



Montclair Schools World Language Program Review

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Two topics covered in this report:

- Recommendations for improvement of the K-12 World Language Program
- Feasibility of implementation of a Dual Language Program



Research upon which all recommendations are based:

The input hypothesis ($i+1$)

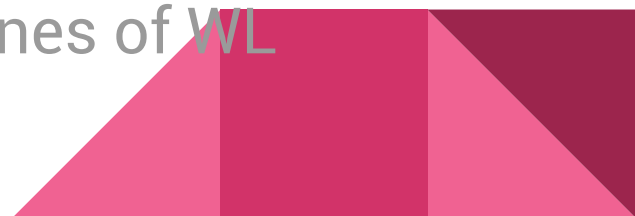
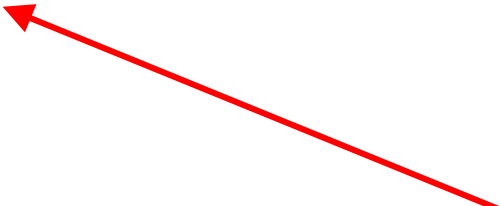
The acquisition/learning distinction

The affective filter hypothesis

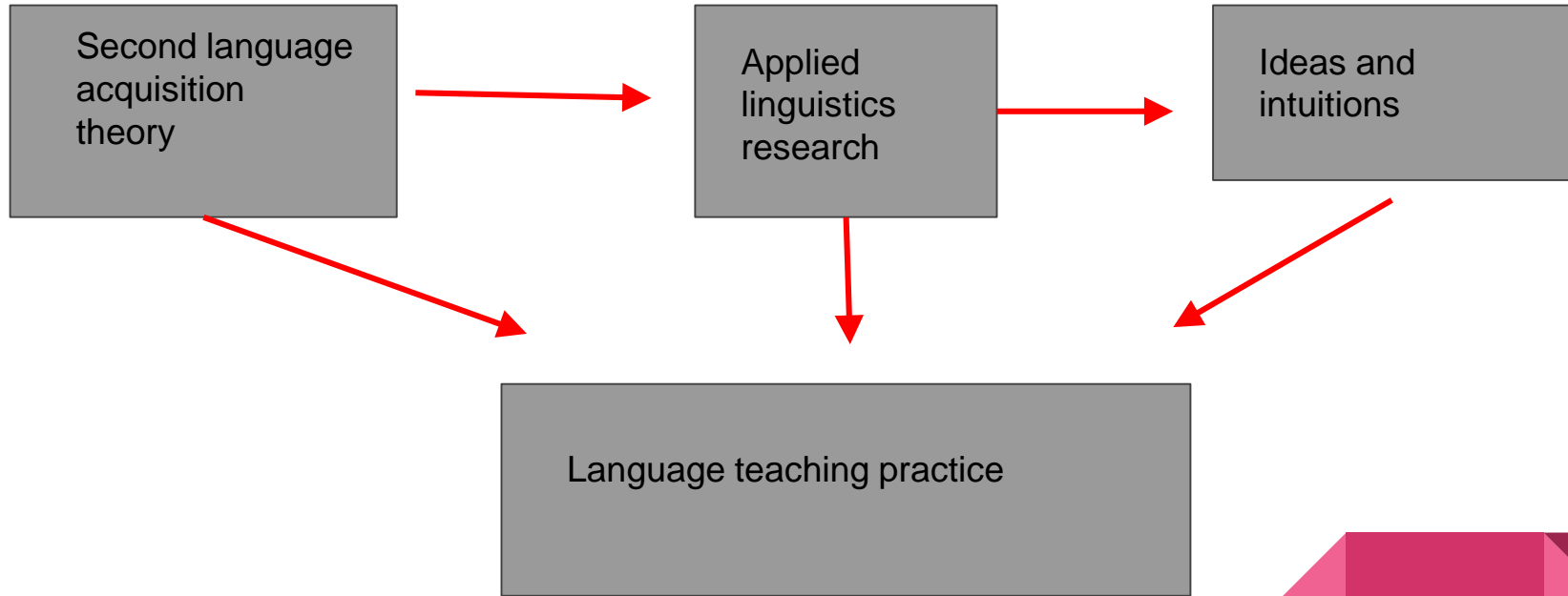
The natural order hypothesis

The monitor hypothesis

The research of Stephen Krashen; the foundation of second language acquisition theory; the cornerstones of WL education



