

**California Subject Matter Project /  
Beginning Teacher Support and Assessment Partnership  
Discipline Specific Resources for Support Providers and Beginning Teachers  
2008-09**



**Discipline: Foreign Language**  
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**CFLP BTSA Inquiry Topics:**

**TOPIC:** How do I deliver instruction, facilitate practice, and create assessments that maximize time in the target language for the teacher and students?

**DESCRIPTION:** For all language teachers, a frequent struggle, and even matter of debate, revolves around how much time to spend in the target language (the language the students are learning). Teacher practice runs the gamut from total immersion in the target language (absolutely no English spoken) to virtually all new material explained in English first. Research suggests that in order to learn a language, people of all ages need as much exposure to the language as possible. Beginning teachers interested in providing students maximal access to the target language and culture often use “sink or swim” immersion which research has shown is not effective. Effective teachers develop lessons that teach content through language that is comprehensible to them. This means that although the lessons are in the target language, the teacher has built in extensive use of prior knowledge (when possible), English cognates with languages that have them, visuals, objects, gestures, dramatization, and modified speech (simplification, expansion, restatement, speed, articulation) and even vocal inflection to help convey meaning with minimal to no use of English.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5

**RESOURCES:** See CFLP Resource Section

**PROGRAMS:** Foundations of Framework-Aligned Language and Culture Instruction Levels I, II and III; Language-Specific Professional Development Programs





**CFLP BTSA Inquiry Topics:**

**TOPIC:** How do I design instruction that simulates, practices and assesses culturally appropriate, real-world language use?

**DESCRIPTION:** In order for language lessons to be meaningful, and for students to be able to draw upon those lessons when they (hopefully) find themselves interacting with native speakers in the target culture, students need practice that simulates situations they might encounter in target-culture settings. While this may sound obvious, it is easy for teachers to find themselves focusing on grammar for the sake of grammar (a traditional approach to language instruction that focuses on dissecting the language into its grammatical parts) rather than designing lessons around objectives that mirror the real-life situations students may encounter with speakers of the language they are studying (a proficiency-based approach). In a traditional classroom, an objective on the board might say “students will be able to conjugate verbs in the future tense.” This does not really reflect the way in which people communicate with each other, so an objective in a proficiency-based classroom would say, “students will discuss future plans and activities that are appropriate in the target culture”. Phrased in this way, students (and others) clearly understand the communication task students will be working on and they can even visualize situations when one would naturally converse in that way. Visualizing instruction as a means to real-world communication can help teachers ultimately plan for real-world simulations and design assessments that are proficiency-based (in other words, assessments that require students to communicate in authentic ways) rather than those that are strictly grammar driven.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5;

**RESOURCES:** See CFLP Resource Section

**PROGRAMS:** Foundations of Framework-Aligned Language and Culture Instruction Levels I, II and III; Language-Specific Professional Development Programs





**CFLP BTSA Inquiry Topics:**

**TOPIC:** How do I maximize student interaction with authentic materials from the cultures that speak the language?

**DESCRIPTION:** While there are many materials created for teachers to use in their classrooms, they often do little to prepare students for the real world beyond the classroom. For this reason, carefully selected authentic materials (materials originally intended for use by native speakers of the target language and culture) are an important resource for proficiency-based language classrooms. Teachers must take care to choose materials that are accessible to students and must be even more careful to develop appropriate tasks for students to carry out with them. Asking a beginning student to read and summarize a document is not a culturally appropriate use of language nor is it designed for the beginning student. Beginning students may be asked to scan the document for specific information. Any document (written, audio, visual, or video) can be a source of authentic material. Students can read train schedules to search for the time a train will arrive in town on a given day. They can scan a TV guide for information about programming. They can read advertisements with an eye to the product or service offered or even just to find out the hours of operation. Of course, other materials include letters, articles, post cards, and all forms of literature, as well as radio programs, television programs commercials and films. Authentic materials, if carefully chosen, can also provide perspectives that reflect all of the cultures of target language users. Teachers must endeavor to prepare students to interact with people and authentic materials from all of the regions where the language is spoken.

