Language education in the USA

Practices, politics, and potentials

Dr. Robert E. Vann
Department of Spanish, Western Michigan University, USA
robert.vann@wmich.edu  http://homepages.wmich.edu/~rvann
Language education in the USA

Practices, politics, and potentials

- Practices and politics I: English language education in the USA
- Practices and politics II: World language education in the USA
- Potentials for best practices and politics: Language education in the USA
Practices and politics I:
English language education in the USA
English language education in the USA: Practices

- Standards of practice
  - National guidelines
  - By state
  - By individual school district (K-12)

- Areas of practice
  - English language arts (ELA) programs
  - English language learner (ELL) programs
National standards of practice (ELA)
(http://www.ncte.org/standards)

1) Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3) Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4) Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5) Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6) Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7) Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8) Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9) Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10) Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11) Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12) Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
Illustration: State of Michigan standards of practice (ELA content)
(http://www.michigan.gov)

<table>
<thead>
<tr>
<th>Strand 1 Reading</th>
<th>Strand 2 Writing</th>
<th>Strand 3 Speaking</th>
<th>Strand 4 Listening &amp; Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition and Word Study (WS)</td>
<td>Genre (GN)</td>
<td>Conventions (CN)</td>
<td>Conventions (CN)</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>Process (PR)</td>
<td>Discourse (DS)</td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Personal Style (PS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Recognition</td>
<td>Grammar &amp; Usage (GR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Spelling (SP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency (FL)</td>
<td>Handwriting (HW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Narrative Text (NT)</td>
<td>Writing Attitude (AT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Text (IT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension (CM)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metacognition (MT)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Standards (CS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Attitude (AT)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Word Recognition, Word Study, Fluency

### Phonemic Awareness

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.00.01</td>
<td>demonstrate phonemic awareness by the wide range of sound-manipulation competencies including sound blending and deletion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.01.01</td>
<td>demonstrate phonemic awareness by the wide range of sound-manipulation competencies including sound blending and deletion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.02.01</td>
<td>demonstrate phonemic awareness by the wide range of sound-manipulation competencies including sound blending and deletion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.00.02</td>
<td>recognize that words are composed of sounds blended together and carry meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.01.02</td>
<td>recognize that words are composed of sounds blended together and carry meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.02.02</td>
<td>recognize that words are composed of sounds blended together and carry meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Phonics

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.00.03</td>
<td>understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.01.03</td>
<td>understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.02.03</td>
<td>understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.00.04</td>
<td>use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context. Begin to associate letters and sounds, particularly initial and final consonants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.01.04</td>
<td>use structural cues to recognize one-syllable words, blends, and consonant digraphs including letter-sound, onset and rime, whole word chunks, word families, digraphs sh, ch, sh...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.WS.02.04</td>
<td>use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including letter-sound, onset and rime, whole word chunks, word families, long and short vowels, digraphs wh, ph, irregular vowels &amp; ie, &amp; ea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(M.04 with .05)
## Writing Process - Continued

<table>
<thead>
<tr>
<th>Process</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.PR.01.04</td>
<td>K</td>
<td>attempt to proofread and edit writing/pictures using appropriate resources including a word wall and a class-developed checklist, both individually and in groups. (PC.06)</td>
</tr>
<tr>
<td>W.PR.02.07</td>
<td>2</td>
<td>attempt to proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and a class-developed checklist both individually and in groups. (PC.11)</td>
</tr>
<tr>
<td>W.PR.03.05</td>
<td>3</td>
<td>proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, writing references, writing references) and grade-level checklists both individually and in groups. (PC.06)</td>
</tr>
<tr>
<td>W.PR.04.05</td>
<td>4</td>
<td>proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</td>
</tr>
<tr>
<td>W.PR.05.05</td>
<td>5</td>
<td>proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</td>
</tr>
<tr>
<td>W.PR.06.05</td>
<td>6</td>
<td>proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</td>
</tr>
<tr>
<td>W.PR.07.05</td>
<td>7</td>
<td>proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</td>
</tr>
<tr>
<td>W.PR.08.05</td>
<td>8</td>
<td>proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</td>
</tr>
</tbody>
</table>

## Personal Style

<table>
<thead>
<tr>
<th>Style</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.PS.00.01</td>
<td>K</td>
<td>develop originality in oral, written, and visual messages in both narrative (e.g., natural language, expressive sentence, original ideas) and informational writing (e.g., listing, naming, describing).</td>
</tr>
<tr>
<td>W.PS.01.01</td>
<td>2</td>
<td>develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence structures) and informational writing (e.g., sequence, specific vocabulary, visual representation).</td>
</tr>
<tr>
<td>W.PS.02.01</td>
<td>3</td>
<td>develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, character description) and informational writing (e.g., precision, established importance, transitions).</td>
</tr>
<tr>
<td>W.PS.03.01</td>
<td>4</td>
<td>exhibit personal style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., emotional appeal, strong opinion, credible support).</td>
</tr>
<tr>
<td>W.PS.04.01</td>
<td>5</td>
<td>exhibit personal style and voice to enhance the written message in both narrative (e.g., personalization, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</td>
</tr>
<tr>
<td>W.PS.05.01</td>
<td>6</td>
<td>exhibit personal style and voice to enhance the written message in both narrative (e.g., personalization, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</td>
</tr>
<tr>
<td>W.PS.06.01</td>
<td>7</td>
<td>exhibit personal style and voice to enhance the written message in both narrative (e.g., personalization, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</td>
</tr>
<tr>
<td>W.PS.07.01</td>
<td>8</td>
<td>exhibit personal style and voice to enhance the written message in both narrative (e.g., personalization, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</td>
</tr>
<tr>
<td>W.PS.08.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Grammar & Usage