The Ideal Relationship



Krashen, Stephen, *Principles and Practice*

The Actual Relationship

(in the absence of professional development)

Second language
acquisition
theory

Applied
linguistics
research

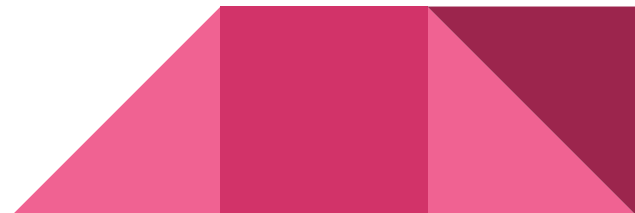
Ideas and
intuitions



Language teaching practice

Articulation

- It is recommended that a strong emphasis be placed on carving out time once or twice a year for vertical articulation, and (a minimum of) monthly for horizontal articulation between buildings and teachers at the same level or course (elementary, middle, and high school).
- Teachers expressed this as a top concern.



Equity of Elementary Program

- In the absence of a uniform elementary program (K-5), middle schools are not able to adequately address the starting point for students in sixth grade.



Code-Switching

- It is imperative that teachers receive professional development on how to properly implement an immersed target language setting and eliminate code-switching.

Examples: “Let’s look around the room and see who is listos” “Who can translate numero tres” “His music makes people feliz.” Intra-sentential as well as extra-sentential code-switching.



Establishment of ACTFL Proficiency Targets

“To begin with the end in mind means to start with a clear understanding of your destination.”

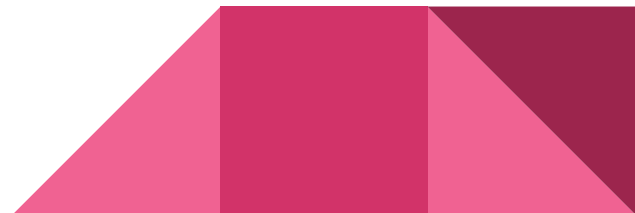
- Stephen Covey.

- Having a target for proficiency will help teachers of every grade and course to know where students are on the continuum of language acquisition when they start a course, and how to move them to the next level.



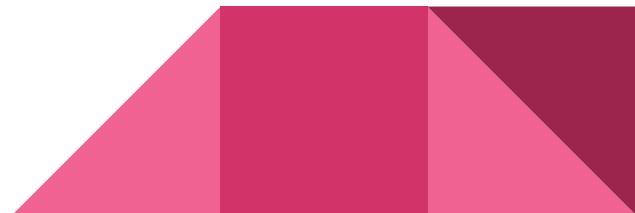
Implementation of Benchmark Assessments

- It is recommended that all Montclair World Language teachers work collaboratively to design and implement benchmark assessments for the end of every sequence, grade, or course.
- Benchmark assessments will help demonstrate if students are meeting the targeted proficiency levels.



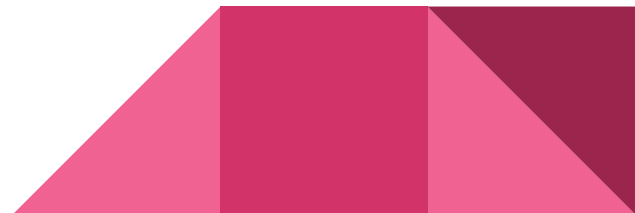
Professional Development for WL Teachers

- Based on teacher survey data and teacher interview data, it is recommended that World Language teachers receive professional development on:
 - *Second Language Acquisition Theory and Comprehensible Input*
 - *Performance-Based Assessment Design*
 - *The Role of Grammar in the World Language Classroom*



Professional Development for Building Administrators

- Building administrators throughout the Montclair Schools who directly supervise World Language teachers are recommended to receive professional development on several critically important topics including: An Introduction to Second Language Acquisition Theory, Hallmarks of an Immersed Classroom, and an Overview of the ACTFL Proficiency Guidelines.
- A worthwhile building administrator checklist for what to look for within a World Language classroom can be found in the appendix section on Figure 2 (borrowed with permission from Georgia Department of Education). It can be used during observations and to guide post-observation conference discussions.



ESTABLISH A PARTNERSHIP WITH A UNIVERSITY WORLD LANGUAGE EXPERT FOR SUSTAINED PROFESSIONAL DEVELOPMENT FOR TEACHERS

- This will help in developing a professional development plan, as well as implementing one.



