomas. The state is moving toward the same goal and is proposing a two year or novice high demonstrated competency World Language requirement for its college ready diploma. The new state Regents scholarship has a two World Language requirement.
Virginia	New wording in the Standards of Accreditation requires that students complete a two-year sequence of either foreign language, fine arts, or career and technical courses for a Standard Diploma. Previously, foreign language was not included. Students seeking the new Career and Technical Standard Diploma must take one course in fine arts or foreign language. Foreign language is not required for graduation with a Standard Diploma, other than the requirement above. Students seeking an Advanced Studies Diploma must take three years of one language or two years each of two languages. Virginia also has a new Career and Technical Advanced Studies Diploma, which has the same language requirement as the regular Advanced Studies Diploma. Students planning to attend college pursue this type of diploma. Finally, Governor Kaine also initiated the Commonwealth Scholars program, in which students must pursue a two-year sequence of foreign language, among other graduation requirements, for this type of diploma.

NCSSFL HIGH SCHOOL WORLD LANGUAGE GRADUATION REQUIREMENTS BY STATE (CONTINUED)

Washington	Washington's State Board of Education has proposed a college and career ready graduation requirement of 2 credits of World Languages. However, students pursuing a career emphasis could substitute other courses for the World Languages credits.
West Virginia	WV does not have a World Language graduation requirement that applies to all students. However, Policy 2510 http://wvde.state.wv.us/policies/ requires that students in the Professional Pathway must earn two credits in the same foreign language in order to graduate.
Wyoming	Students must demonstrate a district-determined proficiency for a diploma endorsement

National Council of State Supervisors for Languages. http://www.ncssfl.org/

NCSSFL
National Council of State Supervisors for Languages

5. Defining Language Proficiency Skills and What It Takes to Achieve Significant Proficiency

Language Proficiency is defined by US government language testing agencies as "the ability of an individual to carry out in appropriate ways communicative tasks which are typically encountered in cultures where the language is natively spoken." It is important to remember that in this definition the emphasis is on tasks; simply stated, proficiency refers to how well an individual can use the language to do the things that are necessary parts of living in another culture. No matter how many words or grammar rules a person memorizes, it is not real proficiency unless the person can use the language for real communication with native speakers to accomplish a purpose.

(5.1) THE PROFICIENCY SCALE

The system of proficiency evaluation used by the US Government (the ILR Scale) was originally designed in the 1950s to provide the State Department with a short-hand indicator of how well native English-speaking employees can use another language to do their work. Then, as now, the scale ranges from 0 (no functional ability in the language at all) to 5 (functionally equivalent to a well educated native speaker). In 1968 several agencies cooperatively wrote formal descriptions of the base levels in four skills—speaking, listening, reading, and writing. The resulting scale became part of the United States Government Personnel Manual, enabling each agency to inventory Government employees' language ability by a common metric (Herzog, 2004).

In 1976, NATO adopted a language proficiency scale that was influenced by the 1968 document. During 1982-84, the US document was revised under the auspices of the Interagency Language Roundtable (ILR) to include full descriptions of the "plus" levels that had gradually been incorporated into the scoring system. Although specific testing tasks and procedures differ somewhat from one agency to another for operational reasons, all US Government agencies adhere to the ILR Definitions as the standard measuring stick of language proficiency (Herzog, 2004).

In 1983–86, the American Council on the Teaching of Foreign Languages (ACTFL) developed Proficiency Guidelines based on the ILR definitions and published them for academic use. Like the ILR scale, the ACTFL guidelines have undergone refinement. ACTFL also developed a test of proficiency similar to the Government test and began training educators to conduct tests using their scale. ACTFL and the Government have worked together closely for almost 30 years to ensure that the two proficiency testing systems are complementary.

The 6-point scale for language proficiency is summarized in Table 5-1.

Table 5-1. US Government Interagency Language Roundtable (ILR) and Comparable ACTFL Language Proficiency Ratings

ILR Rating	ACTFL Proficiency Levels	Description
0 0+	Novice-Low Novice-Mid Novice-High	*No Functional Proficiency* *Memorized Proficiency*
1 1+	Intermediate-Low Intermediate-Mid Intermediate-High	*Elementary Proficiency:* Able to satisfy routine courtesy and travel needs and to read common signs and simple sentences and phrases.
2 2+	Advanced-Low Advanced-Mid Advanced-High	*Limited Working Proficiency:* Able to satisfy routine social and limited office needs and to read and understand short printed or typewritten straightforward texts.
3 3+	Superior	*General Professional Proficiency:* Able to speak accurately and with enough vocabulary to handle social representation and professional discussions within special fields of knowledge; able to read most materials found in daily newspapers.
4 4+	Distinguished	*Advanced Professional Proficiency:* Able to speak and read the language fluently and accurately on all levels pertinent to professional needs.
5	(N/A)	*Functionally Equivalent to a Well-Educated Native Speaker*

Intermediate gradations on the full scale are indicated on the ILR Scale by a plus mark; for example, a rating of **S-2+** describes a Speaking proficiency that is substantially stronger than **S-2** but still falls short of the minimum criteria required for a rating of **S-3**. The ACTFL Scale indicates additional gradations by using the indicators -*low,* -*mid* and -*high.*

Note that a crucial aspect of the scale is that the same proficiency rating in two very different languages has the same functional meaning. Thus, for example, a tested "Advanced-Mid" speaker of Mandarin Chinese will have the same functional ability in that language as a tested "Advanced-Mid" speaker of Russian, Zulu or French.

The development, validation and establishment of this scale and related testing procedures make it possible for language educators, their students, and their prospective employers to use and refer to a common metric to indicate what an individual is able to do with a language and how well s/he is able to do it.

In addition, because the scale has been used across the government for more than 50 years and the refined versions of it have been employed in both the government and academia for more than 25 years, it has been possible to determine with considerable precision the amount of time in extended study it typically takes learners to achieve specific levels of proficiency in individual languages. As an example, Table 5-2 is adapted from one developed by the State Department's Foreign Service

Institute (FSI) to indicate the number of weeks of full-time study (25 hours of instruction plus homework per week) it takes a native English-speaking student with good language learning aptitude, starting from scratch, to develop specified proficiency levels in reading and speaking-listening any of the more than 70 languages taught at FSI. As the table indicates, the time needed for a good learner starting with no prior knowledge of the language to develop ACTFL "Advanced" proficiency (ILR-2) in speaking and reading a language like Spanish is about 400 classroom hours (16 weeks); to achieve that level in Russian or Thai takes about 600 hours; and a language like Arabic, Chinese or Korean requires approximately 1100 hours. When we consider that a five-day-a-week university course typically provides about 75 hours of instruction per term, or 150 hours per academic year, it is clear that we are talking about several years of continuing study.

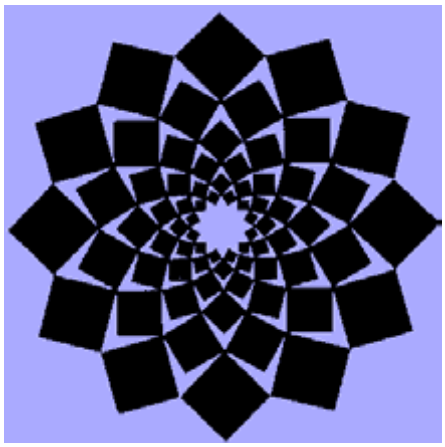
Table 5-2. Approximate Learning Time Expectations at the Foreign Service Institute[3]

	Weeks of full-time study to achieve Goal		**Class hours to achieve goal**	
FSI Language "Categories"	S/R-2 "Advan-ced"	S/R-3 "Profes-sional"	S/R-2 "Advan-ced"	S/R-3 "Profes-sional"
Category I: Languages closely cognate with English: *French, Italian, Portuguese, Romanian, Spanish, Swedish, Dutch, Norwegian, Afrikaans, etc.*	16	23-24	400	575-600
Category II: Languages with significant linguistic and/or cultural differences from English: *Albanian, Amharic, Azerbaijani, Bulgarian, Finnish, Georgian, Greek, Hebrew, Hindi, Hungarian, Icelandic, Khmer, Latvian, Mongolian, Nepali, Pashto, Polish, Russian, Serbian, Tagalog, Thai, Turkish, Urdu, Vietnamese, Yoruba, etc.*	24	44	600	1100
Category III: Languages which are exceptionally difficult for native English speakers: *Arabic, Chinese, Japanese, and Korean*	44	88 (2nd year is in the country)	1100	2200
Other languages: Good language learners typically require a minimum of at least 30 weeks (750 class hours) to achieve Professional proficiency from scratch in German; learners of Indonesian, Malaysian and Swahili require 36 weeks (900 class hours).				

[3] Language learning at FSI is highly intensive, involving at least 25 classroom hours each week and 3-4 hours per day of directed self-study. Class size is a maximum of six, typically fewer.