<table>
<thead>
<tr>
<th>Usage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.GR.01.01</td>
<td>K</td>
<td>in the context of writing, correctly use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point, and capitalize first and last names, and the pronoun I.</td>
</tr>
<tr>
<td>W.GR.02.01</td>
<td>2</td>
<td>in the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a series, and with dates), contractions, colons to denote time, and capitalization of proper nouns.</td>
</tr>
<tr>
<td>W.GR.03.01</td>
<td>3</td>
<td>in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; noun and possessives; verbs in a series; and begin use of quotation marks and capitalization in dialogue.</td>
</tr>
<tr>
<td>W.GR.04.01</td>
<td>4</td>
<td>in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjective clauses; pronouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; prepositions between syllables; apostrophes in contractions; and commas in variations to set off words; phrases and dialogues; quotation marks or italics to identify titles or names.</td>
</tr>
<tr>
<td>W.GR.05.01</td>
<td>5</td>
<td>in the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; prepositions; prepositional phrases; and adverbs.</td>
</tr>
<tr>
<td>W.GR.06.01</td>
<td>6</td>
<td>in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverb subordinate clauses; comparative adverbs and adverbs; adjective and adverb subordinate clauses; participial phrases; adverbial subordinate clauses; participial phrases; adverbial subordinate clauses; comparative adverbs and adverbs, present, past, future, continuous, and infinitive verb tenses; parentheses; singular and plural possessive forms; and indefinites pronoun reflexive.</td>
</tr>
<tr>
<td>W.GR.07.01</td>
<td>7</td>
<td>in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including infinitives; gerunds; participial phrases; and dashes or ellipses.</td>
</tr>
<tr>
<td>W.GR.08.01</td>
<td>8</td>
<td>in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including infinitives; gerunds; participial phrases; and dashes or ellipses.</td>
</tr>
</tbody>
</table>
### SPEAKING - Discourse

<table>
<thead>
<tr>
<th>Grade</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>S.DS.00.01 Engage in substantive conversations, remaining focused on subject matter, with interactions building on prior responses in literature discussions, paired conversations, or other interactions.</td>
</tr>
<tr>
<td>1</td>
<td>S.DS.01.01 Engage in substantive conversations, remaining focused on subject matter, with interactions beginning to build on prior responses in literature discussions, paired conversations, or other interactions.</td>
</tr>
<tr>
<td>2</td>
<td>S.DS.02.01 Engage in substantively focused conversations, remaining focused on subject matter, with interactions building on prior responses in literature discussions, peer conferencing, or other interactions.</td>
</tr>
<tr>
<td>3</td>
<td>S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
<tr>
<td>4</td>
<td>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
<tr>
<td>5</td>
<td>S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
<tr>
<td>6</td>
<td>S.DS.06.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
<tr>
<td>7</td>
<td>S.DS.07.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
<tr>
<td>8</td>
<td>S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</td>
</tr>
</tbody>
</table>

**Discourse**

- **S.DS.00.01** briefly tell or retell about familiar experiences or interests focusing on basic story grammar or main ideas and key details.
- **S.DS.01.01** tell or retell familiar stories (e.g., realistic fiction, fantasy, folklore), using a problem/solution pattern, appropriate story grammar, and proper sequence while maintaining appropriate posture and eye contact, using a prop for support.
- **S.DS.02.01** tell or retell stories (e.g., fantasy, legends, dramas), using story grammar (e.g., elaborated information about characters, characters’ actions and motivations, plots, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
- **S.DS.03.01** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., narrative characters’ roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
- **S.DS.04.01** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., narrative characters’ roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
- **S.DS.05.01** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., narrative characters’ roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.
- **S.DS.06.01** discuss written narratives that include a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex plot and character actions such as gestures, movements, and expressions).
- **S.DS.07.01** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex plot and character actions such as gestures, movements, and expressions).
- **S.DS.08.01** discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex plot and character actions such as gestures, movements, and expressions).

**S.DS.00.02** respond to multiple text types by reflecting, making meaning, and making connections.

- **S.DS.01.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.02.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.03.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.04.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.05.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.06.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.07.02** respond to multiple text types by reflecting, making meaning, and making connections.
- **S.DS.08.02** respond to multiple text types by reflecting, making meaning, and making connections.

**S.DS.00.03** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.

- **S.DS.01.03** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.02.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.03.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.04.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.05.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.06.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.07.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.08.03** plan and deliver presentations using an effective informational organizational pattern providing several facts and details to make their point clearly and coherently.

**S.DS.00.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.

- **S.DS.01.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.02.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.03.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.04.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.05.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.06.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.07.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.08.04** plan and deliver presentations using an informational organizational pattern providing several facts and details to make their point clearly and coherently.