CONSIDER THE CHANGE OF MIDDLE SCHOOL COURSE NAMES, AS THEY ARE MISALIGNED WITH ACTFL

MIDDLE SCHOOL NAMES:
NAMES:

Beginner



Intermediate



Advanced



ACTFL PROFICIENCY

Novice

Intermediate

Advanced



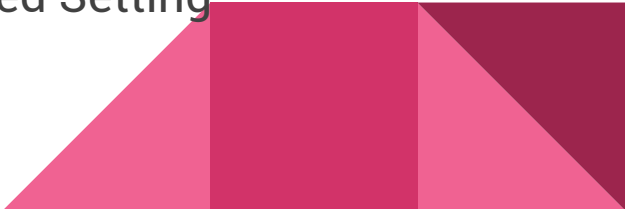
VISITATION TO NEW JERSEY DEPARTMENT OF EDUCATION MODEL WORLD LANGUAGE PROGRAMS

- Princeton (K-12)
- West Windsor-Plainsboro (K-12)
- West Morris Regional (9-12)
- Fair Haven (K-8)

Look at immersion approach, curriculum, assessments



Recommendations Specific to Montclair High School

- Focus on ACTFL 5 Cs, not grammar (Communication, Culture, Connections, Comparisons, Communities)
 - Move away from textbook toward thematic units of study
 - PD - Second Language Acquisition Theory, Immersed Setting
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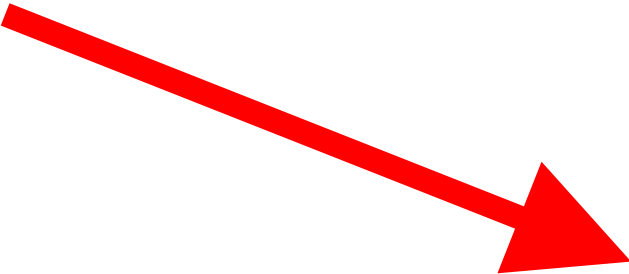
DUAL LANGUAGE IMMERSION PROGRAM RECOMMENDATIONS



DUAL LANGUAGE IMMERSION PROGRAM

- Mandarin Immersion Program
- Nishuane School
- Current Infrastructure already supports this program





Frequently used classroom expressions
posted for student use;

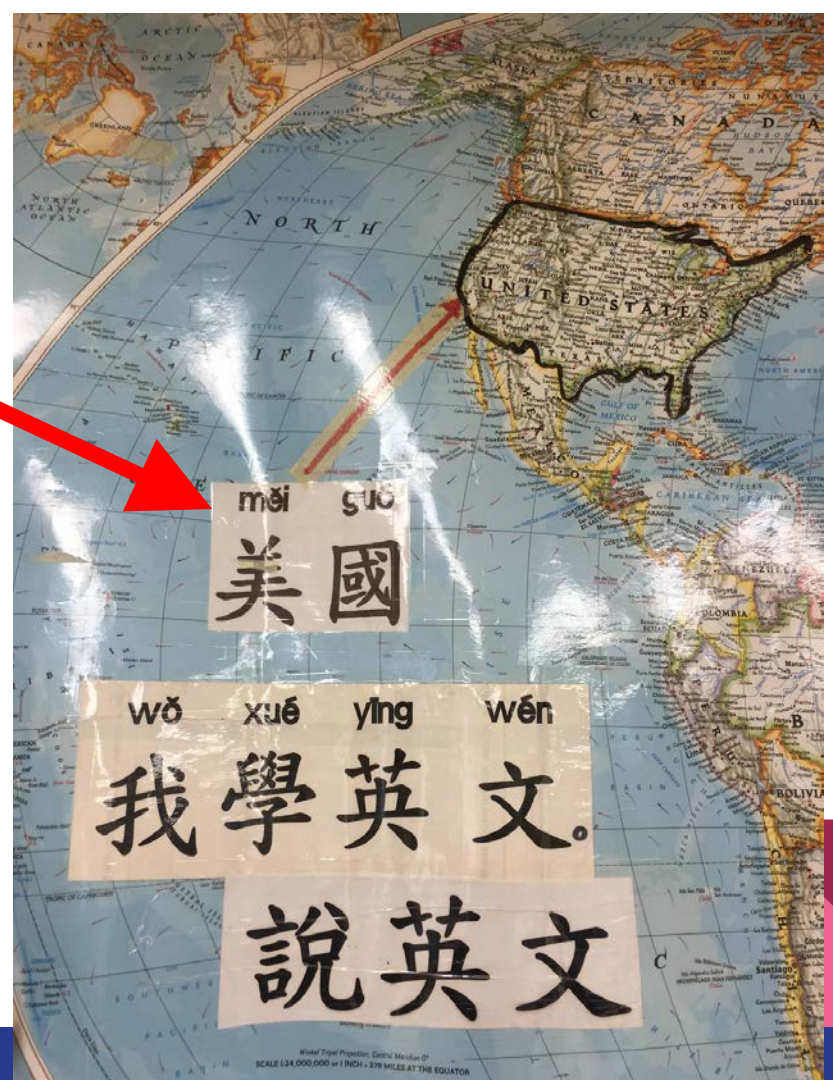
**Facilitates student target-language use
from day one;**