(5.2) ACTFL PROFICIENCY GUIDELINES

American Council on the Teaching of Foreign Languages



ACTFL Proficiency Guidelines—Speaking
Revised 1999

(5.2-a) Speaking Proficiency Guidelines

The *ACTFL Proficiency Guidelines—Speaking* (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the *ACTFL Guidelines* were an adaptation intended for use in academia (college and university levels particularly) in the United States. For this reason, the authors of the *Provisional Guidelines* (1982) conflated the top levels (ILR 3-5), expanded the descriptions of the lower levels (ILR 0-1), and defined sublevels of competency according to the experience of language instructors and researchers accustomed to beginning learners. Their efforts were further modified and refined in the *ACTFL Proficiency Guidelines* published in 1986.

After additional years of oral testing and of interpretation of the *Guidelines*, as well as numerous research projects, scholarly articles, and debates, the time has come to reevaluate and refine the *Guidelines*, initially those for Speaking, followed by those for the other skills. The purposes of this revision of the *Proficiency Guidelines—Speaking* are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the *Guidelines*.

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

An important example is the treatment of the Superior level. The ILR descriptions postulate a spectrum of proficiency abilities from 0 which signifies no functional competence, to 5 which is competence equivalent to that of a well-educated native speaker. Due to the language levels most often attained by adult learners, the *ACTFL Guidelines* do not include descriptions of the highest ILR levels. The ACTFL Superior level, roughly equivalent to the ILR 3 range, is thus to be seen as a baseline level; that is, it describes a particular set of functional abilities essential to that level, but not necessarily the whole range of linguistic activities that an educated speaker with years of experience in the target language and culture might attain. Keeping this distinction in mind reduces the tendency to expect the Superior speaker to demonstrate abilities defined at higher ILR levels.

For this reason, among others, the committee has broken with tradition by presenting this version of the Speaking Guidelines in **descending** rather than ascending order. This top-down approach has two advantages. First, it emphasizes that the High levels are more closely related to the level above than to the one below, and represents a considerable step towards accomplishing the functions at the level above, not just excellence in the functions of the level itself. Second, it allows for fewer negatives and less redundancy in the descriptions when they refer, as they must, to the inability of a speaker to function consistently at a higher level.

Another significant change to the 1986 version of the *Guidelines* is found in the division of the Advanced level into the High, Mid, and Low sublevels. This decision reflects the growing need in both the academic and commercial communities to more finely delineate a speaker's progress through the Advanced level of proficiency. The new descriptors for **Advanced Mid and Advanced Low** are based on hundreds of Advanced-level language samples from OPI testing across a variety of languages.

The committee has also taken a slightly different approach to the presentation of these *Guidelines* from previous versions. The full **prose descriptions** of each level (and, when applicable, its sub-levels) are preceded by clearly delineated **thumb-nail sketches** that are intended to alert the reader to the major features of the levels and to serve as a quick reference, but not in any way to replace the full picture presented in the descriptions themselves. Indeed, at the lower levels they refer to the Mid rather than to the baseline proficiency, since they would otherwise describe a very limited profile and misrepresent the general expectations for the level.

This revision of the *ACTFL Proficiency Guidelines—Speaking* is presented as an additional step toward more adequately describing speaking proficiency. Whereas this effort reflects a broad spectrum of experience in characterizing speaker abilities and includes a wide range of insights as a result of on-going discussions and research within the language teaching profession, the revision committee is aware that there remain a number of issues requiring further clarification and

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

specification. It is the hope of the committee that this revision will enhance the *Guidelines'* utility to the language teaching and testing community in the years to come. [4]

Acknowledgments

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Finally, ACTFL wishes to acknowledge the work of the Guidelines' editors, and authors of the Explanatory Notes that accompany the *ACTFL Proficiency Guidelines—Speaking* (Revised 1999). They are Karen E. Breiner-Sanders, Pardee Lowe, Jr., John Miles, Elvira Swender.

> **Superior.** Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them**,** such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speaker's own language patterns, rather than those of the target language.
>
> Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

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[4] The Revision of the *ACTFL Proficiency Guidelines* was supported by a grant from the United States Department of Education International Research and Studies Program.

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

Advanced High. Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced-High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

Advanced Mid. Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance.

Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced-Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced-Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Dominant language discourse structures tend to recede, although discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced-Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline. Advanced-Mid speakers are often able to state an opinion or cite conditions; however, they lack the

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

ability to consistently provide a structured argument in extended discourse. Advanced-Mid speakers may use a number of delaying strategies, resort to narration, description, explanation or anecdote, or simply attempt to avoid the linguistic demands of Superior-level tasks.

Advanced Low. Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.

While the language of Advanced-Low speakers may be marked by substantial, albeit irregular flow, it is typically somewhat strained and tentative, with noticeable self-correction and a certain grammatical roughness. The vocabulary of Advanced-Low speakers is primarily generic in nature.

Advanced-Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Intermediate High. Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.

Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate Mid. Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information.

However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Intermediate Low. Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the

Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses,

ACTFL PROFICIENCY GUIDELINES—SPEAKING (CONTINUED)

ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Novice High. Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

Novice Mid. Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Novice Low. Speakers at the Novice-Low level have no real functional ability and, because of their pronunciation, they may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.

(5.2-b) Listening Proficiency Guidelines

Originally published as: American Council for the Teaching of Foreign Languages. 1983. *ACTFL Proficiency Guidelines*. Revised 1985. Hastings-on-Hudson, NY: ACTFL Materials Center.

Novice-Low. Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid. Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.

Novice-High. Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands, and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.

Intermediate-Low. Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate-Mid. Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate-High. Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.

Advanced. Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present,

ACTFL PROFICIENCY GUIDELINES—LISTENING (CONTINUED)

nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced Plus. Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

Superior. Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished. Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

(5.2-c) Reading Proficiency Guidelines

Novice-Low. Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid. Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High. Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases, or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low. Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Intermediate-Mid. Able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High. Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Advanced. Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items,

ACTFL PROFICIENCY GUIDELINES—READING (CONTINUED)

bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced Plus. Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior. Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation, and supported opinions, and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading.

At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Topdown strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports, and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.

Distinguished. Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

(5.2-d) Writing Proficiency Guidelines

Preliminary
ACTFL Proficiency Guidelines—Writing
Revised 2001

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Introduction

The ACTFL Proficiency Guidelines, first published in 1986, are global characterizations of integrated performance in each of four language skills speaking, writing, reading, and listening. The ACTFL Guidelines are based in large part on the language skill level descriptions used by the Interagency Language Roundtable (ILR) and adapted for use in academic environments.

The ACTFL Speaking Guidelines have been extensively tested and interpreted, owing to their role as the evaluative core of the Oral Proficiency Interview (OPI) and in the context of research projects, articles, and debates. In 1999, the time had come for them to be reevaluated, revised, refined, with the anticipation of a reworking of the remaining three skills—writing, listening, and reading—to follow.

This revision of the Writing Guidelines follows the precedent set in the revised guidelines for speaking—they are presented in a top-down fashion (from Superior to Novice) rather than in a bottom-up order, thereby allowing for more positive descriptive statements for each level and sublevel, stressing what language users can do with the language rather than what they cannot do. This top-down ordering also manifests more clearly the close link between a specific proficiency level and the next lower level by focusing on a narrower sphere of performance rather than by regarding the expansion of functional tasks and expectations as one moves up the proficiency scale. It must be noted that the Superior level encompasses levels 3, 4, and 5 of the ILR scale. However, the abilities at the Superior level described in these guidelines are baseline abilities for performance at that level rather than a complete description of the full range of Superior.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

For the two productive skills (speaking and writing), commercial and academic requirements have demonstrated the need for more clearly delineated language proficiency criteria and specific distinctions in performance at the Advanced level (described as "Limited working proficiency" for level 2 on the ILR scale). The division of the Advanced level into High, Mid, and Low responds to these needs and is consonant with the distinctions made at lower levels of the Writing Guidelines and also in the revised guidelines for speaking.

Most significantly, writing, as discussed in this document, refers to both spontaneous and reflective writing. Spontaneous writing does not incorporate sufficient time for revision, rewriting, or clarification and elaboration. Reflective writing, on the other hand, affords the writer the time to better plan and organize the written material, and to be fully involved in the entire writing process through rereading, revising, and rewriting. Both types of writing can be evaluated using these guidelines since it is not the type of writing but the product that is being evaluated. One might anticipate that reflective writing would result in a richer and more accurate sample than spontaneous writing.

As tasks shift upward, the writing, by necessity, becomes more reflective in order to satisfy the demands of the higher levels. Writers become more aware of and more focused on the other, on the reader of the text, and also on the aims that they have for the reception of the text. In the real world, most writing tasks above the Intermediate level require some degree of reflective writing. At higher proficiency levels, more tools are used and are used more skillfully (proofreading, editing, use of dictionary, spell checks, and other printed and electronic resources). Upper level writers function as their own editors to enhance the content, style, and impact of their text.

These revisions of the Writing Guidelines are provided as a first step in the revision process. Since language as communication is a constantly evolving phenomenon, we anticipate additional study, discussion, and research on writing itself and on its place in teaching, learning, and life. The committee invites the profession to use these guidelines to assess writing proficiency and to consider the implications of these revisions on instruction and curricular design. The committee also invites the profession to continue to study, discuss, and carry out research on these writing guidelines so that they can be further refined to more precisely describe writing performance.[5]

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[5] The revision of the ACTFL Proficiency Guidelines was supported by a grant from the United States Department of Education International Research and Studies Program.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

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Superior. Writers at the Superior level are able to produce most kinds of formal and informal correspondence, complex summaries, precis, reports, and research papers on a variety of practical, social, academic, or professional topics treated both abstractly and concretely. They use a variety of sentence structures, syntax, and vocabulary to direct their writing to specific audiences, and they demonstrate an ability to alter style, tone, and format according to the specific requirements of the discourse. These writers demonstrate a strong awareness of writing for the other and not for the self.