**S.DS.00.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.

- **S.DS.01.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.02.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.03.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.04.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.05.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.06.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.07.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
- **S.DS.08.05** plan and deliver presentations using a descriptive informational organizational pattern providing several facts and details to make their point clearly and coherently.
## LISTENING & VIEWING - Conventions

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>LCN.00.01</td>
<td>understand and follow one- and two-step directions.</td>
<td>LCN.01.01</td>
<td>understand, restate and follow two-step directions.</td>
<td>LCN.02.01</td>
<td>understand, restate and follow three- and four-step directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCN.01.02</td>
<td>ask appropriate questions during a presentation or report.</td>
<td>LCN.02.02</td>
<td>ask appropriate questions for clarification and understanding during a presentation or report.</td>
<td>LCN.03.01</td>
<td>ask substantive questions of the speaker that will provide additional elaboration and details.</td>
<td>LCN.04.01</td>
<td>ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.</td>
</tr>
<tr>
<td>LCN.03.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.</td>
<td>LCN.04.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td>LCN.05.01</td>
<td>respond to evaluate, and analyze the speaker’s effectiveness and content when listening to or viewing a variety of speeches and presentations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCN.05.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td>LCN.06.01</td>
<td>analyze main idea, support details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCN.06.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td>LCN.07.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCN.07.03</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td>LCN.08.02</td>
<td>listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td>LCN.01.04</td>
<td>understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</td>
<td>LCN.02.04</td>
<td>understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCN.03.03</td>
<td>distinguish and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</td>
<td>LCN.04.03</td>
<td>distinguish and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCN.05.03</td>
<td>listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</td>
<td>LCN.06.04</td>
<td>recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatten, explain, direct) in focusing attention on events and shaping opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCN.07.04</td>
<td>recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatten, explain, direct) in focusing attention on events and shaping opinions.</td>
<td>LCN.08.04</td>
<td>recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatten, explain, direct) in focusing attention on events and shaping opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(PC - Previously Coded • M - Merged 2 or more expectations)
Illustration: State of Michigan standards of practice (ELL content)
(http://www.michigan.gov)

A Michigan Department of Education

State Manual
To assist school districts in their work with
English Language Learners
(limited English proficient students)

Office of Field Services
Michigan Department of Education
P.O. Box 30008, Lansing, MI 48909
517-373-6066

“It is the prerogative of each district to select a specific educational approach to meet the needs of its particular ELL student population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.”

- ELL content standards vary by school district based on method
  - ESL programs
  - Transitional bilingual education
  - Dual immersion programs / Two-way bilingual immersion programs

- Most ELL programs intended to be temporary and transitional

- Actual practices subject to assessment and modification
  - Districts required to periodically evaluate programs
  - Districts required to modify programs that prove unsuccessful

- In achievement standards (e.g., graduation requirements, college entrance exams, etc.) ELL students held to same content standards as ELA students
English language education in the USA: Politics

- Federal laws
  - Civil Rights Act (1964)
  - Bilingual Education Act (1968)
  - Executive Order 13166 (2000)
  - No Child Left Behind (2002)

- State laws
  - Official English laws
  - English language education laws
Civil Rights Act (1964)

- Prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance (Title VI)

- Linguistic discrimination as a form of national origin discrimination

- Programs and activities normally provided in English may not be accessible to LEP persons
**Bilingual Education Act (1968) a.k.a. Title VII, ESEA: Elementary and Secondary Education Act (1965)**

- Provided school districts with federal funds to establish educational programs for students with limited English speaking ability

- “Bilingual education programs” defined as those that provide instruction in English and in a native language to allow students to make progress in the educational system

- Goal: To prepare students to succeed in English-language classrooms as soon as possible while maintaining native languages

  - 1968: Johnson era (D) law; no single instructional method required
  - 1984: Reagan era (R) renewal; 96% funding to transitional bilingual education (TBE)
  - 1988: Reagan era (R) renewal; 75% of funds to TBE; 3 year enrollment cap
  - 1994: Clinton era (D) renewal; quota for TBE funding lifted
    - Full bilingual proficiency restored as lawful educational goal
    - LEP students brought into mainstream school reform with funding for dual language programs that included English speakers
  - 2002: G. W. Bush era (R) NCLB replacement law; all references to "bilingual education" and to "bilingualism" as educational goal DELETED
United States Supreme Court case of 

- Landmark 1974 Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act

- School districts must take affirmative steps to overcome educational barriers faced by non-English speakers

- “Basic English skills are at the very core of what the schools teach.... Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

  – Justice Douglas, *US Supreme Court*
Executive Order 13166 (2000)

• “To improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency (LEP)…”

• “The Federal Government is committed to improving the accessibility of these services to eligible LEP persons, a goal that reinforces its equally important commitment to promoting programs and activities designed to help individuals learn English.”

