

New Trends in Foreign Language Education in the U. S.

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First, a recent survey conducted by the Center for Applied Linguistics, *Foreign Language Teaching: What the United States Can Learn From Other Countries* (2000) is reviewed briefly to find out some of the new trends in foreign language education in the U. S.

Second, the features and goals of the so-called "Dual Language Programs" or "Two-Way Immersion Education" in the U.S. are examined to find out guiding principles for enhancing first and second language development in early childhood, and to find out ideal approaches for well balanced development of 'oracy' and 'literacy.'

Third, *Standards for Foreign Language Learning in the 21st Century in the U.S.* (1999) is examined to find out a new direction in foreign language education in the 21st Century. The purpose of this report is to standardize the contents and to improve the quality of foreign language education in the United States. The Standards define five goals for foreign language education called the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. This new publication adds two powerful expansions to foreign language education by providing language-specific standards and by extending the standards into higher education, K-16.

[Key words: Two-way Immersion Education, Instructional Conversation, Standards for Foreign Language Learning, Center for Applied Linguistics]

1. *Foreign Language Teaching: What the U.S. Can Learn From Other Countries.* (2000)

This report, carried out by the Center for Applied Linguistics (CAL) with funding from the U.S. Department of Education, Office of Educational Research and Improvement, concludes with strong recommendations for U.S. educators to be more open to ideas from other countries and to become more involved in international collaboration in language teaching efforts. The following implications for U.S. schools were drawn from the study results (pp. v-vi):

(1) **Start language education early.** Most of the countries surveyed begin language instruction

for the majority of students in the elementary grades, while most schools in the U.S. do not offer foreign language classes until middle school or high school.

- (2) **Learn from others.** The U.S. has much to learn from the failures and successes of other countries.
- (3) **Conduct long-term research.** Longitudinal research is needed on the effectiveness of specific policies and practices, such as early language instruction.
- (4) **Provide stronger leadership.** Strong leadership is needed at the federal level to create a forum for discussion and improvement of instruction.
- (5) **Identify how technology can improve language instruction.** Research is needed on how technology can best improve language instruction.
- (6) **Improve teacher education.** The U.S. needs to study how other countries offer high-quality in-service and pre-service education for foreign language teachers.
- (7) **Develop appropriate language assessment instruments.** U.S. educators need to focus additional attention on the development and use of appropriate assessment instruments.
- (8) **Designate foreign language as a core subject.** Designating foreign languages as a core subject area is essential for a successful program. In almost all the countries with successful language education programs, foreign language has the same status as other core subjects such as mathematics and reading.
- (9) **Take advantage of the sociolinguistic context.** American educators need to take advantage of the context in which they live by promoting the learning of languages (often called heritage languages) spoken by the many immigrants and refugees within the country, as well as the languages of neighboring Canada and Mexico (French and Spanish in addition to a wide range of indigenous languages).

Promoting strong bilingual education programs, where measures are taken to maintain and develop the native language of students while developing their English skills, is one way of taking advantage of the multilingual society. One promising approach is Two-Way Immersion, where equal numbers of language minority and language majority students study together and become bilingual in both languages of instruction.

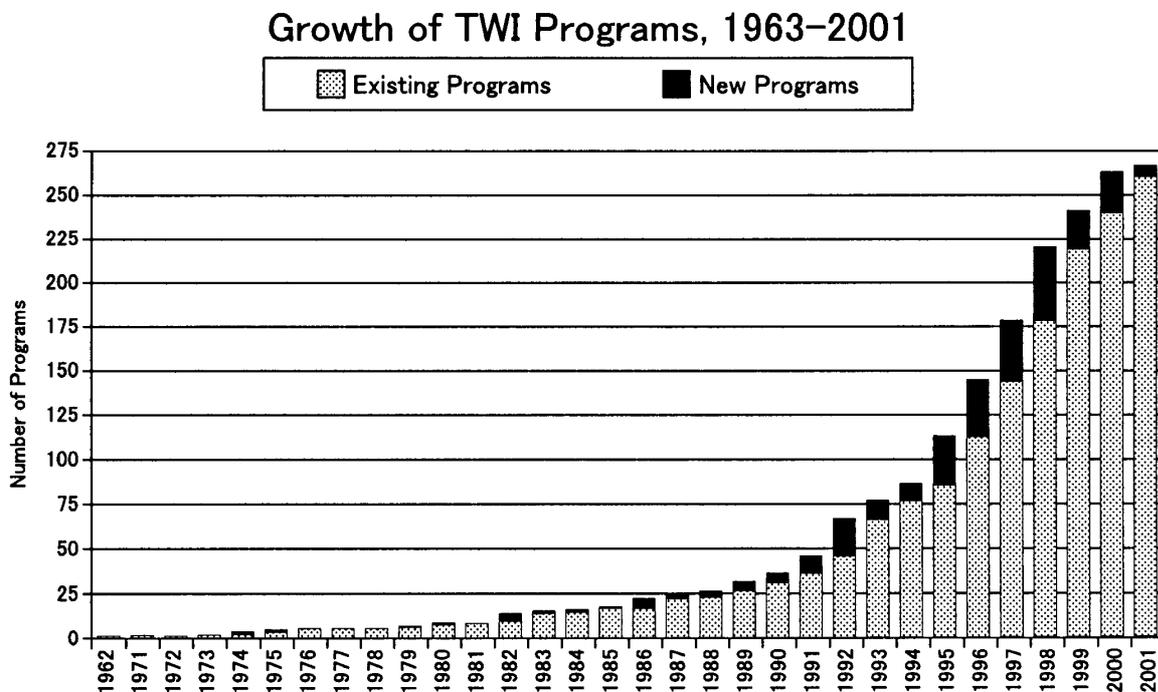
2. Two-Way Immersion Education in the U. S.