**RELEVANT STANDARDS:** BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5

**RESOURCES:** See CFLP Resource Section

**PROGRAMS:** Foundations of Framework-Aligned Language and Culture Instruction Levels I, II and III; Language-Specific Professional Development Programs; Professional Development for Teachers of Heritage/Native Speakers; English Learner Academy: Program Improvement ELD Institute; Language, Literacy and Culture for English Learners: Pathways to Student Success in Acquiring Academic English; Leadership Development for Teachers of Languages and Cultures





### **CFLP BTSA Inquiry Topics:**

**TOPIC:** How do I use the Effective Instructional Sequence (EIS) from the *Foreign Language Framework for California Public Schools* to design lessons and assessments that meet diverse student needs?

**DESCRIPTION:** In order for students to learn to use language for real-world purposes in culturally appropriate ways, teachers will need to provide thoughtful instruction that takes into account their needs as learners, their learning styles, their levels of linguistic and cultural proficiency and that utilizes the EIS to deliver instruction.

The EIS is a research-based set of practices designed to enhance students' linguistic and cultural proficiency as a result of classroom instruction. Using the EIS, teachers will begin instruction by establishing objectives for knowledge, for real world communication and for control of vocabulary, structure and culturally-appropriate behavior.

With these outcomes in mind, they will design a performance task for the end of a unit of study through which students will demonstrate their ability to use culturally appropriate language. Teachers will begin the sequence by sparking student interest in the unit's theme, tapping into background knowledge and preparing them to interact with oral and written texts-- acquiring the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages in settings that maintain a low affective filter (a low-stress environment). When making authentic materials comprehensible, teachers will use paralinguistic cues (visuals, objects, gestures, etc.) and modify their speech to make the content and cultural practices, products and practices comprehensible to students (simplification, expansion, restatement, speed, articulation, use of cognates). In addition, they will frequently confirm and clarify responses and check for understanding.

When supporting student production of output, teachers will provide analysis and discovery activities in which students use critical thinking skills to induce grammar, deliver guided practice activities that are both meaningful and personalized, create opportunities for paired and small group interaction that are characterized by interdependence, provide appropriate feedback to indirectly correct language errors, and create opportunities for students to apply, extend, and integrate their language to respond to the demands of the target culture. During instruction teachers will provide numerous opportunities for students to recycle the language they control in a wide range of culturally-valid, real-world situations and will support them in spiraling their language to perform in linguistic situations in which they are not able to function without assistance.







**CFLP BTSA Inquiry Topics:**

TOPIC: How do I enhance the linguistic and cultural proficiency of heritage and native speakers?

Effective heritage/native speakers programs build upon the knowledge and skills heritage/native speakers bring to the classroom. They provide students with language-use experiences that move them beyond the informal situations in which they function. Structured activities enable students to perform successfully in formal, academic, professional and other real-world situations. In addition, systematic support is provided to increase student control of the formal linguistic register necessary to function in the broadest range of situations.

Language is presented in an interesting and lively manner using a thematic approach that highlights the target culture within and beyond the United States. Authentic materials are used to expose students to a variety of content and situations that prepare them to function in the world beyond the classroom. Topics are chosen in order to develop a strong sense of identity and a corresponding high level of self-esteem as students develop the broadest possible world view and begin to see themselves in professional roles.

RELEVANT STANDARDS: BTSA Induction Standard 6A; CSTP: Engaging and supporting all students in learning, understanding and organizing subject matter for learning, planning instruction and designing learning experiences, assessing student learning, developing as a professional educator.

RESOURCES: See CFLP Resource Section

PROGRAMS: Professional Development for Teachers of Heritage/Native speakers, Foundations for Framework-Aligned Language and Culture Instruction





## CFLP Detailed Program Descriptions

### Foreign Language Education

#### **Program: Foundations of Framework-Aligned Language and Culture Instruction Levels I, II and III**

WHEN & WHERE: 120 hours (40 hours per year over a three-year period) programs offered both during the summer and during the academic year. Offered at all CFLP sites throughout the state.

PROGRAM DESCRIPTION: This is CFLP's signature program and is designed to engage teachers in professional development experiences that are usually delivered over three or more years. Emphasis is placed on developing participant competency language and culture instruction and assessment strategies that are aligned to the *Foreign Language Framework for California Public Schools*. (Note: The State Board of Education has not yet adopted content standards for foreign language. They are expected to do so in January of 2009 as the current draft of the standards is now in field review.)

STANDARDS, CONTENT, AND GRADE-LEVEL: This program is designed for middle and secondary foreign language teachers. It addresses the professional development needs of all language and culture educators with examples provided in the language(s) program participants' teach.