Visible in English, pin yin
(to help pronunciation), characters, and
with pictures.



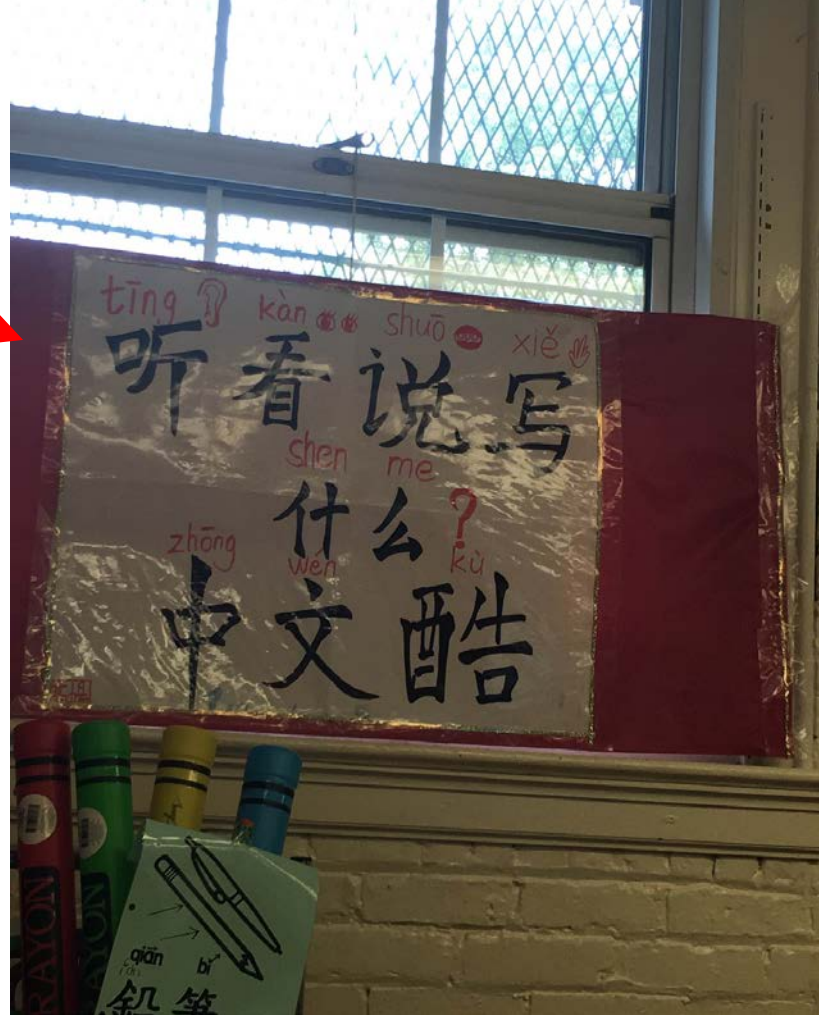
What students are currently learning is visually displayed with both pin yin and characters;

Visible to help students with oral language production.