  – President Clinton
No Child Left Behind (2002): Overview

- Replaced Elementary and Secondary Education Act of 1965
- Enacted standards-based education reform, calling for all students to read and do math at grade level or better by 2014
- Required states to develop assessments in basic skills to be given to all students in certain grades
- Linked improvements in school performance (Adequate Yearly Progress) to continued federal funding
No Child Left Behind (2002): LEP

- Deleted from the ESEA all references to "bilingual education" and to "bilingualism" as an educational goal

- Specific focus on students acquiring English for their education, namely “limited English proficient” (LEP) students, a.k.a. ESL students, Bilingual students, or English Language Learners (ELLs)

- LEP as a classification of students that changes as a student gains language proficiency

- Federal government definitions of LEP students; detailed forms for LEP student identification, program assessment, and program evaluation
Federal government definition of an LEP student ([Public Law 107-110, Title IX, Part A, Sec. 9101, (25)])

A. An individual who is 3 to 21 years of age; and
B. who is enrolled or preparing to enroll in an elementary or secondary school; and
C. (i) who was not born in the United States or whose native language is a language other than English
   (ii) who is a Native American or Alaska Native, or a native resident of the outlying areas, and who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
   (i) the ability to meet the State’s proficient level of achievement on State assessments described in Section 111 (b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.
## PROGRAM/DISTRICT REVIEW
### Evaluation Checklist

<table>
<thead>
<tr>
<th>C= Compliant</th>
<th>IP= In Progress</th>
<th>NC= Noncompliant</th>
<th>NA= Not Applicable</th>
</tr>
</thead>
</table>

### STUDENT IDENTIFICATION

<table>
<thead>
<tr>
<th>Question (Regulatory References from NCLB)</th>
<th>Evidence/Documentation</th>
<th>Level of Compliance</th>
<th>Notes &amp; Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Does the district have a home language survey to identify student's first or home language? [NCLB Sec. 3127 Title VI - OCR Guidelines]</td>
<td>Copy of home language survey  Procedures for administering the home language survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Does the district have evidence that every K-12 student has completed home language surveys? [NCLB Sec. 3127 Title VI - OCR Guidelines]</td>
<td>Documentation demonstrating information gathered from home language survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Does the district have evidence that all students with home or primary language other than English have been assessed for English proficiency within thirty days at the beginning of the school year or two weeks if enrolled during the school year? [NCLB Sec. 3115]</td>
<td>Documentation of data gathered from English proficiency test.  Copy of test (s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Does the district have procedures for determination of language proficiency by trained personnel? [NCLB Sec. 3122]</td>
<td>Documentation of time (s) test was administered</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## INSTRUCTIONAL PROGRAMS AND ASSESSMENT

### Question (Regulatory References from NCLB)

<table>
<thead>
<tr>
<th>Question</th>
<th>Evidence/Documentation</th>
<th>Level of Compliance</th>
<th>Notes &amp; Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Does the district have a program of service that provides coherent,</td>
<td>Copy of ELL program description</td>
<td>C IP NC NA</td>
<td></td>
</tr>
<tr>
<td>sustained English language development based on research or accepted</td>
<td>Curriculum frameworks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>theories?</td>
<td>Curriculum maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NCLB Sec. 3115]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Does the district have a program of services that provides</td>
<td>Copy of instructional plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meaningful access to all aspects of the instructional program</td>
<td>Class rosters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>including elective classes and special programs such as programs for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talented and gifted students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NCLB Sec. 3115 &amp; Title VI – OCR Guidelines]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Does the district ensure that the language instruction program</td>
<td>Description of language development program and academic support program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>focuses on the development of English language proficiency and academic</td>
<td>Master class schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>content?</td>
<td>Individual student schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NCLB Sec. 3116 (b)(2)]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Does the district have a program of service that includes</td>
<td>Strategies used (this information may be collected at school level during observations or when interviewing teachers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate strategies for reading development that is coordinated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with other relevant reading programs and services?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[NCLB Sec. 3115]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Evidence/Documentation</td>
<td>Level of Compliance</td>
<td>Notes &amp; Findings</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Regulatory References from NCLB <a href="http://www.ed.gov/legislation/ESEA02">www.ed.gov/legislation/ESEA02</a> and</td>
<td>Written observations by MDE team</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Title VI of the Civil Rights Act of 1964, <a href="http://www.usdoj.gov/crt/cor/13166.htm">http://www.usdoj.gov/crt/cor/13166.htm</a></td>
<td>Staff may describe programs informally</td>
<td>IP</td>
<td></td>
</tr>
<tr>
<td>I. Does the district have documentation of district-wide plans for</td>
<td>Course statements (where appropriate)</td>
<td>NC</td>
<td></td>
</tr>
<tr>
<td>restructuring, reforming and upgrading all relevant programs, activities</td>
<td>Course descriptions or program narrative in parent/student handbook</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>and operations relating to language instructional education programs and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic content instruction? (NCLB Sec. 3121)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Has the district established an annual review process to determine</td>
<td>District documentation or description of local assessment system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whether each school is making adequate yearly progress toward attaining</td>
<td>State assessments including proficiency test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English proficiency? (NCLB Sec. 3122)</td>
<td>State disaggregated data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. How is the district enabling its ELL students to meet the state</td>
<td>District documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>content and performance standards? (NCLB Sec. 3122)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Does the district have a process for publicizing and disseminating</td>
<td>Board policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the results of its biennial review of ELL programs in appropriate schools?</td>
<td>District or school plans including timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(NCLB Sec. 3121)</td>
<td>District staff may describe informally during review.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
States with Official English Laws

