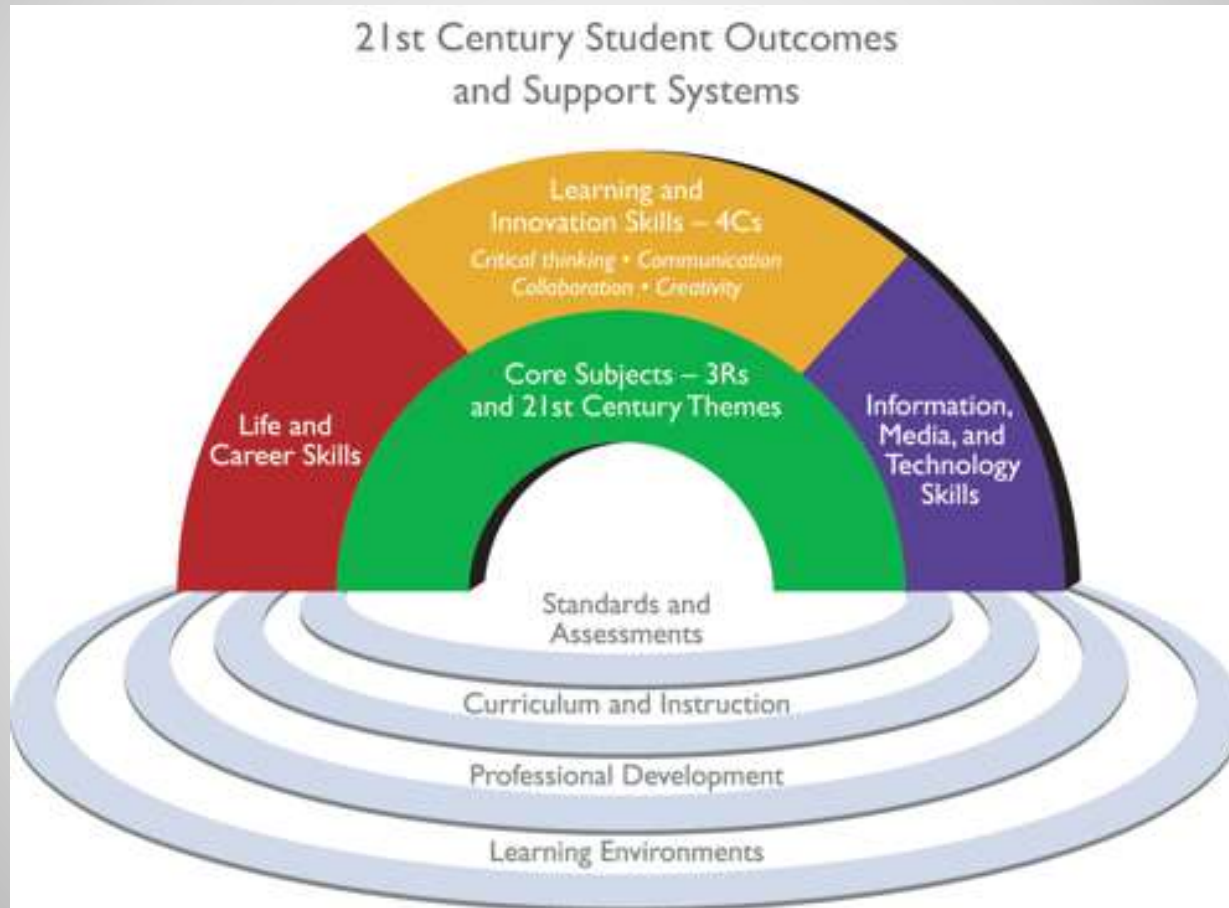


Foreign Language is an essential for college- bound students

Jennifer Deacon
American Association of Teachers of French, Arkansas Chapter
2011 Arkansas Foreign Language Teacher of the Year