Writers at the Superior level demonstrate the ability to explain complex matters, provide detailed narrations in all time frames and aspects, present and support opinions by developing cogent arguments and hypotheses. They can organize and prioritize ideas and maintain the thrust of a topic through convincing structure and lexicon and skillful use of writing protocols, especially those that differ from oral protocols, to convey to the reader what is significant.
Their writing is characterized by smooth transitions between subtopics and clear distinctions made between principal and secondary ideas. The relationship among ideas is consistently clear, evidencing organizational and developmental principles such as cause and effect, comparison, chronology, or other orderings appropriate to the target language culture. These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs but can encompass a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, both general and specialized/professional vocabulary, spelling or symbol production, cohesive devices, and punctuation. Their vocabulary is precise and varied with textured use of synonyms, instead of mere repetition of key words and phrases. Their writing expresses subtlety and nuance and is at times provocative. Their fluency eases the reader's task.

Writers at the baseline of the Superior level will not demonstrate the full range of the functional abilities of educated native writers. For example, their writing may not totally reflect target language cultural, organizational, syntactic, or stylistic patterns. At the baseline Superior level, occasional errors may occur, particularly in low-frequency structures, but there is no pattern. Errors do not interfere with comprehension and they rarely distract the native reader.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

Advanced-High. Writers at the Advanced-High level are able to write about a variety of topics with significant precision and detail. They can handle most social and informal correspondence according to appropriate conventions. They can write summaries, reports, precis, and research papers. They can also write extensively about topics relating to particular interests and special areas of competence, but tend to emphasize the concrete aspects of such topics. Advanced-High writers can describe and narrate in all major time frames, with good control of aspect. In addition, they are able to demonstrate some ability to incorporate the functions and other criteria of the Superior level, showing some ability to develop arguments and construct hypotheses. They cannot, however, sustain those abilities and may have difficulty dealing with a variety of topics in abstract, global, and/or impersonal terms. They often show remarkable ease of expression when writing at the Advanced level, but under the demands of Superior-level writing tasks, patterns of error appear. Although they have good control of a full range of grammatical structures and a fairly wide general vocabulary, they may not use these comfortably and accurately in all cases. Weaknesses in grammar, syntax, vocabulary, spelling or symbol production, cohesive devices, or punctuation may occasionally distract the native reader from the message. Writers at the Advanced-High level do not consistently demonstrate flexibility to vary their style according to different tasks and readers. Their writing production often reads successfully but may fail to convey the subtlety and nuance of the Superior level.

Advanced-Mid. Writers at the Advanced-Mid level are able to meet a range of work and/or academic writing needs with good organization and cohesiveness that may reflect the principles of their first language. They are able to write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of narratives and descriptions of a factual nature. Advanced-Mid writers demonstrate the ability to narrate and describe with detail in all major time frames. Their writing is characterized by a range of general vocabulary that expresses thoughts clearly, at times supported by some paraphrasing or elaboration. Writing at the Advanced-Mid level exhibits some variety of cohesive devices in texts of several paragraphs in length. There is good control of the most frequently used target language syntactic structures, e.g., common word order patterns, coordination, subordination. There may be errors in complex sentences, as well as in punctuation, spelling, or the formation of non-alphabetic symbols and character production. While features of the written style of the target language may be present, Advanced-Mid writing may at times resemble oral discourse or the writing style of the first language. Advanced-Mid writing incorporates organizational features both of the target language or the writer's first language. While Advanced-Mid writers are generally aware of writing for the other, with all the attendant tailoring required to accommodate the reader, they tend to be inconsistent in their aims and focus from time to time on the demands of production of the written text rather than on the needs of reception. When called on to perform functions or to treat topics at the Superior level, Advanced-Mid writers will generally manifest a decline in the quality and/or quantity of their writing, demonstrating a lack of the rhetorical structure, the accuracy, and the fullness of elaboration and detail that would be characteristic of the Superior level. Writing at the Advanced-Mid level is understood readily by natives not used to the writing of non-natives.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

Advanced-Low. Writers at the Advanced-Low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

Intermediate-High. Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

Intermediate-Mid. Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.

Intermediate-Low. Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.

Novice-High. Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

Novice-Mid. Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

Novice-Low. Writers at the Novice-Low level are able to form letters in an alphabetic system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

ACTFL PROFICIENCY GUIDELINES—WRITING (CONTINUED)

Table 5-3. ACTFL Writing Proficiency Guidelines: Summary Highlights

Superior	Advanced	Intermediate	Novice
Superior-level writers are characterized by the ability to	Advanced-level writers are characterized by the ability to	Intermediate-level writers are characterized by the ability to	Novice-level writers are characterized by the ability to
• express themselves effectively in most informal and formal writing on practical, social, and professional topics treated both abstractly as well as concretely. • present well developed ideas, opinions, arguments, and hypotheses through extended discourse. • control structures, both general and specialized/ professional vocabulary, spelling or symbol production, punctuation, diacritical marks, cohesive devices, and other aspects of written form and organization with no pattern of error to distract the reader.	• write routine informal and some formal correspondence, narratives, descriptions, and summaries of a factual nature. • narrate and describe in major time frames, using paraphrase and elaboration to provide clarity in connected discourse of paragraph length. • express meaning that is comprehensible to those unaccustomed to the writing of non-natives, primarily through generic vocabulary, with good control of the most frequently used structures.	• meet practical writing needs—e.g., simple messages and letters, requests for information, notes—and ask and respond to questions. • create with the language and communicate simple facts and ideas in a loosely connected series of sentences on topics of personal interest and social needs, primarily in the present. • express meaning through vocabulary and basic structures that is comprehensible to those accustomed to the writing of non-natives.	• produce lists and notes and limited formulaic information on simple forms and documents. • recombine practiced material supplying isolated words or phrases to convey simple messages, transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy. • communicate basic information.

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6. Sample Tests and Assessments of Professional Knowledge and Language Proficiency for Teachers[1]

[1] Special thanks and appreciation are owed to Dr. Phyllis Jacobson of the California Department of Education for the assistance provided by her and her staff in correcting and expanding upon an earlier draft of this chapter.

In order to meet requirements to be certified and licensed as a qualified teacher, World Language teacher candidates are required to demonstrate that they possess the professional knowledge and skills and language proficiency that are necessary for the profession.[2] Accordingly, some standardized tests and assessments have been developed by professional organizations and states to assess teacher candidates' language skills, as well as their general, pedagogical and subject matter knowledge and skills. This section lists tests and assessments that are commonly used by states for certification/licensure purposes. It should be noted that these tests and assessments only serve as examples. They may not reflect all existing required or alternative tests and assessments recognized by states for teacher certification or licensure, nor are they endorsed by the National Foreign Language Center.

Section 6.1 lists several tests that are used to assess both pedagogical and language knowledge for purposes of teacher certification. Section 6.2 lists tests of overall language proficiency in languages other than English, and Section 6.3 lists widely-used tests of English language competence. Section 6.4 lists several instruments that are designed to be used as informal self-assessments of language ability by language students and other learners.

(6.1) PEDAGOGICAL AND CONTENT KNOWLEDGE

In addition to academic skills in reading, writing and mathematics in the English language, World Language teacher candidates are usually assessed for their knowledge of pedagogy and the target language and culture. These are often assessed with the Educational Testing Services (ETS) Praxis I and II tests, Pearson's NES® (National Evaluation Series™)computer-delivered tests, or customized tests developed by individual states in conjunction with a commercial service provider, such as Pearson, ETS, or another proprietary organization, or with a university program. Some of these tests are made available for use by other states with the states' permission.

[2] The American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for Accreditation of Teacher Education (NCATE) have jointly recommended that language educators in the United States should have a minimum proficiency in the language of "Advanced-Low" on the ACTFL scale, equivalent to Level-2 on the government's ILR Language Proficiency scale. See: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#3 . Some training institutions require higher proficiencies of their teachers. For a complete summary of the most recent ACTFL-NCATE Standards for language teacher preparation, see http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf .

(6.1-a) The ETS Praxis Series

ETS Praxis I Pre-Professional Skills Tests (PPST)

The Praxis I test focuses on reading, writing and mathematics. It is often used by colleges and universities to select candidates entering teacher education programs. In addition, the tests are included by many states in certification/licensure requirements. Each state and licensing organization, though, determines its own Praxis passing score requirements. More information is available at http://www.ets.org.

ETS Praxis II Principles of Learning and Teaching (PLT); Other Subject Assessments

The Praxis II assessesgeneral and subject-specific teaching knowledge and skills and knowledge of the specific subjects that the teacher candidates will teach. In particular, the PLT test evaluates knowledge that teacher candidates typically have gained in courses at the college/university level, which cover areas such as human development, educational psychology, classroom management, curriculum and instruction, and assessment. For World Languages content, ETS has developed tests for French, German and Spanish to assess individuals' listening, speaking, reading and writing skills, as well as their linguistic and cultural knowledge of the target language. A test for Mandarin Chinese, a less commonly taught language, is currently being developed. More information is available at http://www.ets.org.