State laws: Official English

- Official English vs. English only
- Intersection with federal laws pertaining to civil rights and language education
- Wide variation in effects on language use in schools
  - States with Official English that allow languages other than English to be used as languages of instruction
  - States without Official English that require English in schools
380.1151 English as basic language of instruction; exceptions.
(1) English shall be the basic language of instruction in the public and non public schools of this state and in state institutions.
(2) Subsection (1) shall not be construed as applying to:
(A) Religious instruction in a non public school given in a foreign language in addition to the regular course of study.
(B) A course of instruction in a foreign language in which the pupil acquired sufficient proficiency to be conversant in the foreign language.
(C) Bilingual instruction, as defined in section 1152, which will assist children of limited English-speaking ability to achieve reasonable efficiency in the English language.

380.1152 “Bilingual instruction,” “children of limited English-speaking ability,” and “in-service training” defined.

Sec. 1152. As used in section 1152 to 1158:
(a) “Bilingual instruction” means the use of 2 languages, 1 of which is English, as media of instruction for speaking, reading, writing, or comprehension. “Bilingual instruction” may include instruction in the history and culture of the country, territory, or geographic area associated with the language spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States.

(b) “Children of limited English-speaking ability” means children who have or reasonably may be expected to have difficulty performing ordinary class work in English because their native tongue is a language other than English or because they come from a home or environment where the primary language used is a language other than English.

- **Section 41 - Bilingual Programs**
  “Section 41 of the State School Aid Act provides funding to districts to support bilingual instruction for pupils of limited English-speaking ability. The legislation specifies that the funds are to be used solely for bilingual instruction in speaking, reading, writing, or comprehension for limited English-speaking pupils. The instruction must be conducted by or supervised by a teacher with bilingual endorsement. Funding is based on the number of eligible membership pupils who will be provided bilingual instruction.”

- Bilingual instruction must include the student’s home language and English

- Maximum 3 years / pupil
STATE BOARD OF EDUCATION APPROVED
HOME LANGUAGE SURVEY *

The ___ Name of School District ___ is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152 - 380.1157 of the School Code of 1995, Michigan’s Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student ___________________________ Grade _______ Age _______

School Building

1. Is your child’s native tongue a language other than English?
   - Yes □ No □ What is that language? ________________________________

2. Is the primary language\(^{1}\) used in your child’s home or environment a language other than English?
   - Yes □ No □ What is that language? ________________________________

________________________________________  __________________________  __________
Signature of Parent or Guardian             Address                          Date

\(^{1}\)“Primary language” means the dominant language used by a person for communication.

* Translation of this survey form in Spanish, Arabic, French, Italian and Ojibwa is available at the Office of Field Services at 517-373-6066.
Practices and politics II:
World language education in the USA
World language education in the USA: Practices

- Standards of practice
  - National guidelines
  - By state
  - By individual school district (K-12)
  - By individual school

- Areas of practice
  - World language education
  - “Bilingual” education
National guidelines for practicing foreign language education  
(http://www.atfl.org)

- (1993-) ATFL, AATSP, AATF, AATG

- Five C’s of foreign language education
  - Communication
  - Cultures
  - Connections
  - Comparisons
  - Communities

- “Knowing how, when, and why to say what to whom”
Illustration: National guidelines for practicing foreign language education

(www.actfl.org)

CULTURES

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the practices that are derived from the traditional ideas and attitudes (perspectives) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social “pecking order,” and the use of space. In short, they represent the knowledge of “what to do when and where.”

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the products of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence within the culture is required or justified by the underlying beliefs and values (perspectives) of that culture, and the cultural practices involve the use of that product.

CONNECTIONS

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Learning today is no longer restricted to a specific discipline; it has become interdisciplinary. Just as reading cannot be limited to a particular segment of the school day, so too can foreign language build upon the knowledge that students acquire in other subject areas. In addition, students can relate the information studied in other subjects to their learning of the foreign language and culture. Foreign language instruction thus becomes a means to expand and deepen students’ understanding of, and exposure to, other areas of knowledge. The new information and concepts presented in one class become the basis of continued learning in the foreign language classroom.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

As a consequence of learning another language and gaining access to its unique means of communication, students are able to broaden the sources of information available to them. They have a “new window on the world.” At the early levels of language learning, students can begin to examine a variety of sources intended for native speakers, and extract specific information. As they become more proficient users of the foreign language, they can seek out materials of interest to them, analyze the content, compare it to information available in their own language, and assess the linguistic and cultural differences.
**Illustration:** World language education content standards for Michigan

(http://www.michigan.gov/mde)