Foreign Language Initiatives

Partnership for 21st Century Skills



Partnership for 21st Century Skills



PARTNERSHIP FOR
21ST CENTURY SKILLS

▲ OVERVIEW ▲ TOOLS & RESOURCES ▲ STATE INITIATIVES ▲ EVENTS & NEWS ▲ ABOUT US

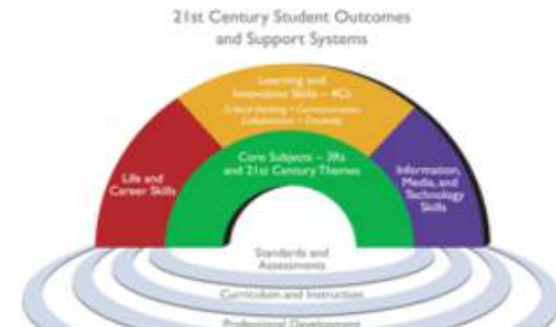


P21 on Twitter

"Why Education Without Creativity Isn't Enough - Is U.S. Education geared towards innovation? - bit.ly/r5dHGQ" 1 hour ago

The Partnership for 21st Century Skills is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school. Learn more about the Partnership and the Framework for 21st Century Learning.

A FRAMEWORK FOR 21ST CENTURY LEARNING



<http://www.p21.org/index.php>

P21 Founders

Our History

The Partnership for 21st Century Skills was formed in 2002 through the efforts of the following entities and individuals:

Government:

- U.S. Department of Education

Founding Organizations:

- AOL Time Warner Foundation
- Apple Computer, Inc.
- Cable in the Classroom
- Cisco Systems, Inc.
- Dell Computer Corporation
- Microsoft Corporation
- National Education Association
- SAP

Individuals:

- Ken Kay, President and Co-Founder
- Diny Golder-Dardis, Special Advisor and Co-Founder

What is the P21 mission?

Our mission is to serve as a catalyst to position 21st century readiness at the center of US K-12 education by building collaborative partnerships among education, business, and community and government leaders.

Why do students need 21st century skills?

Every child in America needs to be ready for today's and tomorrow's world. A profound gap exists between the knowledge and skills most students learn in school and the knowledge and skills they need for success in their communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by fusing the three Rs and four Cs.

Mission of P21

Core Subjects and Themes of P21

Home ▶ Overview ▶ Skills Framework

Core Subjects and 21st Century Themes



Mastery of core subjects and 21st century themes is essential for students in the 21st century.

Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

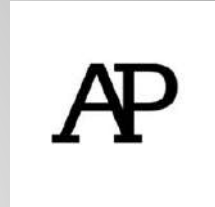
Critical Themes of P21

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global awareness**
- **Financial, economic, business and entrepreneurial literacy**
- **Civic literacy**
- **Health literacy**
- **Environmental literacy**

These themes are covered in the Arkansas Foreign Language Teaching Frameworks.

http://arkansased.org/educators/curriculum/fl_frameworks.html



Today's Strategic Council Members

Overview of State Leadership Initiative



P21 Leadership States design new standards, assessments, and professional development programs that ensure 21st century readiness for every student. To become a P21 Leadership State, a state demonstrates commitment from the governor and chief state school officer, and submits an application to P21 that describes the state's plan to fuse the three Rs and four Cs (critical thinking and problem solving, communication, collaboration, and creativity and innovation) within standards, assessments and professional development programs.

Arizona
Illinois
Iowa
Kansas
Kentucky
Louisiana
Maine
Massachusetts
Nevada
New Jersey
North Carolina
Ohio
South Dakota
South Carolina
West Virginia
Wisconsin



State Initiatives



21st Century Skills

21st Century Support Systems

Resources for 21st Century Skills

21st Century States

ARIZONA

ILLINOIS



IOWA

KANSAS

KENTUCKY

LOUISIANA

MAINE

MASSACHUSETTS

NEVADA

NEW JERSEY

NORTH CAROLINA

OHIO

SOUTH DAKOTA

WEST VIRGINIA

WISCONSIN

Home > 21st Century States

21st Century States



Since 2002, the Partnership for 21st Century Skills has been working with states and communities to reinvigorate learning to meet the demands of the 21st century. Based on this work, the Partnership believes there are seven strategies for a successful statewide 21st Century Skills Initiative:

1. High-profile leadership
2. Broad consensus and a shared vision
3. Ongoing professional development in 21st century skills
4. Standards and curriculum aligned with 21st century skills
5. 21st century assessments
6. An effective communications strategy
7. An aggressive implementation strategy

Read more about the P21 partner states by browsing the links at the left.

http://route21.p21.org/index.php?option=com_content&view=article&id=41&Itemid=35

Twenty-First Century Children

Every child in the U.S. needs 21st century knowledge and skills to succeed as effective citizens, workers and leaders. This can be accomplished by fusing the 3Rs and 4Cs.