(6.1-b) Pearson's NES® (National Evaluation Series™): The Advanced System for Educator Certification

The NES® (National Evaluation Series™) is delivered by the Evaluation Systems group of Pearson, one of the major standards-based educator certification test providers in the US. The NES is a 100% computer-based testing (CBT) program that is nationally available, offering states an additional option for assessing teacher candidates. States may adopt the NES program or use it in conjunction with state-specific assessments. Each state and licensing organization may determine its own passing score requirements or adopt a national benchmark.

The NES teacher certification tests currently include 33 assessments in the areas of essential academic skills (including separate subtests for reading, writing, mathematics, and technology literacy), professional knowledge, and the elementary and middle grades, secondary instruction, and K–12. NES tests are aligned to professionally accepted, national subject and pedagogy standards.

For World Languages content, the NES currently offers a Spanish assessment via CBT, and French, German, and Chinese (Mandarin) CBT assessments will be delivered starting fall 2012. NES World Languages tests assess individuals' proficiency in interpretive listening, interpretive reading,

language structures, cultural understanding, presentational writing, and presentational speaking of the target language. More information is available at http://www.nestest.com.

(6.1-c) Some State-Developed Tests

Arizona Educator Proficiency Assessments® (AEPA®)
Developed by the Arizona Department of Education, in collaboration with Pearson for test development, administration, and scoring services, the Arizona Educator Proficiency Assessments® (AEPA®) program helps identify candidates for certification who have demonstrated the level of professional knowledge and skills judged to be important for educators in the state. AEPA includes assessments in the areas of basic skills, subject knowledge, professional knowledge, and administrator. Although the AEPA basic skills test is not a requirement for an Arizona teaching certificate, the test may be one of the degree requirements for students in teacher education programs.

For World Languages content, the AEPA offers French, German and Spanish tests that assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures, cultural understanding and world language methodology.

More information is available at http://www.aepa.nesinc.com.

California Basic Educational Skills Test™ (CBEST®)
Developed by the California Commission on Teacher Credentialing, in collaboration with Pearson for test development, administration, and scoring services, the California Basic Educational Skills Test™ (CBEST®) program is designed to test basic skills found to be important for the job of an educator in the state. The CBEST is available as a computer-based test and includes test sections in reading, writing, and mathematics.

More information is available at http://www.cbest.nesinc.com.

California Subject Examinations for Teachers® (CSET®)
Developed by the California Commission on Teacher Credentialing, in collaboration with Pearson for test development, administration, and scoring services, the California Subject Examinations for Teachers® (CSET®) program is designed for prospective teachers who choose to or are required to meet specific requirements for certification by taking examinations. The CSET program provides the following examinations: CSET: Multiple Subjects; CSET: Writing Skills;, CSET: Languages Other Than English (used toward a Bilingual Authorization); CSET: Preliminary Educational Technology; and CSET: Single Subjects, including CSET: Languages Other Than English used toward the Single Subject Teaching Credential and a Bilingual Authorization.

For World Languages content, the CSET program includes language tests in English and American Sign Language, plus tests for Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hebrew,

Hmong, Italian, Japanese, Khmer, Korean, Mandarin, Portuguese, Punjabi, Russian, Spanish, and Vietnamese. In addition to the usual four skills, candidates are assessed for their understanding of the linguistics and language structures of the target language, cultural understanding, and for their knowledge of literary and cultural texts and traditions.

More information is available at http://www.cset.nesinc.com.

Colorado's Program for Licensing Assessments for Colorado Educators® (PLACE®)
Developed by the Colorado Department of Education, in collaboration with Pearson for test development, administration, and scoring services, the Program for Licensing Assessments for Colorado Educators® (PLACE®) is designed to identify those candidates who have the level of knowledge and skills judged important for educators in Colorado schools. PLACE includes assessments in the areas of basic skills, subject knowledge, and principal. The PLACE basic skills test is not required for licensing or certification, however a college or university may recommend it.

For World Languages content, the PLACE offers French, German, Italian, Japanese, Latin, Russian, and Spanish tests that assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures and cultural understanding.

More information is available at http://www.place.nesinc.com .

Florida Teacher Certification Examinations (FTCE)
Developed by the Florida Department of Education, and delivered in collaboration with Pearson, the Florida Teacher Certification Examinations (FTCE) is a computer-based testing program designed to assess teachers' mastery of basic skills, professional knowledge, and content area of specialization.

For World Languages content, currently the subject area examinations offer tests in French, German, Latin, and Spanish for teacher licensure/certification. Except for the Latin test, which measures only pedagogical and subject-specific content knowledge (e.g., Latin grammar and word formation, classical mythology, and Roman literary/political/social history), the other three language tests assess teacher candidates' four skills in the target language, as well as their pedagogical, cultural and linguistic knowledge of the language they plan to teach. Test components may include essays and oral interviews.

Florida also supports the Florida Educational Leadership Examination (FELE), which assesses individuals' instructional leadership, operational leadership, and school leadership.

More information is available at http://www.fl.nesinc.com.

Georgia Assessments for the Certification of Educators® (GACE®)
Developed by the Georgia Professional Standards Commission (GaPSC), in collaboration with Pearson for test development, administration, and scoring services, the Georgia Assessments for the Certification of Educators® (GACE®) program is designed to assess the knowledge and skills of prospective Georgia public school educators. GACE includes assessments in the areas of basic skills,

subject knowledge, professional knowledge, educational leadership, and paraprofessional. GACE offers computer-based testing.

For World Languages content, the GACE offers French, German, Latin, and Spanish tests that assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures and cultural understanding. GACE also offers a test of American Sign Language that assesses candidates' receptive and productive abilities while measuring their knowledge in relation to language structures and cultural understanding.

More information is available at http://www.gace.nesinc.com.

Illinois Certification Testing System (ICTS)

Developed by the Illinois State Board of Education, in collaboration with Pearson for test development, administration, and scoring services, the Illinois Certification Testing System (ICTS) program is designed to help identify, for certification purposes, candidates who have demonstrated the level of knowledge required to perform satisfactorily in their fields of specialization. ICTS includes assessments in the areas of basic skills, subject knowledge, professional knowledge, foreign language, learning behavior specialist, removing a Learning Behavior Specialist Limitation, and language proficiency tests for the Transitional Bilingual Certificate. The language proficiency tests assess knowledge of the language needed by a bilingual teacher to communicate effectively in everyday school settings. ICTS offers computer-based testing.

For World Languages content, the ICTS offers tests for Arabic, Chinese (Cantonese), Chinese (Mandarin), French, German, Hebrew, Italian, Japanese, Korean, Latin, Russian, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures, language acquisition and cultural understanding.

The following language proficiency tests are for individuals seeking transitional bilingual certification only: English Language Proficiency, Arabic, Assyrian, Bosnian, Bulgarian, Cantonese, Filipino, Greek, Gujarati, Hindi, Japanese, Korean, Lao, Malayalam, Mandarin, Polish, Russian, Serbian, Spanish, Urdu, and Vietnamese. In addition, Burmese, Lithuanian, Nepali, Ukrainian, and Telugu will be available in 2012.

More information is available at http://www.icts.nesinc.com.

Massachusetts Tests for Educator Licensure® (MTEL®)

Developed by the Massachusetts Department of Elementary and Secondary Education, in collaboration with Pearson for test development, administration, and scoring services, the Massachusetts Tests for Educator Licensure® (MTEL®) program is designed to measure candidates' ability to read with comprehension and write with clarity as well as to measure the breadth and depth of candidates' knowledge in specific subject fields. MTEL includes assessments in the areas of communication and literacy skills, subject knowledge, vocational technical literacy skills, and adult basic education. MTEL offers computer-based testing.

For World Languages content, the MTEL offers tests for Chinese (Mandarin), French, German, Italian, Latin, Portuguese, Russian, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures and cultural understanding.

More information is available at http://www.mtel.nesinc.com.

Michigan Test for Teacher Certification (MTTC)
Developed by the Michigan Department of Education, in collaboration with Pearson for test development, administration, and scoring services, the Michigan Test for Teacher Certification (MTTC) program is designed to ensure that each certified teacher has the necessary basic skills and content knowledge to serve in Michigan schools. MTEL includes assessments in the areas of basic skills and subject knowledge. MTTC offers computer-based testing.

For World Languages content, the MTTC offers tests for Arabic (Modern Standard), Chinese (Mandarin), French, German, Italian, Japanese, Latin, Russian, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures, cultural understanding and world language methodology.

More information is available at http://www.mttc.nesinc.com.

Minnesota Teacher Licensure Examinations℠ (MTLE℠)
Developed by the Minnesota Department of Education, in collaboration with Pearson for test development, administration, and scoring services, the Minnesota Teacher Licensure Examinations℠ (MTLE℠) program assesses the basic skills, professional knowledge, and content-area knowledge of Minnesota K–12 teacher candidates. MTLE offers computer-based testing for most tests.