2.1 There are many types and forms of Bilingual Education. A frequent distinction in aims is between **transitional** and **maintenance** Bilingual Education. **Transitional** Bilingual Education aims to shift the child from the home, minority language to the dominant, majority language.

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Social and cultural **assimilation** into the language majority is the underlying aim. **Maintenance Bilingual Education** attempts to foster the minority language in the child, strengthening the child's sense of cultural identity and affirming the rights of an ethnic minority group in a nation. **Maintenance Bilingual Education** can be divided into two groups: **Static maintenance** aims to maintain language skills at the level of the child entering a school. **Developmental maintenance** seeks to develop a student's home language skills to full proficiency and full biliteracy. Developmental maintenance is sometimes referred to as **Enrichment Bilingual Education** for language minority children. (The term 'Enrichment Bilingual Education' is also used for language majority children who are adding a second language in school.) Static maintenance attempts to prevent home language loss but not increase skills in the first language. Developmental maintenance has a 'goal of proficiency and literacy in the home language equal to English'. Enrichment Bilingual Education aims to go beyond static maintenance to extending the individual and group use of minority languages, leading to **cultural pluralism** and to the social autonomy of an ethnic group.

The following figure shows the growth of Two-Way Immersion Programms, 1963-2001 (<http://www.cal.org/twi/directory>):



The following tables show the Number of Districts and Schools by State, Grade Levels Served in Two-Way Bilingual Immersion Programs, and Languages of Instruction in Two-Way

Bilingual Immersion Programs:

Number of Districts and Schools by State

State	Number of Districts	Number of Schools
California	52	94
Texas	17	39
New York	13	20
Illinois	10	18
New Mexico	3	15
Arizona	9	14
Massachusetts	6	12
Colorado	6	7
Oregon	6	7
Virginia	2	7
Connecticut	5	6
Florida	3	5
Maryland	2	4
New Jersey	2	4
Maine	1	3
Michigan	2	2
Alaska	1	2
District of Columbia	1	1
Kansas	1	1
Minnesota	1	1
North Carolina	1	1
Nebraska	1	1
Oklahoma	1	1
Wisconsin	1	1
Total	147	266

Grade Levels Served in Two-Way Bilingual Immersion Programs

Grade Level	Number of Schools
Early Elementary	103
Early Elementary through Upper Elementary	106
Early Elementary through Middle School	10
Early Elementary through High School	2
Upper Elementary	12
Middle School	27
High School	6
Total # of Schools	266

Languages of Instruction in Two Way Bilingual Immersion Programs

Languages of Instruction	Number of Schools
Spanish/English	250
French/English	6
Chinese/English	5
Korean/English	4
Navajo/English	2
Total	267*

*One school uses Spanish and Chinese

(<http://www.cal.org/twi/directory/>)

2.2 Definition/Features/Goals of Two-Way Immersion Education

Two-Way Immersion programs fall under the category of Enrichment Bilingual Education. These programs integrate language minority and language majority students and provide instructions in a non-English language (the native language of the language minority students) along with English. These programs provide content area instruction in the non-English language for a significant portion of the instructional time; and integrate students for most content instruction, in an environment which is supportive of full bilingual proficiency for both native and non-native speakers of English and promotes language and social equality. The goals are: (1) Students will develop high levels of proficiency in their first language, (2) Students will achieve high levels of proficiency in a second language, (3) Academic performance will be at or above grade level in both languages, (4) Students will demonstrate positive cross-cultural attitudes and behaviors, and (5) Students will show evidence of high levels of psychosocial competence.