There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces.

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom environments with real world environments by fusing the 3Rs and 4Cs:

- The 3Rs include: English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography.
- The 4Cs include: critical thinking and problem solving; communication, collaboration; and creativity and innovation.

As the 3Rs serve as an umbrella for other subjects and core content, the 4Cs are a shorthand for all the skills needed for success in college, career, and life.

21st Century Children

**Higher
Academic
Performance**

Higher SAT Scores

Comparison of verbal (SAT) and California Achievement Test (CAT) supported the conclusion that length of **foreign language study was positively related to high SAT verbal scores.**

Regardless of economic background, students who study a foreign language perform better on the verbal section of the SAT than those who don't; and the longer they study, the better they perform.

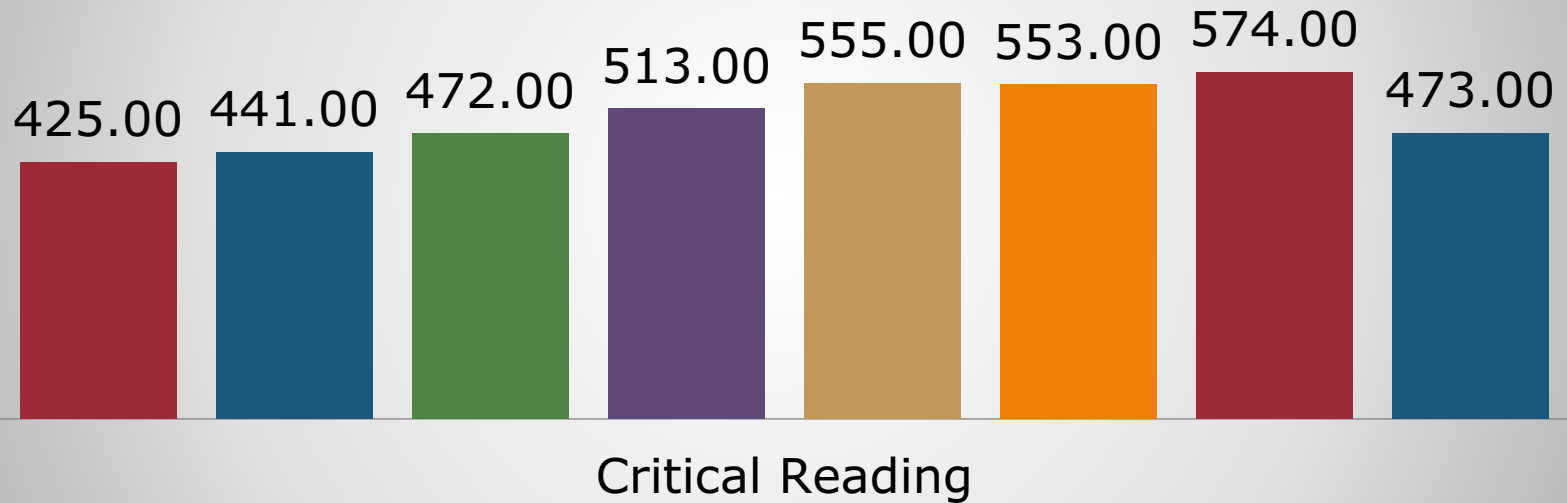
Comparisons of eleventh grade Maryland students found that, **students who study foreign language for longer periods of time will do better on various SAT sub-tests** and on the SAT-Verbal as a whole.

Cooper, T. C. (1987). Foreign language study and SAT-verbal scores. *Modern Language Journal*, 71(4), 381-387.

Eddy, P. A. (1981). *The effect of foreign language study in high school on verbal ability as measured by the scholastic aptitude test-verbal. Final report.* U.S.; District of Columbia.