For World Languages content and culture, the MTLE offers tests for Chinese (Mandarin), French, German, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language acquisition, language structures, and cultural understanding.

More information is available at http://www.mtle.nesinc.com.

New Mexico Teacher Assessments™
Developed by the New Mexico Public Education Department, in collaboration with Pearson for test development, administration, and scoring services, the New Mexico Teacher Assessments program is designed to help identify candidates for licensure who have demonstrated the level of knowledge and skills that is important in performing the job of an educator in New Mexico public schools. The program includes assessments in the areas of basic skills, professional knowledge, and subject knowledge.

For World Languages content, the program offers tests for French, German, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures and cultural understanding.

More information is available at http://www.nmta.nesinc.com.

New York State Teacher Certification Examinations™ (NYSTCE®)
Developed by the New York State Education Department, in collaboration with Pearson for test development, administration, and scoring services, the New York State Teacher Certification Examinations™ (NYSTCE®) program is designed to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools. NYSTCE includes assessments in the areas of liberal arts and sciences, professional knowledge (written and video), subject knowledge, bilingual education, teaching assistant skills, and communication and quantitative skills. NYSTCE offers computer-based testing.

For World Languages content, the NYSTCE offers tests for Chinese (Cantonese), Chinese (Mandarin), French, German, Greek, Hebrew, Italian, Japanese, Latin, Russian, and Spanish. These tests assess candidates' listening, speaking, reading and writing abilities while measuring their knowledge in relation to language structures and cultural understanding. NYSTCE also offers a test of American Sign Language that assesses candidates' receptive and productive abilities while measuring their knowledge in relation to language structures and cultural understanding.

For bilingual education, the NYSTCE offers tests for Arabic, Bengali, Cantonese, French, Haitian Creole, Hebrew, Korean, Mandarin, Polish, Russian, Spanish, Urdu, Vietnamese, and Yiddish. These tests include recorded listening and speaking components in English and include listening, speaking, reading, and writing components in the target language. The tests are required of candidates seeking a bilingual education extension to a certificate.

More information is available at http://www.nystce.nesinc.com.

Oklahoma's Certification Examinations for Oklahoma Educators™ (CEOE™)
Developed by the Oklahoma Commission for Teacher Preparation, in collaboration with Pearson for test development, administration, and scoring services, the Certification Examinations for Oklahoma Educators™ (CEOE™) program is designed to help ensure that all candidates seeking certification in Oklahoma have the knowledge and skills necessary to perform the job of an entry-level educator in Oklahoma public schools. CEOE includes assessments in the areas of basic skills, professional knowledge, and subject knowledge. CEOE offers computer-based testing.

For World Languages content, the CEOE offers tests for Cherokee, Chinese (Mandarin), French, German, Latin, Russian, and Spanish. These tests assess candidates' listening, speaking, reading and

writing abilities while measuring their knowledge in relation to language structures, cultural understanding and world language methodology.

More information is available at http://www.ceoe.nesinc.com.

Oregon Educator Licensure Assessments® (ORELA®)
Developed by the Oregon Teacher Standards and Practices Commission, in collaboration with Pearson for test development, administration, and scoring services, the Oregon Educator Licensure Assessments® (ORELA®) program is designed to help identify those candidates who have the level of knowledge and skills required to perform satisfactorily as educators. The ORELA program includes Pearson's NES tests, which are used in conjunction with several Oregon-specific assessments. ORELA includes assessments in the areas of basic skills and subject knowledge, including the Oregon-specific and NES tests. ORELA offers computer-based testing for most tests.

For World Languages content, the ORELA program uses the NES tests, which currently offer a Spanish assessment as a computer-based test (CBT). CBT for French, German, and Chinese (Mandarin) assessments will be delivered starting fall 2012. NES World Languages tests assess individuals' proficiency in interpretive listening, interpretive reading, language structures, cultural understanding, presentational writing, and presentational speaking of the target language.

More information is available at http://www.orela.nesinc.com.

Texas Examinations of Educator Standards (TExES)

Languages Other Than English (LOTE): The TExES LOTE tests have examples in French, German and Spanish that measure professional knowledge and language proficiency of World Language teacher candidates. Candidates are assessed for the following six domains: (1) instruction and assessment; (2) cultural understanding; (3) interpretive listening; (4) interpretive reading; (5) written expression; and (6) oral expression. More information is available at http://texes.ets.org/prepMaterials.

Texas Bilingual Target Language Proficiency Test (BTLPT): The BTLPT is a new extension of the TExES test battery, which provides information on the candidates' speaking, listening, reading and writing proficiency in Spanish or French. It replaces the earlier Texas Oral Proficiency Test (TOPT) and assesses competence in a range of tasks. It is required of teacher candidates who plan to teach French or Spanish or to teach in a bilingual setting. More information is available at http://texes.tamucc.edu/btlpt.html .

Washington Educator Skills Tests (WEST)
Delivered by the Washington Professional Educator Standards Board, in collaboration with Pearson for test administration and scoring services, the Washington Educator Skills Tests (WEST) program is designed to assess the basic skills and content knowledge of prospective teachers applying to

educator preparation programs and applicants for residency certification in Washington State. WEST includes assessments in the areas of basic skills and subject knowledge.

For World Languages content, the WEST program offers tests for Designated World Languages and Designated World Languages–Latin. The Designated World Languages tests assess candidates' knowledge of language, language acquisition, world language methodology, and professional development. The American Council for the Teaching of Foreign Languages (ACTFL) language assessments for speaking and writing abilities are used in conjunction with the WEST Designated World Languages.

More information is available at http://www.west.nesinc.com.

(6.2) LANGUAGE PROFICIENCY ASSESSMENTS

Through Language Testing International (LTI), the American Council for the Teaching of Foreign Languages (ACTFL) offers language assessments for speaking and writing abilities. The assessments are recognized by the American Council on Education for the awarding of college credit. Results may be compared to scores in the scale of the federal Interagency Language Roundtable (ILR). Currently, the following 20 states have adopted the ACTFL proficiency assessments for purposes of teacher certification: Alaska, Arizona, Arkansas, Connecticut, Delaware, Florida, Georgia, Maine, Maryland, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Texas, Utah, Vermont, Virginia, Washington and Wyoming.

ACTFL Oral Proficiency Interview (ACTFL OPI)

This one-on-one interview is administered in the language face to face or over the phone by a trained and certified tester and takes from 15-40 minutes. It is interactive and continuously adapts to the speaking ability of the individual being assessed. The proficiency level of the test taker is evaluated by two raters (double-rated) based on the criteria listed in the *ACTFL Proficiency Guidelines—Speaking*. More information is available at http://www.languagetesting.com/speaking_proficiency_academic.cfm.

ACTFL OPIc (Oral Proficiency Interview by Computer)

A recently developed assessment for oral proficiency, the OPIc is delivered electronically and takes 20-30 minutes. It is available at this time in eight languages. The OPIc conforms to the OPI elicitation and rating protocols, but relies on a computer rather than a live interviewer to elicit language. In addition, the test is somewhat individualized based on test-taker' completion of a self-assessment and background survey. More information is available at http://www.languagetesting.com/speaking_proficiency_academic.cfm.

ACTFL Writing Proficiency Test (WPT)

The WPT measures the writing ability of an individual based on the criteria described in the *ACTFL Proficiency Guidelines—Writing*. It may be delivered either online or in person. The test taker has 90 minutes to complete the writing tasks. All prompts are written in English in order to avoid providing the test taker with vocabulary in the target language. More information is available at http://www.languagetesting.com/writing_proficiency_academic.cfm.

(6.3) ENGLISH LANGUAGE COMPETENCE

Although most world language instruction will normally be carried out in the language, the functional ability to communicate in English with colleagues, students, parents and other members of the school community is either required or highly desirable for teachers. The following tests are widely used to assess English language ability of adult non-native speakers of English for different purposes.

Pearson's Test of English (PTE)

The Pearson Test of English (PTE) suite currently incorporates three tests—PTE Academic, PTE General and PTE Young Learners. PTE Academic is an English language test for non-native speakers of English. The test was launched in October 2009 and is delivered through Pearson computer-based test centers worldwide. PTE Academic is recognized by institutions globally. More information at http://www.pearsonpte.com.

TOEFL (Test of English as a Foreign Language)

Developed by the Educational Testing Services (ETS), the TOEFL test measures non-native speakers' proficiency in academic English. The test is usually required of individuals from countries where English is not the predominant language who want to be admitted to college or graduate school in the US. In most test centers, the test is administered in Internet-based format, which integrates listening, speaking, reading and writing skills. More information is available at http://www.ets.org.

TOEIC (Test of English for International Communication)

Also developed by ETS, the TOEIC® tests measure a person's ability to use English in the workplace environment using key expressions and common, everyday vocabulary. Separate tests are available in different vocational areas for Speaking and Writing and for Listening and Reading. Global business requires interactive language skills and today, more than ever, people must communicate effectively in English—across borders and cultures—through e-mail, in person, by telephone and with video conferencing. More information is available at http://www.ets.org.