<table>
<thead>
<tr>
<th>Michigan World Language Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Communication</strong></td>
</tr>
<tr>
<td>1.1 Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
</tr>
<tr>
<td>1.2 Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.</td>
</tr>
<tr>
<td>1.3 Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
</tr>
<tr>
<td><strong>2 Cultures</strong></td>
</tr>
<tr>
<td>2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
</tr>
<tr>
<td>2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</td>
</tr>
<tr>
<td><strong>3 Connections</strong></td>
</tr>
<tr>
<td>3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</td>
</tr>
<tr>
<td>3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</td>
</tr>
<tr>
<td><strong>4 Comparisons</strong></td>
</tr>
<tr>
<td>4.1 Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
</tr>
<tr>
<td>4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
</tr>
<tr>
<td><strong>5 Communities</strong></td>
</tr>
<tr>
<td>5.1 Use of Language: Students use the language both within and beyond the school setting.</td>
</tr>
<tr>
<td>5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
</tr>
</tbody>
</table>
### Illustration:

**World language education proficiency standards for Michigan**

(http://www.michigan.gov/mde)

<table>
<thead>
<tr>
<th>Description of Proficiency Levels for K-12 Learners in Michigan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice High</strong></td>
</tr>
<tr>
<td>(Students have met the minimum two-credit graduation requirement.)</td>
</tr>
<tr>
<td><strong>Functions</strong></td>
</tr>
<tr>
<td><strong>Contexts</strong></td>
</tr>
<tr>
<td><strong>Time Frames</strong></td>
</tr>
<tr>
<td><strong>Levels of Discourse</strong></td>
</tr>
<tr>
<td><strong>Comprehensibility and Accuracy</strong></td>
</tr>
<tr>
<td><strong>Comprehension and Accuracy</strong></td>
</tr>
</tbody>
</table>
Illustration: World language education practices in individual school districts and schools in Michigan

- Demographics of community
- Community vision for language education
- Tax base of community → school budgets
Illustration: World language education practices in individual school districts and schools in Michigan

- District-to-district variation within same county (e.g., Allegan County, MI)

- School-to-school variation within same district (e.g., Kalamazoo Public Schools)
School district maps in Allegan County and Kalamazoo County, Michigan (http://www.michigan.gov)

1 = Allegan Public Schools
2 = Otsego Public Schools
3 = Plainwell Community Schools
4 = Kalamazoo Public Schools
Illustration: World language education practices by school district (Michigan)
(http://www.alleganpublicschools.org)

Allegan Public Schools (district enrollment = 2,952)
*World language instruction summary: 2-12; Spanish, French*

- **2\textsuperscript{nd}-5\textsuperscript{th} grade:** half year FLEX Spanish, half year FLEX French
- **6\textsuperscript{th}-8\textsuperscript{th} grade:** half year either Spanish or French
- **9\textsuperscript{th} to 12\textsuperscript{th} grade**
  - Spanish (1, 2, 3, 4, 5, Spanish in the workplace)
  - French (1, 2, 3, 4, 5, French for business and travel, French cinema and culture)
Illustration: World language education practices by school district (Michigan)
(http://www.otsegops.org/)

Otsego Public Schools (district enrollment = 2250)

*World language instruction summary: 3-12 Spanish, 9-12 French*

- 3-5 grade: FLEX Spanish (special)
- 6th grade: nine weeks FLEX Spanish
- 7th grade: twelve weeks FLEX Spanish
- 9th to 12th grade
  - Spanish (1, 2, 3, 4, 5, AP)
  - French (1, 2, 3)
Illustration: World language education practices by school district (Michigan)
(http://www.plainwellschools.org/)

Plainwell Community Schools (district enrollment = 2775)
World language instruction summary: 6-12 Spanish, French

- 6th grade: six week FLEX (Spanish, French, Japanese)
- 7th grade: nine weeks FLEX (Spanish or French)
- 8th grade: year long French option (1A HS credit)
- 8th grade: year long Spanish option (1A / 1B HS credit)
- 9th to 12th grade
  - Spanish (1, 2, 3, 4)
  - French (1, 2, 3, 4)
Illustration: World language education practices by primary school in Kalamazoo Public School District (Michigan) (http://www.kalamazoopublicschools.com)

Kalamazoo Public Schools (district enrollment = 11,588)

- 16 elementary schools: No world language curriculum
- Lincoln Elementary (K-5): Spanish special
- El Sol Elementary (K-5): Spanish/English dual immersion
Illustration: World language content standards for “bilingual” education programs in Michigan (http://www.michigan.gov)

- No content standards provided for world language aspect of “bilingual” education

- All content standards for “bilingual” education published by the state of Michigan pertain to ELL content (cf. above)

- Bilingual education ≠ world language education
Illustration: World language practices in “bilingual” education programs by school (Michigan)

- ESL / TBE programs are the norm
  - Homogeneity vs. heterogeneity of ELLs’ native languages
  - District preferences and resources

- Two-way bilingual immersion programs slowly sprouting
  - El Sol Elementary, Kalamazoo (K-5 Spanish)
  - Foreign Language Immersion & Cultural Studies School, Detroit (K-8 Spanish, French, Japanese, Mandarin)
  - Forest Hills Public Schools, Grand Rapids (PreK-12 Spanish, K+ Mandarin)
  - Moon Elementary, Muskegon (K-3 Spanish)
  - Post Oak Elementary, Lansing (PreK-1+ Mandarin)
World language education in the USA: Politics