Chart Title

- 1/2 year or Less
- 1 Year FL
- 2 Years FL
- 3 Years FL
- 4 Years FL
- 4+ Years FL
- AP/Honors
- No Response

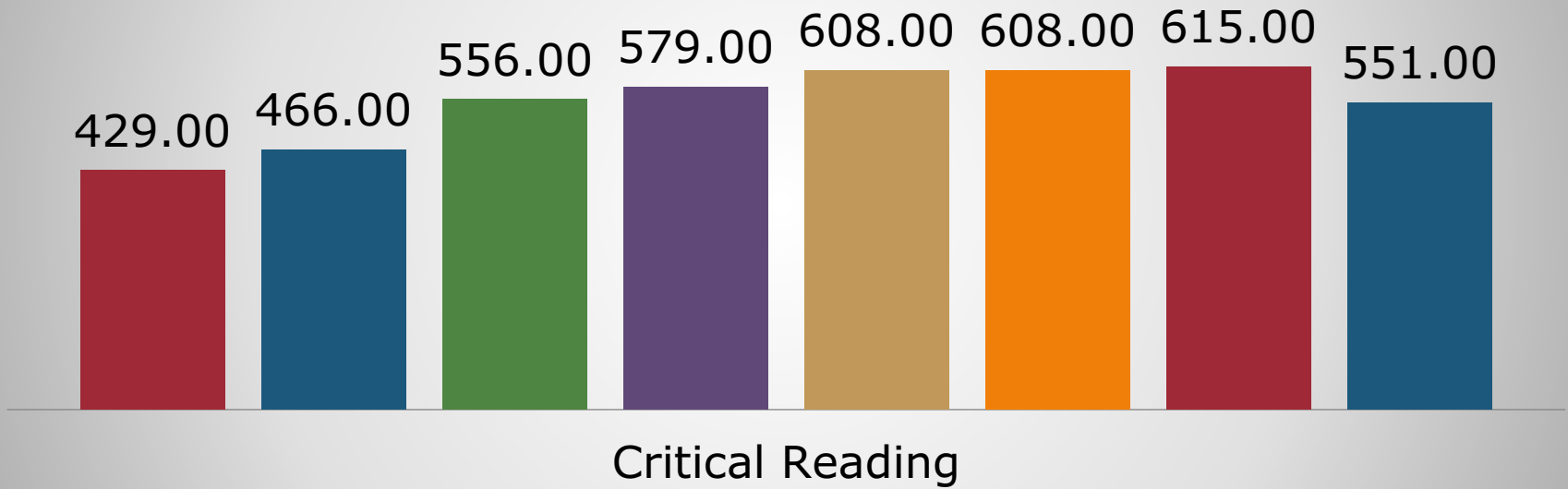


National SAT Scores 2010

http://professionals.collegeboard.com/profdownload/cbs2011_total_group_report.pdf

Chart Title

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Arkansas SAT scores 2010

http://professionals.collegeboard.com/profdownload/AR_11_03_03_01.pdf

Chart Title

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National SAT Scores 2010

http://professionals.collegeboard.com/profdownload/cbs2011_total_group_report.pdf

Chart Title

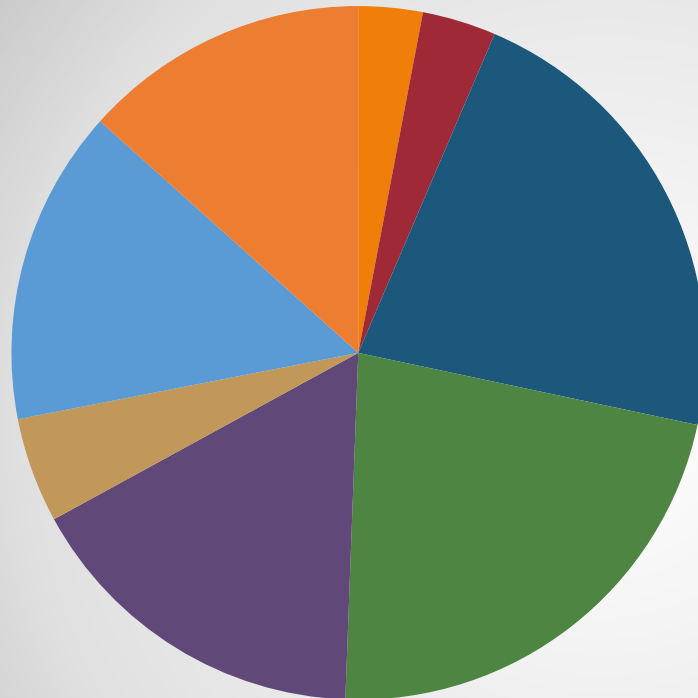
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Arkansas SAT scores 2010