TSE (Test of Spoken English)

The ETS Test of Spoken English measures the ability of non-native speakers of English to communicate effectively in speaking. The test is used for employment, graduate assistantships, licensure, and certification purposes. More information is available at http://www.ets.org.

BEST Plus and BEST Literacy

BEST Plus is an individually administered, face-to-face oral interview designed to assess the English language proficiency of adult English language learners in the United States. *BEST Plus* is a combined test of listening and speaking skills. As an oral assessment, *BEST Plus* provides a short, practical test that meets the accountability needs of programs that report to the National Reporting System (NRS). *BEST Plus* is intended to assess interpersonal communication using everyday language used in practical situations. Test items reflect language used in everyday life in the U.S. – at home, at work, and in the community. *BEST Plus* comes in two versions to provide maximum flexibility for test administration based on the needs of a program -- a computer-adaptive version on CD-ROM and a semi-adaptive print-based version.

BEST Literacy is a combined test of reading and writing skills using authentic situations as the basis for test questions. More information is available at http://www.cal.org/aea/.

(6.4) SOURCES FOR SELF-ASSESSMENT OF LANGUAGE PROFICIENCY

These self-assessment instruments have been designed to provide a tool for individual language users to estimate how their language proficiency might be assessed in a test based on one of these scales. The results of a self-assessment, no matter how rigorously it is performed, have no official standing for, e.g., purposes of employment or accreditation. They are for information purposes only.

Assessment of English for Heritage Speakers:
http://www.cal.org/ehls/qualifications/self_assessment.html
Interagency Language Roundtable (ILR) scale self-assessments for Speaking, Listening, and Reading: http://www.govtilr.org
Linguafolio Online (ACTFL Standards): http://casls.uoregon.edu/lfo.php
Linguafolio Self-Assessment Checklist: http://www.doe.virginia.gov/linguafolio/checklist5.pdf
Linguafolio Portfolio Assessment explanation and resources:
http://www.ncssfl.org/links/index.php?linguafolio
Self-Assessment Checklist from the European Language Portfolio:
http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf

7. Recognized National Teacher Standards

In the field of World Language education in the US, there exist widely recognized teacher professional standards that describe what World Language teachers should know and be able to do. These standards are crucial when certification does not always denote sound teaching practices. Especially in the case of an educated prospective native or Heritage Language teacher, sometimes there are gaps in the certification process that do not account for all of the qualities a teacher may bring to the table. Within these standards, competence is monitored by multiple measures, weighing pedagogical knowledge, instructional skills, perspective, disposition, assessment of language learners, community, experience, and professional development before accreditation can occur. Though these standards apply to teachers at differing stages in their developing careers and may employ different terminology, they overall reflect the core pedagogical knowledge and skills that are expected of World Language teachers and are aligned with one another, providing a continuum of expectations throughout development.

There are currently standards written for Arabic, Chinese, Classical languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish, with initiatives underway in Hindi, Swahili, Yoruba and other less commonly taught languages. As of 2007, over 30 state and regional foreign language professional organizations have endorsed these standards. Universities are not as willing to implement them, and so dialogue between all certifying organizations needs to occur in order to find common ground, continuity and shared purpose.

Consult the following resources for more information on teacher standards.

(7.1) TEACHER PROFESSIONAL STANDARDS

INTASC (Interstate New Teacher Assessment and Support Consortium) Standards

The INTASC standards are for licensing new teachers of World Languages in the contexts of elementary education and special education. They specify what teachers need to know and are able to do within the first three years of their teaching in order to help students effectively learn the target language and culture. These standards are based on 10 core principles: (1) subject matter knowledge; (2) child development; (3) learner diversity; (4) instructional strategies; (5) learning environment; (6) communication; (7) planning; (8) assessment; (9) reflection/professional development; and (10) collaboration. More information is available at http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf.

NBPTS (National Board for Professional Teaching Standards)

The NBPTS are for experienced subject matter teachers. The standards incorporate the essential knowledge, skills, dispositions and commitments that are expected of accomplished teachers. They center on the following facets: (1) knowledge of students; (2) knowledge of language; (3) knowledge of culture; (4) knowledge of language acquisition; (5) fair and equitable learning environment; (6) designing curriculum and planning instruction; (7) assessment; (8) reflection; and (9) professionalism. More information is available at http://www.nbpts.org/userfiles/File/eaya_wloe_standards.pdf.

(7.2) PROGRAM STANDARDS

ACTFL (American Council on the Teaching of Foreign Languages)/NCATE (National Council for Accreditation of Teacher Education) Standards

The ACTFL/NCATE Standards are for graduates of World Language teacher preparation programs. Six content standards are adopted in these standards: (1) Language, Linguistics and Comparisons; (2) Cultures, Literatures and Cross-Disciplinary Concepts; (3) Language Acquisition Theories and Instructional Practices; (4) Integration of Student Standards into Curriculum and Instruction; (5) Assessment of Languages and Cultures; and (6) Professionalism. These standards consist of 16 supporting standards, which describe the knowledge of World Language content and pedagogy that teachers should possess, the skills that they need for planning, teaching and assessing, as well as their prescribed attitudes and beliefs about language teaching and professional growth. More information is available at http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf

TEAC (Teacher Education Accreditation Council) Principles

The Teacher Education Accreditation Council has established quality principles for teacher education programs. These quality principles describe what are required of candidates in teacher preparation programs. In addition to subject matter and pedagogical knowledge and teaching skills, the principles promote multiculturalism and integration of technology into language instruction. More information is available at http://www.teac.org/index.php/accreditation/goals-principles/quality-principles-for-teacher-education-programs.

Table 7-1. ATCFL/NCATE, INTASC, and NPBTS Standards Alignment

	NBPTS Standards (for experienced teachers)	***INTASC Principles*** (for new teachers)	***ACTFL/NCATE Standards*** (for pre-service teachers)
Preparing for Student Learning	#1 Knowledge of Students (Learner Development, Diversity of Learners) #1 Fairness	#2 Learner Development	
	#1 Knowledge of Culture #2 Content Knowledge (Language & Culture)	#1 Content Knowledge (Language & Culture)	#1a Language Proficiency #1b Understanding Linguistics #1c Language Comparisons #2a Cultural Understandings #2b Literary, Cultural Texts & Traditions #2c Integrating Other Disciplines in Instruction
	#2 Knowledge of Language Acquisition	#1 Content Knowledge (Language & Culture) #2 Learner Development	#3a Language Acquisition
Advancing Student Learning	#2 Multiple Paths to Learning	#3 Diversity of Learners	#3b Instructional Practices, Language Outcomes & Learner Diversity
	#2 Instructional Resources #3 Learning Environment #5 Articulation of Curriculum & Instruction	#4 Instructional Strategies #5 Learning Environment #7 Planning for Instruction	#4a Standards-based Planning #4b Standards-based Instruction #4c Selection & Developing Materials
	#3 Assessment	#8 Assessment	#5a Knowing and Using Assessment #5b Reflecting on Assessment #5c Reporting Assessment Results
Supporting Student Learning	#4 Reflection as Professional Growth #5 Schools, Families & Communities #5 Professional Community #5 Advocacy for Education in World Languages	#6 Communication #9 Reflective Practice & Professional Development #10 Community	#6a Professional Development #6b Advocacy for Foreign Language Learning

(7.3) WORKS CITED

ACTFL/NCATE (2002). Program Standards for the Preparation of Foreign Language Teachers. Retrieved from http://www.actfl.org/i4a/pages/index.cfm?pageID=3384

Interstate New Teachers Assessment and Support Consortium (INTASC). INTASC Principles. Retrieved from http://cte.jhu.edu/pds/resources/intasc_principles.htm

National Board for Professional Teaching Standards (NBPTS). The Five Core Propositions. Retrieved from http://www.nbpts.org/the_standards/the_five_core_propositio

8. Alternative Certification Routes for Teachers of World Languages

Normally teachers earn a certificate/license by obtaining a college or more advanced degree with required education coursework and teaching practicum. Alternate routes to teacher certification, in contrast, offer states an option to certify individuals who already hold at least a bachelor's degree in fields other than education (i.e., those who have subject-matter competency) but need education coursework in order to meet certification/licensure requirements (Feistritzer & Haar, 2008). Before and during an individuals' employment, schools are the main provider of professional training, mentoring, and other support in the alternative certification process. In turn, candidates are expected to demonstrate satisfactory progress toward full certification as mandated by states (Wang, 2007).

Alternative Certification Routes (ACR) are created to meet the demand for teachers, particularly in subject shortage areas. According to the National Center for Education Information (Feistritzer, 2009), currently all 50 states and the District of Columbia have at least one alternate route to teacher certification. Specifically, 130 state alternate routes have been identified while 600 alternative route programs are being implemented. In the year of 2007-2008, 62,000 individuals were certified to teach through alternate routes, almost twice the number in the year of 2002-2003 (Feistritzer, Henderson, & Gallagher, 2009). In fact, about one-third of new teachers are coming through ACR. For state contacts for ACR, visit http://www.teach-now.org/statecontacts.cfm.

The oldest and most established alternate routes are offered by the States of California, New Jersey and Texas, which began in the mid-1980s. In actuality, the number of individuals certified through alternative routes in the three states in 2005 accounted for nearly half of all teachers certified through alternate routes that year (Feistritzer & Haar, 2008). The other states that have a rapidly growing number of new teachers certified through alternate routes include Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia.