HOW IT MEETS THE STANDARDS: This program provides professional development in lesson design, delivery, assessment and differentiation to meet the needs of all learners of world languages, and as a result, it addresses all of the CSTP, as well as Induction Standards 5 and 6.

ADDITIONAL INFORMATION: Newly credentialed teachers often begin their careers without having taken a methodology course specific to the teaching of world languages and cultures. Instead, credentialing programs offer more generic methods courses, such as "Methodology for Secondary School Teaching". As a result, for many, this program serves as a methods course in the specific language(s) and culture(s) that they teach.





## **CFLP Detailed Program Descriptions**

### **Program: Language-Specific Professional Development Programs**

**WHEN & WHERE:** Summer and during the school year with length ranging from 20 to 40 hours at all CFLP sites throughout the state.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** This program is designed for elementary, including immersion programs, and secondary foreign language teachers. Specific offerings at local CFLP sites will be tailored to particular languages.

**PROGRAM DESCRIPTION:** Language-specific strands are intended to strengthen both the content knowledge and pedagogical skills of language and culture educators in a specific language. These programs provide high-level, intense immersion in the language and culture and at the same time model effective language teaching strategies that participants are encouraged to use in their own classrooms. However, the main purposes of these language-specific programs are to develop the teacher's subject-matter competency in a target language and culture.

**HOW IT MEETS THE STANDARDS:** This program meets the professional development standard of the CSTP and may, depending upon the participants and how they choose to incorporate the materials in their own teaching, also address CSTP 1 and 4 as well as Induction Standard 5.

**ADDITIONAL INFORMATION:** For language teachers, high-level immersion in the target language and culture is key to becoming and remaining a subject-matter expert in the languages and cultures they teach. Study and/or travel abroad is not always feasible for induction teachers who often have the greatest need to increase their linguistic competency. These programs provide an accessible alternative, with university-level language immersion experiences designed to increase teachers linguistic and cultural proficiency in the language(s) they teach.





## **CFLP Detailed Program Descriptions**

### **Program: Professional Development for Teachers of Heritage/Native Speakers**

**WHEN & WHERE:** Summer and during the school year with length ranging from 20 to 40 hours at all CFLP sites throughout the state.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** This program is designed mostly for middle and secondary foreign language teachers. Specific offerings at local CFLP sites will be tailored to the particular language(s) of students.

**PROGRAM DESCRIPTION:** These programs target teachers who teach students who are either heritage or native speakers of a specific language. California's diverse population includes many students who arrive at school with a high level of linguistic and cultural proficiency in a heritage or native language. Schools throughout the state have established courses for heritage and native speakers and teachers who teach in these programs need professional development programs that specifically prepare them to address the needs of these students. These programs seek to develop academic levels listening and speaking proficiency and to introduce and/or solidify literacy through academic reading and writing.

**HOW IT MEETS THE STANDARDS:** This program meets the professional development standards of the CSTP as well as Induction Standard 5 and 6.

**ADDITIONAL INFORMATION:** Traditionally, heritage and native speakers' programs were taught by more experienced language and culture educators, but due to the expansion of these programs, teachers in the induction phase of their career are being asked to teach these courses, many with no support since courses in foreign language methodology rarely focus on the education of heritage and native speakers.





## CFLP Detailed Program Descriptions

### **Program: English Learners Academic Literacy Development Institute**

WHEN & WHERE: Summers, 40 hours with follow-up—Primarily in San Diego/Imperial Valley but also at other CFLP sites

STANDARDS, CONTENT, AND GRADE-LEVEL: This program is designed for secondary teachers across the curriculum and employs both the *English Language Arts* and *English Language Development Standards* as a basis for planning instruction for English Learners. Additionally, the program draws from the standards of all of the other areas of the curriculum in order to assist teachers to plan instruction that assists students to gain competency in academic language to succeed across the curriculum.

PROGRAM DESCRIPTION: This course emphasizes the instruction of English Learners across the middle/secondary curriculum with particular emphasis on English Language Development.

HOW IT MEETS THE STANDARDS: This program specifically provides instruction in the teaching of English Learners, thereby providing professional development in Standard 6. This program addresses all of the CSTP.





## CFLP Detailed Program Descriptions

### **Program: Language, Literacy and Culture for English Learners: Pathways to Student Success in Acquiring Academic English**

**WHEN & WHERE:** Summers and during the academic year, 40 hours with follow-up—Primarily in the greater Bay but also at other CFLP sites.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** This program is aligned with the *English Language Arts* and *English Language Development Standards* and is designed to increase middle and high school students' academic language and literacy in English as well as all other subject areas of the curriculum.