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National

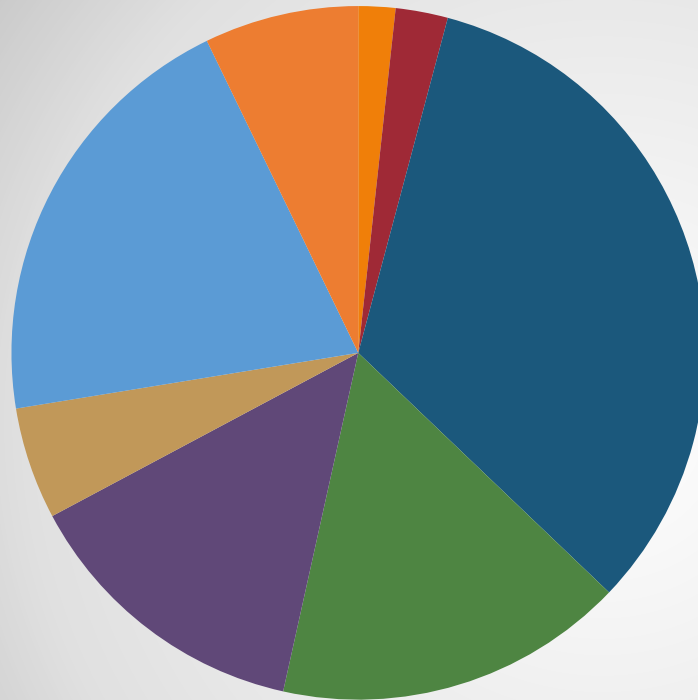


- 1/2 Year or Less
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- 3 Years FL
- 4 Years FL
- 4+
- AP/Honors
- No Response

Foreign Language Student Breakdown

http://professionals.collegeboard.com/profdownload/cbs2011_total_group_report.pdf

Arkansas



- 1/2 Year or Less
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- 4+
- AP/Honors
- No Response

Foreign Language Student Breakdown

http://professionals.collegeboard.com/profdownload/AR_11_03_03_01.pdf

Higher ACT Scores

Analysis of the ACT scores of 17,451 students applying for college admission found that **students who studied a foreign language in high school consistently scored higher on ACT** English and mathematics components than did students who did not.

The result of a test at Southern Illinois University at Carbondale found that for each group, "gifted" and "non", **years of study led to improved composite ACT scores**, with the highest effect on scores in the English subsection of the test.

Olsen, S.A., Brown, L.K. (1992). The relation between high school study of foreign languages and ACT English and mathematics performance. *ADFL Bulletin*, 23(3).

Timpe, E. (1979). The effect of foreign language study on ACT scores. *ADFL Bulletin*, 11(2), 10-11.

ACT Score Rankings by State

ACT Composite Scores by State

2011 scores for states testing 50 percent or more of their high school graduates*

Top Ten States

State	Rank	Average Composite Score	% of Graduates Tested
Minnesota	1	22.9	72
Iowa	2	22.3	61
Wisconsin	3	22.2	71
Nebraska	4	22.1	76
Montana	5	22.1	60
Kansas	6	22.0	79
South Dakota	7	21.8	81
Utah	8	21.8	73
Ohio	9	21.8	69
Idaho	10	21.7	64

Neighboring States

State	Rank	Average Composite Score	% of Graduates Tested
Illinois	12	20.9	100
North Dakota	14	20.7	98

<http://www.act.org/newsroom/data/2011/states.html#begincontent>
<http://www.oh.state.mn.us/mPg.cfm?pageID=1439>

- Minnesota-local decision
- Iowa-P21 State
- Wisconsin-P21 State
- Kansas-P21 State, schools must offer WL, Students wishing to qualify as Regents Scholar and for Qualified Admissions require two (2) years.
- South Dakota-P21 State
- Utah-Required for upper College Ready Diploma. Also required for the state Regents scholarship.
- Ohio-P21 State, requirement for an Honors Diploma

State WL Requirements

<http://www.ncssfl.org/docs/States%20with%20Foreign%20Language%20Graduation%20Requirements%20-%20%20Revised%202010.pdf>

Courses

Count

College Readiness

“Taking **specific course sequences in high school has a direct effect on students’ ACT scores**, and thus on their preparedness for college-level course work. **In particular**, taking a **foreign language** and upper-level mathematics and science courses is associated with significant increases in ACT English, Mathematics and Science scores. This is true regardless of students’ prior achievement and grade level at the time of testing.”