Overall, alternative certification programs streamline many of the certification/licensure requirements expected from graduates of traditional teacher preparation programs (Chait & McLaughlin, 2009). For example, individuals in alternative certification programs may conduct shorter but more intensive teaching practicum in addition to coursework with a more specific focus. To search for state and local alternative certification programs, visit http://www.teach-now.org.

(8.1) WORKS CITED

Chait, R., & McLaughlin, M. (2009). *Realizing the promise: How state policy can support alternative certification programs.* Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/02/pdf/alternative_certification.pdf.

Feistritzer, C. E. (2009). *Alternate routes to teacher certification.* Plenary session at STARTALK National World Language Teacher Certification Summit, Arlington, VA.

Feistritzer, C. E., & Haar, C. K. (2008). *Alternate routes to teaching*. Upper Saddle River, NJ: Pearson.

Feistritzer, C. E., Henderson, A., & Gallagher, K. (2009). *Alternative teacher certification: A state-by-state analysis, 2009.* Washington, DC: National Center for Education Information.

Wang, S. C. (2007). *Taking a modular approach to produce quality Chinese language teachers.* Paper presented at the Fifth International Conference on Language Teacher Education, Minneapolis, MN.

9. Ten Essential Characteristics of Effective Language Education Programs

One of the major purposes of this Resource Guide is to help, in a small way, to enable language education program staff across the country to locate the resources and support they need to provide every American child with language learning opportunities that meet these criteria and more.

Last year, in an exhaustive literature review of the published research into classroom language teaching and learning, Jackson and Malone (2009: 17-18) identified 10 essential characteristics of effective language education programs, which are summarized below.

1. **Development of functional communicative ability in a foreign language requires extended uninterrupted study.** One, two, or even three years of part-time language study in college does not yield a professional level of proficiency. At best, in such a short time, motivated learners can achieve basic functional ability corresponding to Intermediate-Mid on the ACTFL proficiency scale, or ILR-1+. The median foreign language major in a Western European language, with extended study abroad experience, could develop close to the minimum language proficiency needed for general professional work. However, few students reach even this level, and non-cognate languages require up to triple the study time of Western European languages.

2. **Extended time learning in a complete immersion environment contributes greatly and may be essential for very high-level language and culture learning.** Several months in a complete immersion environment, especially where regular intensive language instruction is also provided, appear to be beneficial for reaching professional levels of proficiency.

3. **Languages (and cultures) that are very different from English take longer to learn for English speakers than do Western European languages.** This is so regardless of the teaching method used. The Foreign Service Institute (FSI) and Defense Language Institute (DLI) have learned during 50-plus years of instruction that, for example, a native English speaker will require almost four times as long in intensive study to learn to speak and read Korean as she or he would in studying, for example, Spanish. The languages that take the longest to learn for English speakers are Arabic, Chinese, Korean, and Japanese. This means that expectations of program outcomes should account for the considerable time needed to attain a functional level of proficiency.

4. **Effective language learning depends on a continuous, articulated program of study and must build upon previous language learning experiences.** Each part of the program must build upon and reinforce what the students have already learned to do in the language rather than start over from the beginning or begin in some arbitrary place. In addition, learners new to a language who have previously studied another language may be able to build upon their established language learning strategies.

5. **The single most important factor in whether language is learned or not is the competence and skill of the teacher.** Teacher competence crucially includes both proficiency in the language and culture and professional knowledge and ability as a language teacher.

6. **Small class size is an important factor in enabling efficient language learning.** Students need to be able to participate in frequent, meaningful, interpersonal interactions in the language and receive and employ frequent targeted feedback on their use of the language for communication. Such interactions, feedback, and natural use are difficult to achieve in a class of 25 or more students, a frequent class size in public schools. In addition, research has shown that teachers use a much larger repertoire of techniques in smaller classes and are far more flexible in responding to learner needs.

7. **Successful program articulation depends on systematic assessment and maintenance of comparable records.** Such assessment provides learners, teachers, and program administrators with clear feedback on how they are doing and what needs to be improved. It also provides critical information for placement into a new class, enabling students to enter and exit language programs appropriately at different points in time, depending on their needs.

8. **A competency-oriented language curriculum needs to incorporate learning opportunities that focus on language and cultural content and functional ability at all levels, from the beginning levels to the most advanced.**

9. **Heritage Language learners have quite different needs and skills from learners who have not previously been exposed to the language and culture,** and the curriculum and learning environment need to recognize this difference.

10. **Computer-assisted language learning is very useful to learners as an adjunct to more traditional materials and as self-study materials.** Blended learning is increasingly recognized as a superior model of education. Digital materials can provide additional exposure and create a learning environment where language forms become more salient, allowing greater attention and practice by learners. Technology, ideally used in "blended instruction" with live instructors or mentors, is especially important for the learning of less commonly taught languages.

(9.1) WORKS CITED

Jackson, F. H., & Malone, M. E. (2009). *Building the foreign language capacity we need: Toward a comprehensive strategy for a national language framework.* Retrieved from http://www.languagepolicy.org/documents/synthesis%20and%20summaryfinal040509_combined.pdf.

10. Resource Guide References

(10.1) SOME RESOURCES FOR LANGUAGE LEARNERS AND TEACHERS

(10.1-a) Programs for Secondary School Students

American Field Services: http://www.afs.org/afs_or/focus_on/high_school
Concordia Language Villages: http://www.concordialanguagevillages.org/newsite/
International Education and Resource Network: http://www.iearn.org/
Middlebury-Monterey Language Academy: http://www.middlebury.edu/academics/ls/mmla.htm
National Security Language Initiative for Youth:
https://exchanges.cms.getusinfo.com/youth/programs/nsli.html
http://www.americancouncils.org/
STARTALK Summer Language Programs: http://www.startalk.umd.edu
Virginia Governor's Academy:
http://www.doe.virginia.gov/VDOE/Instruction/Language/GA_school_guide.pdf

(10.1-b) Programs for College Students

American Councils for International Education: http://www.americancouncils.org/
Information on traditional and immersion programs for individual languages:
http://linguavista.casl.umd.edu
http://carla.umn.edu/lctl/db/index.html
INSEAD International Institute for Business: http://www.insead.edu/home/
Language Flagship Programs:
http://www.borenawards.org/the_language_flagship
http://www.thelanguageflagship.org/
Lauder Institute MBA in International Studies: http://lauder.wharton.upenn.edu/default.asp
Middlebury Language Programs: http://www.middlebury.edu/academics/ls/
National Language Resource Centers: http://nflrc.msu.edu/
National Security Education Program fellowships: http://www.borenawards.org/boren_fellowship
National Security Education Program scholarships:
http://www.borenawards.org/boren_scholarship/application.html
National Security Language Initiative College Programs:
http://exchanges.state.gov/nsli/undergrad_grad.html
Thunderbird Institute in International Management:
http://www.thunderbird.edu/prospective_students/lang_culture/index.htm

(10.1-c) Language and Linguistics Information Online

About World Languages: http://www.aboutworldlanguages.com/
American Association for Applied Linguistics: http://www.aaal.org/
American Council on the Teaching of Foreign Languages: http://www.actfl.org
American Translators Association: https://www.atanet.org/
Ethnologue Languages of the World: http://www.ethnologue.org
Linguistic Society of America: http://www.lsadc.org/
National Museum of Language: http://languagemuseum.org/
Resources on language and area studies from the National Resource Centers: http://www.outreachworld.org

(10.1-d) Language Learning Online

Arab Academy Online: http://www.arabacademy.com/en/arabic-online
iEarn Language Resources: http://iearn.org/globe/globe_language_gateway.html
Language Learning Weblinks: http://www.sussex.ac.uk/languages/1-6-4.html
LangMedia Five College Center: http://langmedia.fivecolleges.edu/lm_collection.html
Read Arabic!: http://readarabic.nflc.org/ (available 6/15/2010)
Read Chinese!: http://readchinese.nflc.org/
Virtual Virginia Programs: http://www.virtualvirginia.org/

(10.1-e) Career Information for Learners in Language-Related Fields

Carreira, M. C., & Armengol, R. (2001). Professional opportunities for heritage language speakers. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 109-142). McHenry, IL, and Washington, DC: Delta Systems and Center for Applied Linguistics.
Ethnologue Languages of the World: http://www.ethnologue.org
GlobalEDGE Global Business Knowledge: http://globaledge.msu.edu/about_globaledge.asp
Ten Jobs You Didn't Know You Could Do with a Foreign Language: http://www.responsesource.com/releases/rel_display.php?relid=37442&hilite=
Interagency Language Roundtable: http://www.govtilr.org/ILR_career.htm
Koning, P. (2009a). Career focus: Using languages in national security. *Language Educator, 4*(2).
Koning, P. (2009b). Career focus: Using languages in health care. *Language Educator, 4*(3).
Koning, P. (2009c). Career focus: Using languages in legal interpretation. *Language Educator, 4*(4).
Koning, P. (2009d). Career focus: Using languages in travel, tourism and hospitality. *Language Educator, 4*(5).
Koning, P. (2009e). Career focus: Using languages in emergency response and law enforcement. *Language Educator, 4*(6).