**PROGRAM DESCRIPTION:** This program explores the interrelationship of language, literacy and culture and how literacy skills transfer from one language to another. Based on this understanding, the program supports participants in the development and implementation of lessons that strengthen the acquisition of academic language as well as multiple literacies critical to succeed in school and the world of work. The program supports participants in (1) understanding the educational context of English Learners and the challenges they face in order to become proficient in English and attain academic success; (2) developing lessons that are aligned with the *ELA* and *ELD Standards* to increase verbal and written academic literacy; (3) teaching language through content in a culturally-rich learning environment; and (4) exploring issues related to students' cultural identity and communication styles so that they are able to function in linguistic and culturally appropriate ways.

**HOW IT MEETS THE STANDARDS:** This program specifically provides instruction in the teaching of English Learners through content thereby providing professional development in Standard 6. This program addresses all of the CSTP.





## **CFLP Detailed Program Descriptions**

### **Program: Leadership Development for Teachers of Languages and Cultures**

**WHEN & WHERE:** Summers and during the academic year, 60 hours, beyond the 120 hour-foundations' program. Offered at all of CFLP sites throughout the state.

**STANDARDS, CONTENT, AND GRADE-LEVEL:** This program is intended for past participants of the CFLP Foundation's program and is for teachers of all language and all grade levels, including teachers of English Language Learners.

**PROGRAM DESCRIPTION:** This program's main purpose is to prepare cadres of teacher leadership to staff CFLP professional development programs and to assist schools and districts with the development of effective language programs. This program is responsible for developing teacher leaders who assume key roles on state-level committees that address issues related to the teaching of languages and cultures, and who lead reform initiatives in language and culture education. Each of CFLP regional sites have a cadre of these teacher leaders who, along with the Site Director and the Faculty Advisory make-up each site's Leadership Team and are responsible for the conceptualizing, planning, implementing and assessing the impact of the site's professional development programs.

**HOW IT MEETS THE STANDARDS:** This program addresses all of the CSTP and Induction Standard 15





**CFLP Resources:**

*ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers, 2002*  
<http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf>

*Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve:*  
California Department of Education, 2001  
<http://www.cde.ca.gov/ci/cr/cf/documents/foreignlangfrmwrk.pdf>

*Model Standards for Licensing Beginning Foreign Language Teachers: A Resource for State Dialogue, 2002* <http://www.ccsso.org/content/pdfs/ForeignLanguageStandards.pdf>

Teaching Foreign Languages K-12 Workshop, 2004  
<http://www.learner.org/resources/series201.html>

Teaching Foreign Languages K-12: A Library of Classroom Practices, 2003  
<http://www.learner.org/resources/series185.html>

Anderson, Nancy (Ed) 2000 AATSP Professional Development Series Handbook for Teachers K-16 Volume 1: Spanish for Native Speakers

Brown, H. Douglas. (2007) *Principles of Language Learning and Teaching (5<sup>th</sup> Ed)*. White Plains, NY: Pearson Education

Díaz-Rico, Lynne, and Kathryn Weed. (2005) *The Crosscultural, Language and Academic Development Handbook: A Complete K-12 Reference Guide (3<sup>rd</sup> Ed)*. New York, NY: Pearson Education

Jensen, J. and Sandroock, P. (2007) *The Essentials of World Languages, Grades K-12: Effective Curriculum, Instruction and Assessment*, ASCD

Omaggio-Hadley, Alice. (2001) *Teaching Language in Context: Proficiency-Oriented Instruction (3<sup>rd</sup> Ed)*. Boston: Heinle and Heinle

Patrick, P. (2007) *The Keys to the Classroom: A basic manual to help new language teachers find their way*: ACTFL

Potowski, Kim. (2005) *Fundamentos de la enseñanza del español a hispanohablantes en los EE.UU.* Madrid, España: Arco Libros





Shrum, J. & Glisan, E. (2004), *Teacher's Handbook, Contextualized Language Instruction*:  
Thompson Heinle

Webb, John B., Miller, Barbara L (2000) ACTFL Foreign Language Education Series, Teaching  
Heritage Language Learners: Voices from the Classroom

Zaslow, Brandon (2006) *CDE Standards Background Information Project*

<http://departments.oxy.edu/education/programs/ocflp/Resources/StandardsBasedLanguageInstruction.pdf>





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