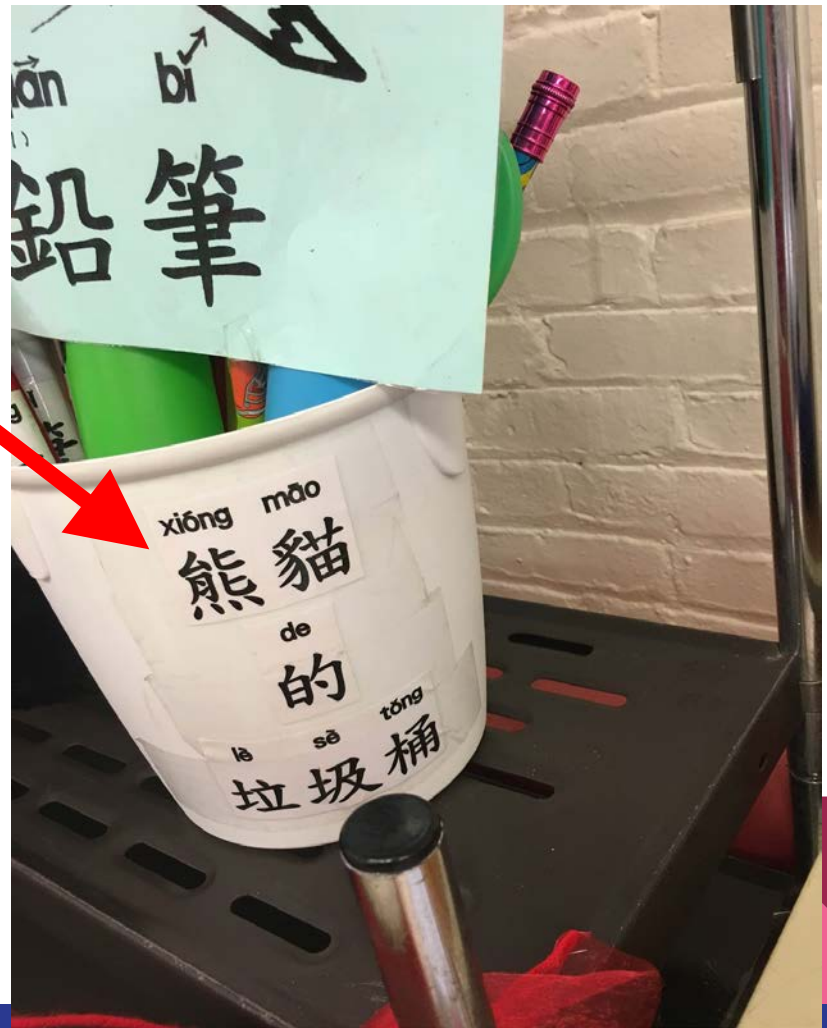
Teacher created a literacy-rich environment;

Target language labels adorn the entire classroom.