In order to promote Two-Way Immersion programs, it is necessary to assume the following **sociocultural framework that is sensitive to diverse cultures and languages:**

- (1) All children can learn.
- (2) All children learn best when challenged by high standards.
- (3) English proficiency is a goal for all students.
- (4) Bilingual proficiency is desirable for all students.
- (5) Language and cultural diversity can be assets for teaching and learning.
- (6) Teaching and learning must be accomodated for individual.
- (7) Risk factors can be mitigated by schools that teach the skills required for academic success.

- (8) Solutions to risk factors must be grounded in a valid general theory of development, teaching, and schooling.

2.3 Criteria for Success in Two-Way Immersion Programs

In order for Two-way Immersion Programs to be successful, it is extremely important to satisfy the following criteria (Center for Applied Linguistics <http://www.cal.org/cal>):

- (1) Programs should provide a minimum of four to six years of bilingual instruction to participating students.
- (2) The focus of instruction should be the same core academic curriculum that students in other programs experience.
- (3) Optimal language input (input that is comprehensible, interesting, and of sufficient quantity) as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.
- (4) The non-English language should be used for instruction a minimum of 50% of the time (to a maximum of 90% in the early grades) and English should be used at least 10% of the time.
- (5) The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.
- (6) Classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together.
- (7) Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.
- (8) Characteristics of effective schools should be incorporated into programs, such as qualified personnel and home-school collaboration.

2.4 Guiding Principles for Enhancing First and Second Language

Development in Early Childhood

The following guiding principles by National Network For Early Language Learning (NNELL) are useful for easing teachers' and parents' anxieties and hesitation in implementing Two-Way Immersion programs in early childhood:

- (1) Language is used to communicate.
- (2) Language flourishes best in a language-rich environment.
- (3) Children come to learn second languages in many different ways.

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- (4) The more opportunities children have to speak, the more their language will develop.
- (5) There are many ways in which educators and parents can assist children in developing their language.
- (6) Language develops best when meaning is negotiated.
- (7) Children should be encouraged to experiment with language.
- (8) It is especially important to support the child's home language when the child is receiving a great deal of exposure to English.
- (9) In some bilingual children, code-switching is a normal language phenomenon.
- (10) There is an ebb and flow to children's bilingualism; it is rare for both languages to be perfectly balanced.
- (11) Educators need to be aware of different cultural patterns in language use.
- (12) A physical environment that contains a lot of written material will assist children to develop pre-literacy competencies.

2.5 Five Standards for Effective Pedagogy in New Multimedia

(Cf. *Talking Leaves*, Vol.6 No.1, Spring 2002, CREDE, p. 2)

The following Five Standards are proposed by the Center for Research on Education, Diversity & Excellence (CREDE), University of California, Santa Cruz, to educate children to become fully communicative in new multimedia society in the 21st century:

- (1) Teachers and Students Producing Together: Facilitate learning through joint productive activity among teachers and students.
- (2) Developing language and Literacy across the Curriculum: Develop competence in the language and literacy of instruction across the curriculum.
- (3) Making Meaning: Contextualize teaching and curriculum in the experiences and skills of students' homes and communities.
- (4) Teaching Complex Thinking: Challenge students toward cognitive complexity.
- (5) Teaching through Conversation: Engage students through dialogue, especially Instructional Conversation.

2.6 Elements of the Instructional Conversation

Elements of the Instrumental Conversation have Five Conversational Elements and Five Instructional Elements as listed below. They are quite different from the traditional Direct Teaching, where the approach is mostly teacher-centered rather than student-centered:

Conversational Elements

- (1) A challenging but non-threatening atmosphere (ZOPD)
- (2) Responsivity to student contributions
- (3) Promotion of discussion
- (4) Connected discourse
- (5) General participation, including self-selected turns

Instructional Elements

- (1) Thematic focus
- (2) Activation and use of background knowledge and relevant schemata
- (3) Direct Teaching (i.e. Traditional Teaching)
- (4) Promoting more complex language and expression
- (5) Promoting bases for statements, hypotheses, and conclusions

2.7 Important Features of Two-Way Immersion Education

We can summarize important features of Two-Way Immersion Education as follows:

- (1) Excellent research results are incorporated into everyday classroom instructions. Teachers, researchers and university professors work together closely.
- (2) Teachers try to develop children's maximal capacity by using Vigotsky's theory of the Zone of Proximal Development (ZOPD).
- (3) The philosophy of the Whole Language Approach is adopted, i.e., learning takes place from whole to part, within meaningful contexts, and through social interactions. Ordinary textbooks are not used. Various authentic materials are used.
- (4) Balanced development of language, academic ability, and emotions.
- (5) Try not to over-emphasize the development of languages; academic ability as well as social ability are equally important.
- (6) Consider young minority language children learning through their home language rather than through English an extremely important merit.
- (7) Develop a high level of linguistic performance in both L1 and L2. Academic performance will be at or above grade level in both languages.
- (8) Acquire positive cross-cultural attitudes and behaviors and enhance self-esteem.