- World language education in federal politics
  - Report of the President’s Commission on Foreign Languages and International Studies (1976)
  - Foreign Language Assistance Act (FLAA, 1988)
  - Title VI Language Resource Centers (LRCs, 1990)
  - National Security Education Act (NSEA, 1991)
  - Goals 2000: Educate America Act (EAA, 1994)
  - PATRIOT Act (2001)
  - National Security Language Initiative (NSLI, 2006)
  - America COMPETES Act (2007)

- State legislation on world language education
Report of the President’s Commission on Foreign Languages and International Studies (1976)
(http://nclrc.org)

- Conclusion: State of foreign languages and international studies in the United States was “scandalous”

- Joint National Committee for Languages formed (1980) to advocate for world language education
  - Preservation, creation and implementation of policy
  - “Toyota is the Sputnik of the eighties.”
  - Decisive support in legislation favoring world language education (FLAA, LRCs, etc.)
Foreign Language Assistance Act (FLAA, 1988)
(http://nelrc.org)

- Created as amendment to the Elementary and Secondary Education Act (ESEA) in 1988

- Foreign Language Assistance Program (FLAP)
  - Fosters K-12 innovative programs, applicants determine pedagogical methods
  - Awards primarily to local educational agencies, state educational agencies eligible as well
  - Initially funded at $10 million, $25 million today

- Incorporated into the President’s National Security Initiative (NSLI) in 2007
Language Resource Centers (LRCs)
Title VI of the Higher Education Act (1990)
(http://nflrc.msu.edu/index.php)

- Fifteen LRCs funded by United States Department of Education grants to improve the
teaching and learning of foreign languages
  - Brigham Young University (National Middle East Language Resource Center)
  - Georgetown University and George Washington University (National Capital Language Resource Center)
  - Indiana University (Center for Languages of the Central Asian Region)
  - Iowa State University (National K-12 Foreign Language Resource Center)
  - Michigan State University (Center for Language Education and Research)
  - The Ohio State University (The National East Asian Languages Resource Center)
  - The Pennsylvania State University (Center for Advanced Language Proficiency Education and Research)
  - San Diego State University (Language Acquisition Resource Center)
  - University of Arizona (Center for Educational Resources in Culture, Language and Literacy)
  - University of California-Los Angeles (National Heritage Language Resource Center)
  - University of Chicago (South Asia Language Resource Center)
  - University of Hawai‘i (National Foreign Language Resource Center)
  - University of Minnesota (Center for Advanced Research on Language Acquisition)
  - University of Oregon (Center for Applied Second Language Studies)
  - University of Wisconsin at Madison (National African Languages Resource Center)

- Mission
  - Focus on particular aspects of language teaching
  - Conduct research and develop resources for dissemination
  - Provide professional development opportunities
Language Resource Centers (LRCs)
Title VI of the Higher Education Act (1990)
(http://calper.la.psu.edu)
National Security Education Act (1991)
(http://nelrc.org)

- Created in response to linguistic problems encountered during Desert Storm

- National Security Education Program (NSEP)
  - Funded by intelligence and housed in the Department of Defense (DoD)
  - Offered only fellowships, scholarships and institutional grants until 2001
  - Following 9/11, responsibilities increased to include language flagship programs and development of national language service corps

- Incorporated into the President’s National Security Initiative (NSLI) in 2007
(http://nelre.org)

By the year 2000...

“All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics an government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.”

-- Public Law 103-227
USA PATRIOT Act (2001)
(http://nelrc.org)

- **Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001** (Public Law 107-56)

- Goal: “securing timely and accurate translations of foreign language materials for law enforcement investigations”

<table>
<thead>
<tr>
<th>Education</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Workforce</th>
<th>Teacher and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Assistance Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teacher-to-Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Workforce</th>
<th>Teacher and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Summer Language Institutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Critical Language Enhancement Awards for Fulbright U.S. Student Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Gilman Scholarship Awards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NSLI-Youth (includes Summer Language Institutes for High School Students)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Intensive Summer Language Institutes for Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Fulbright Foreign Language Teaching Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teachers of Critical Languages</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defense</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Workforce</th>
<th>Teacher and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language Flagship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>National Language Service Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ODNI</th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Workforce</th>
<th>Teacher and Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTALK</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Department of Education**
- Foreign Language Assistance Program
- Teacher-to-Teacher Initiative
- Advancing America Through Foreign Language Partnerships

**Department of State**
- Fulbright Critical Language Enhancement Awards for U.S. Students Program
- Intensive Summer Language Institutes
- Gilman Scholarships for Study Abroad
- Fulbright Foreign Language Teaching Assistants
- Teachers of Critical Languages Program
- Intensive Summer Language Institutes for Teachers
- High School Summer Language Institutes High School Study Abroad

**Department of Defense**
- The National Flagship Language Initiative
- The National Language Service Corps

**Director of National Intelligence**
- STARTALK
America COMPETES Act (2007)

(http://www2.ed.gov)

America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act

- Provisions to expand K-12 enrollment in “critical” foreign language programs

- Provisions to expand high school Advanced Placement (AP) and International Baccalaureate (IB) programs

- Scholarship programs for college language majors who become teachers
State legislation on world language education

States where world language study is a state graduation requirement ...  
... believe it or not, only 10 out of 50 !!!