Koning, P. (2010a). Career focus: Using languages in business and industry. *Language Educator, 5*(1).
Koning, P. (2010b). Career focus: Using languages in international development. *Language Educator, 5*(2).
Language Careers: http://flc.osu.edu/resources/careers/default.cfm
News about language in the world: http://flc.osu.edu/newsEvents/news/default.cfm
US Department of State: National Security Language Initiative
http://www.state.gov/r/pa/prs/ps/2006/58733.htm

(10.1-f) Sources of Support for New and Existing Language Programs

FLAP: http://www2.ed.gov/programs/flap/index.html
NSLI: http://exchanges.state.gov/nsli.html
STARTALK: http://www.startalk.umd.edu
IRS: http://www.irs.gov/advocate/article/0,,id=108633,00.html

(10.1-g) Federal Grant, Fellowship and Scholarship Programs for Students and Teachers

For Students

Foreign Language and Area Studies Program: http://www.ed.gov/programs/iegpsflasf/index.html
Fulbright Teacher Exchange Program: Classroom Teacher Exchange:
http://www.fulbrightteacherexchange.org/cte.cfm
Fulbright Teacher Exchange Program: Distinguished Awards Teaching:
http://www.fulbrightteacherexchange.org/dteIndex.cfm
Fulbright US Scholar Program: Traditional Fulbright Scholar Program:
http://www.cies.org/us_scholars/us_awards/
Fulbright-Hays Doctoral Dissertation Research Abroad:
http://www.ed.gov/programs/iegpsddrap/index.html
Teacher & Student Development Projects: http://www.ed.gov/programs/tct/index.html

For Teachers and Principals

Educational Seminars: Exchanges for Principals and Teachers:
http://www.americancouncils.org/educationalSeminars.php
Fulbright Distinguished Chairs Program: http://www.cies.org/Chairs/
Fulbright European Union Scholar-In-Residence Program: http://www.cies.org/sir/eusir/
Fulbright International Education Administrators (IEA) Program: http://www.cies.org/IEA/
Fulbright New Century Scholars Program: http://www.cies.org/NCS/

Fulbright-Hays Faculty Research Abroad: http://www.ed.gov/programs/iegpsfra/index.html
Fulbright-Hays Group Projects Abroad: http://www.ed.gov/programs/iegpsgpa/index.html
Fulbright-Hays Seminars Abroad: http://www.ed.gov/programs/iegpssap/index.html
Fulbright Specialists Program: http://www.cies.org/specialists/
Fulbright US Scholar Program: Traditional Fulbright Scholar Program:
http://www.cies.org/us_scholars/us_awards/
Fulbright-Hays Doctoral Dissertation Research Abroad:
http://www.ed.gov/programs/iegpsddrap/index.html
Fulbright-Hays Faculty Research Abroad: http://www.ed.gov/programs/iegpsfra/index.html
Fulbright-Hays Group Projects Abroad: http://www.ed.gov/programs/iegpsgpa/index.html
Fulbright-Hays Seminars Abroad: http://www.ed.gov/programs/iegpssap/index.html
Intensive Summer Language Institutes for Arabic, Chinese, and Russian Teachers:
http://www.americancouncils.org/programs.php?program_id=MTEy (ISLI)
Teacher & Student Development Projects: http://www.ed.gov/programs/tct/index.html
Title VI Funds: http://www.ed.gov/about/offices/list/ope/iegps/title-six.html

Sources of Teachers

Fulbright Foreign Language Teaching Assistant Program (FLTA):
http://www.flta.fulbrightonline.org/home.html
Fulbright Foreign Student Program: http://www.foreign.fulbrightonline.org/
Fulbright Scholar-in-Residence Program: http://www.cies.org/sir/
Fulbright Teacher Exchange Program: Classroom Teacher Exchange:
http://www.fulbrightteacherexchange.org/cte.cfm
Fulbright Teacher Exchange Program: Distinguished Awards Teaching:
http://www.fulbrightteacherexchange.org/dteIndex.cfm
Fulbright Visiting Specialists Program: http://www.cies.org/Visiting_Specialists/
Occasional Lecturer Fund for Fulbright Visiting Scholars: http://www.cies.org/olf/
Teachers for a Competitive Tomorrow: http://www.ed.gov/programs/tct/index.html
Teachers of Critical Languages Programs (TCLP):
http://www.americancouncils.org/TCLP/index.php

(10.1-h) Federal Loan Forgiveness Programs for Teachers

Federal Perkins Loan Teacher Cancellation: http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying
Stafford Loan Forgiveness Program for Teachers:
http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelstaff.jsp?tab=repaying
Stafford Loan Teacher Deferments:
http://studentaid.ed.gov/PORTALSWebApp/students/english/deferffel.jsp?tab=repaying

Teaching Reduces Service Requirement for Douglas Scholars:
http://studentaid.ed.gov/PORTALSWebApp/students/english/douglas.jsp?tab=repaying

(10.1-i) Information for Parents

Asia Society: About language learning: http://www.asiasociety.org/education-learning/world-languages

Center for Applied Linguistics (2004). *Why, how, and when should my child learn a second language?* Retrieved from http://www.cal.org/resources/pubs/whyhowwhen_brochure.pdf.

Committee for Economic Development, Education for Global Leadership (2006). *The importance of international studies and foreign language education for US economic and national security.* Retrieved from http://www.ced.org/images/library/reports/education/report_foreignlanguages.pdf.

Marcos, K. M. & Peyton, J. K. (2000). Promoting a language proficient society: What you can do*. ERIC Clearinghouse on Languages and Linguistics.* Retrieved from http://www.cal.org/resources/digest/digest_pdfs/0001-promoting-society.pdf

Minnesota Council on the Teaching of Languages and Culture:
http://www.mctlc.org/index.php?option=com_content&task=category&sectionid=1&id=4&Itemid=29

(10.1-j) Selected Foreign Embassies or Representative Offices

Embassy of Egypt: http://www.egyptembassy.net
Embassy of Israel: http://www.israelemb.org
Embassy of Jordan: http://www.jordanembassyus.org/new/index.shtml
Embassy of France: http://www.ambafrance-us.org/spip.php?rubrique=2
Embassy of India: http://www.indianembassy.org/newsite/default.asp
Embassy of Morocco: http://dcusa.themoroccanembassy.com
Embassy of Spain:
http://www.maec.es/subwebs/embajadas/Washington/es/Home/Paginas/Home.aspx
Embassy of the Islamic Republic of Pakistan: http://embassyofpakistanusa.org/
Embassy of the People's Republic of China: http://www.china-embassy.org/eng
Embassy of the Russian Federation: http://www.russianembassy.org
Goethe-Institut: http://www.goethe.de/ins/us/was/enindex.htm
Hanban (Chinese Language Council International)
http://english.hanban.org/index.php?language=en
Instituto Cervantes: http://nuevayork.cervantes.es/en/default.shtm
Japan Foundation: http://www.jflalc.org
Representative Office of Iran: http://www.daftar.org
Taipei Economic and Cultural Representative Office:
http://www.taiwanembassy.org/US/mp.asp?mp=12
Turkey Embassy: http://www.washington.emb.mfa.gov.tr

(10.1-k) Professional Organizations

American Association of Teachers of Arabic: http://aataweb.org
American Association of Teachers of French: http://www.frenchteachers.org
American Association of Teachers of German:
http://www.ncssfl.org/links/index.php?national_associations
American Association of Teachers of Slavic and East European Languages: http://www.aatseel.org
American Association of Teachers of Spanish and Portuguese: http://www.aatsp.org
American Council on the Teaching of Foreign Languages: http://www.actfl.org
Association for Supervision and Curriculum Development: http://www.ascd.org
Center for Advanced Research on Language Acquisition: http://www.carla.umn.edu
Chinese Language Association of Secondary-Elementary Schools: http://www.classk12.org
Chinese Language Teachers Association: http://clta-us.org
Council of Chief State School Officers: http://216.250.255.51
Council of Teachers of Southeast Asian Languages: http://cotseal.org
Modern Language Association: http://www.mla.org
National K-12 Foreign Language Resource Center: http://nflrc.iastate.edu
National African Language Resource Center: http://lang.nalrc.wisc.edu/nalrc
National Association of District Supervisors of Foreign Languages: http://www.nadsfl.org
National Board for Professional Teaching Standards: http://www.nadsfl.org
National Capital Language Resource Center: http://www.nclrc.org
National Council of Less Commonly Taught Languages: http://www.councilnet.org
National Council of State Supervisors of Languages: http://www.ncssfl.org
National Middle East Language Resource Center: http://nmelrc.org/

(10.1-l) Resource Centers

Centers for International Business Education and Research: http://ciberweb.msu.edu
Council of American Overseas Research Centers: http://www.caorc.org/
National Foreign Language Resource Centers: http://nflrc.msu.edu/
National Resource Centers: http://www.nrcweb.org; also http://www.outreachworld.org

(10.2) SELECTED BIBLIOGRAPHY ON THE NATION'S NEEDS FOR WORLD LANGUAGE CAPACITY

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