3. *Standards for Foreign Language Learning in the 21st Century (1999)*

3.1 This report gives us a new direction in Foreign Language Education in the 21st Century. The draft version of the Standards was first published in 1996. Kindergarten through College teachers of Foreign Language worked hard, under the direction of four U.S foreign

language teachers organizations: American Council on the Teaching of Foreign Languages (ACTFLE), American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), and American Association of Teachers of Spanish and Portuguese (AATSP). The purpose was to standardize the contents and to improve the quality of Foreign Language Education in the United States. Since then, Standards for specific languages have been developed, including *Chinese, Classical Languages (Greek and Latin), French, German, Italian, Japanese, Portuguese, Russian, and Spanish*.

Once properly implemented, the Standards are expected to contribute to the quality of the learning/teaching of the respective foreign language, to help matriculation (i.e. moving from High School to University) and to improve teacher training and professional development programs.

3.2 The Standards define five goals for foreign language education called **Five Cs: Communication, Cultures, Connections, Comparisons, and Communities.**

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other. This expanded view of language learning offers particular advantages for the teaching of foreign languages to all students. Regardless of educational or career aspirations, foreign language instruction committed to providing experiences in all five goal areas will be beneficial to all students. Even if students never speak the language after leaving school, they will for a lifetime retain the cross-cultural skills and knowledge, the insight, and the access to a world beyond traditional borders.

Standards for Foreign Language Learning (K–12)

1 . Communication

Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2 . Cultures

Gain Knowledge and understanding of Other Cultures

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

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

[Perspectives (Meanings, attitudes, values, ideas), Practices (Patterns of social interactions), Products (Books, tools, foods, laws, music, games)]

3 . Connections

Connect with Other Disciplines and Acquire Information

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

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

4 . Comparisons

Develop Insight Into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5 . Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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This new publication *Standards for Foreign Language Learning in the 21st Century* adds two powerful developments by providing language-specific standards and by extending standards into higher education, K-16. Up until recently, the teaching of different foreign languages, e. g. Teaching English as a Foreign Language, Teaching Japanese as a Foreign Language, Teaching Chinese as a Foreign Language, etc. have been carried out independently and without much cooperation between language teachers. The Standards, in the spirit of educational reform, set challenges for schools and teachers, for parents and communities, and certainly for learners. The Standards also have the power to act as beacons, as guidelines, for state and local districts in both short-and long-range planning. Everyone on earth should learn at least two languages and become a truly 'balanced' bilingual, biliteral, and bicultural world citizen in the 21st century.

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アメリカ合衆国における外国語学習の新しい動向

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本稿では、3つの視点から、最近のアメリカ合衆国における外国語学習の動向を明らかにすることを試みた。

- (1) アメリカ応用言語センターが実施したアンケート調査に基づく報告書『外国語教育—アメリカ合衆国は他の国々から何を学ぶことができるか—』(2000)を分析し、最近のアメリカ合衆国の外国語学習をより活性化するためにどのような方策をとるべきであるかという提言を検討した。
- (2) アメリカ合衆国で急成長している「双方向バイリンガル教育」の特徴を明らかにし、幼児期から第1言語および第2言語の能力を最大限に伸ばすためのアプローチがどのような内容であるかを明らかにした。
- (3) 『21世紀のアメリカ合衆国における外国語学習の基準』(1999)の内容を分析し、外国語学習の5つの目標として、「コミュニケーション能力、文化の学習、教科内容との連携、言語及び文化の比較対照、地域社会との連携」の内容を明らかにした。アメリカ合衆国の外国語教育(日本語、フランス語、ドイツ語、スペイン語、中国語、ロシア語、古典語(ラテン語、ギリシャ語))のそれぞれの言語教育の学習内容の基準を示すと同時に、幼稚園から大学までの学習基準を提案していることは、大いに評価されるべきであることを論じた。

[キーワード：双方向バイリンガル教育、授業会話、外国語学習の基準、応用言語センター]