• Delaware (2 credits, all students)
• Kentucky (2 credits for college-bound students)
• Louisiana (2 credits, all students)
• Michigan (2 credits, all students)
• New Jersey (5 credits, with required time allocations K-8 based on ACTFL Performance Guidelines for K-12 Learners)
• New York (1 credit/Standard Diploma, 3 credits/Regents Diploma)
• North Carolina (2 credits for college-bound students)
• South Carolina (1 credit for college-bound students)
• Tennessee (2 credits, for college-bound students)
• Texas (2 credits/standard diploma, 3 credits/Distinguished Achievement)
The Michigan Merit Curriculum Course/Credit Content Expectations and Guidelines will assist school districts and teachers to align their current curriculum, guide what is taught and assessed to earn credit, and provide parents with a tool to gauge student progress. These expectations also will serve as the basis to develop various questions included in the Michigan Merit Exam.

In the future, the Michigan Department of Education will be developing a variety of companion documents to support the implementation of these credits.

**LANGUAGES OTHER THAN ENGLISH**

**What the Michigan Merit Curriculum Law Says**

Sec. 1278a(2)Beginning with pupils entering grade 3 in 2006, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades 9 to 12 at least 2 credits, as determined by the Michigan Department of Education, in a language other than English, or the pupil has successfully completed at any time during grades K to 12 course work or other learning experiences that are substantially equivalent to 2 credits in a language other than English, based on guidelines developed by the department. Schools must consider American Sign Language to be a language other than English. A student may meet all or part of this requirement with online course work.
Potentials for best practices and politics: Language education in the USA
Potentials for best practices and politics

- **Best practices**
  1. “Practice what you preach!!!”
  2. Cultural and linguistic ideologies
  3. Pedagogical methods

- **Best politics**
  1. Capital investments
  2. Common curriculum
  3. Language education foci
Potentials for best practices:
“Practice what you preach!!!”
Implement existing national and state guidelines (K-12)!!!

Illustration of best practices in Michigan Merit Curriculum: World language education (www.michigan.gov)

<table>
<thead>
<tr>
<th>Possible Scheduling Models</th>
<th>First Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODEL &amp; GRADES</td>
<td>SESSONS PER WEEK &amp; LENGTH OF SESSIONS</td>
</tr>
<tr>
<td>MODEL 1 Grades K-5</td>
<td>Minimum FOUR times per week at 30 minutes per session</td>
</tr>
<tr>
<td>MODEL 2 Grades 6-7</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 3 Grade 8</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 4 Grades 9, 10 or 11</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 5 Grades 6-8 (extended time to complete one credit)</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 6 Grade 9-10 (extended time to complete one credit)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Scheduling Models</th>
<th>Second Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODEL &amp; GRADES</td>
<td>SESSONS PER WEEK &amp; LENGTH OF SESSIONS</td>
</tr>
<tr>
<td>MODEL 1 Grades 6-7 (probable continuation of Grades K-5 program)</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 2 Grade 8 (probable continuation of Grades 6-7 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 3 Grades 9, 10, 11 or 12 (probable continuation of Credit 1 from Grade 8, 9, 10 or 11 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
<tr>
<td>MODEL 4 Grades 11-12 (extended time to complete second credit; probable continuation of Grades 9-10 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
</tr>
</tbody>
</table>
Potentials for best practices: Cultural and linguistic ideologies

- Language education practices and 20th century cultural and linguistic ideologies
- Culture of melting pot → culture of salad bowl
- Monolingual ideologies → multilingual ideologies
Potentials for best practices: Pedagogical methods

- Language education practices and linguistically-informed methodologies
- Language learning → language acquisition
- Transitional bilingualism → maintenance bilingualism
Potentials for best politics:
Capital investments

- Absent from US Constitution
  - “Education”
  - “Language”

- Language education in USA, individualism, and economic capital

- Language education as economic issue → language education as cultural value

- Investment in economic capital → investment in human capital (move towards socialist education)
Potentials for best politics: Common curriculum

- US Constitution, 10th Amendment (Bill of Rights, 1791)
  “The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.”

- Language education in USA and state curricula

- State curricula → national curriculum, universal language education
  - Centralization of language education
  - Obligatory uniform implementation of national standards of practice (state to state, district to district)

- New Federalism (State sovereignty) → res publica (move towards socialist education)
Potentials for best politics: Language education foci

• Absent from all US language education legislation: Policies encompassing English and other world languages on equal footing

• Language education in USA and linguistic focus
  • Focus on English language education (ELA / ELL)
  • Focus on “Foreign” / “World” language education

• Componential language education → holistic language education (move towards phenomenological politics)
Final thoughts: Language education practices, politics, and potentials in USA

- Language education as a partisan issue
  - Practices and politics subject to ideologies of ruling parties
  - Practices and politics subject to tide of popular public sentiment

- Language education as a social and regional issue
  - Practices and politics subject to demographics
  - Practices and politics will respond to immigration and changing face of USA

- Language education as an economic issue
  - Real vs. symbolic capital in educational / linguistic markets
  - “You get what you pay for in this world.”
Language education in the USA

Practices, politics, and potentials

Dr. Robert E. Vann
Department of Spanish, Western Michigan University, USA
robert.vann@wmich.edu  http://homepages.wmich.edu/~rvann