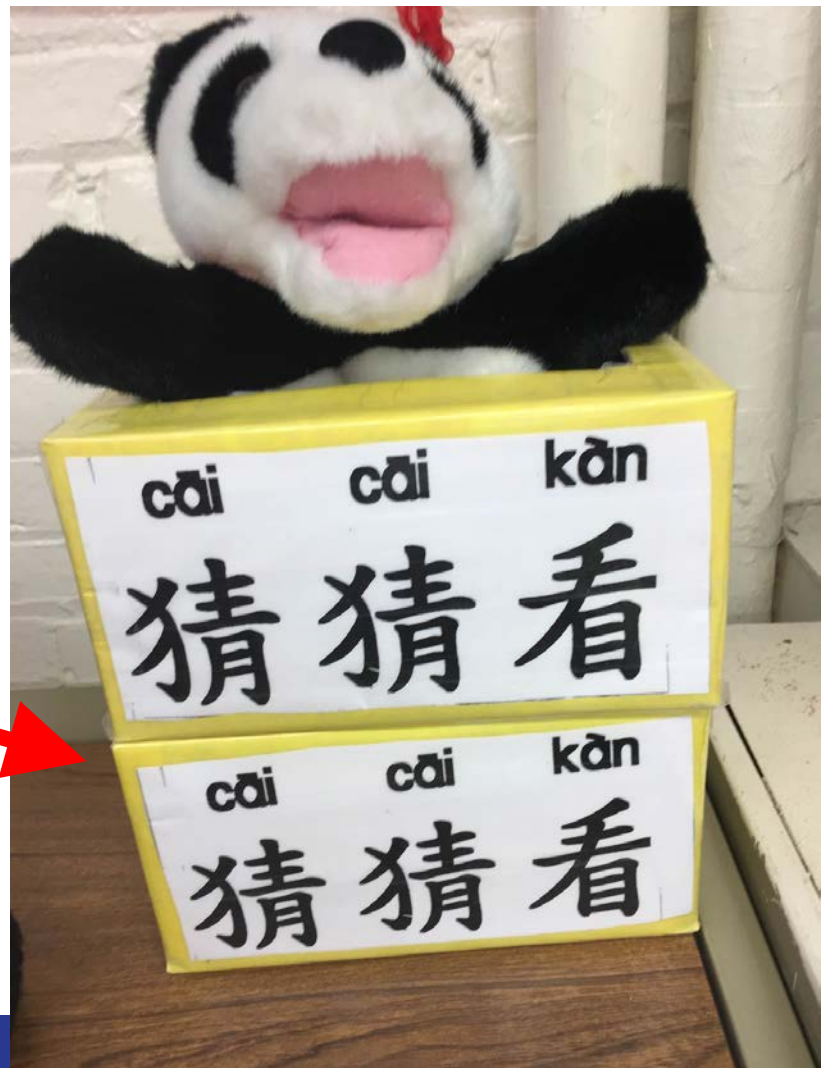


Pin yin and characters

help students to recall and produce
vocabulary in the target language.

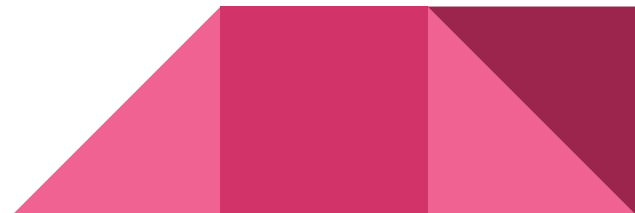


Further evidence of signage in the classroom to facilitate student language development.



Why Mandarin?

- Mandarin is a critical language
- A language for which there is a large demand but little supply



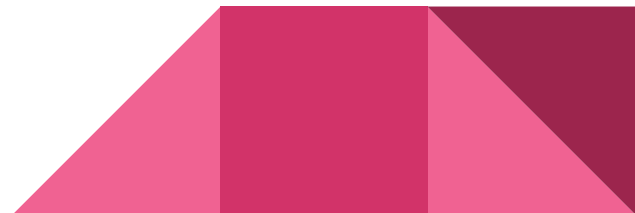
Acquire a Supervisor of Dual Language Programs/WL

- The supervisor will monitor full program implementation and continually monitor the two immersed settings for linguistic purity.



FUTURE STAFFING IMPLICATIONS FOR NISHUANE SCHOOL

- There will be severe implications for the staffing of the building.
- In the absence of ample retirements, there will be a reduction in force of monolingual elementary school teachers as the Dual Language program grows.



Initial Student Cohort

- Two sections (not one) of incoming Kindergarteners the first year and subsequent years



COMMITMENT OF PARTICIPATING FAMILIES

- The only way that students will reap the benefits of the Dual Language program is through maximum exposure.



FULL FACULTY/STAFF DUAL LANGUAGE PROFESSIONAL DEVELOPMENT

- If the program is going to be successful, every professional within the building must understand Dual Language education and support it.



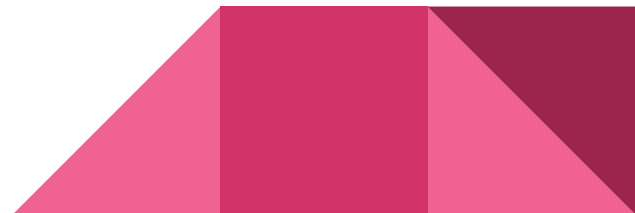
CURRICULUM PLANNING/WRITING IN ADVANCE OF PROGRAM IMPLEMENTATION

- There must be extensive curriculum planning and writing one year in advance of the start of program implementation.



COMMON PLANNING TIME FOR DUAL LANGUAGE TEACHERS

- On-going common planning is critical to the success of the Dual Language program.



SELECTING A MODEL: 50/50

- Based on the context of the Montclair Schools, it is recommended that a **50/50** Dual Language model be implemented.




PREPARATION AND SEPARATION OF THE LEARNING ENVIRONMENTS

- The separation of the two linguistic environments is considered to be one of the most important factors in the overall success of the program.



STAFFING THE DUAL LANGUAGE PROGRAM

- STAFFING WILL BE CHALLENGING:
 - Teacher **must** hold an elementary certificate for the state of NJ, teacher **should** be ESL (English as a Second Language) endorsed, teacher **must** be native speaker of Mandarin **OR** have academic knowledge and fluency of the language AND possess a superior rating on the ACTFL OPI (Oral Proficiency Interview).
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TRANSITION TO MIDDLE SCHOOL

- Upon completion of a K-5 Dual Language Program, students should be able to continue their study of Mandarin at one of the middle schools with a specialized program.