Issues of College Readiness by ACT, 2004

<http://www.act.org/research/policymakers/pdf/2004-3.pdf>

Cross-disciplinary benefits of specific courses

Taking at least one **foreign language** increased **both achievement and the chances of being successful in college** English Composition beyond the English sequence alone.”

Taking one or more **foreign languages** over and above English 9–11 **increased students' ACT English score** by 1.1 points.

Foreign languages was typically associated with a **9% increase** in students' chances of **meeting or exceeding the benchmark** (to 87 percent).

Courses Count

Courses Count: Preparing Students for Post-Secondary Success: ACT Policy Report 2005

College Success

“Students who take higher-level English courses and a **foreign language** in high school are **less likely to need remediation in English** than those who do not take these courses (by up to 31 percentage points), regardless of gender, race/ethnicity, or family income.”

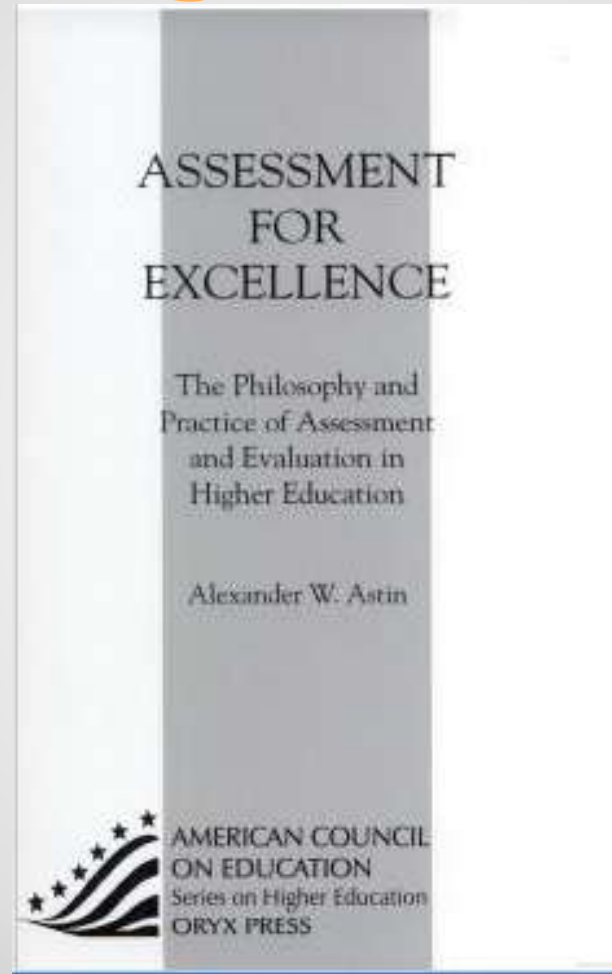
There is a correlation between high school foreign language study and higher academic performance at the college level stating that **students who studied foreign language perform better academically** in college than students of equal academic ability who do not take a foreign language.

Wiley, P. D. (1985). High school foreign language study and college academic performance. *Classical Outlook*, 62(2), 33-36.

What We Know about College Success: Using ACT Data to Inform Educational Issues, ACT Policy, 2008

http://www.act.org/research/policymakers/pdf/what_we_know.pdf

Higher College Retention



Astin, Alexander W. "Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education." (1991)

TABLE 6.3 Three Measures of Retention: 1982 Freshmen Followed up in 1986

RETENTION MEASURE ^a	PERCENTAGE RETAINED		
	<i>Western University</i>	<i>National Norms</i>	
		Selective Public Universities	All Four-Year Institutions
Earned bachelor's degree	42	47	39
Earned degree or completed 4 years	64	67	52
Earned degree or completed 4 years, or still enrolled	75	74	61

^a Retention norms are based on data provided by a national sample of institutions (see Dey and Astin, 1989).

Concluded that Foreign Language was a factor in the higher retention rate.

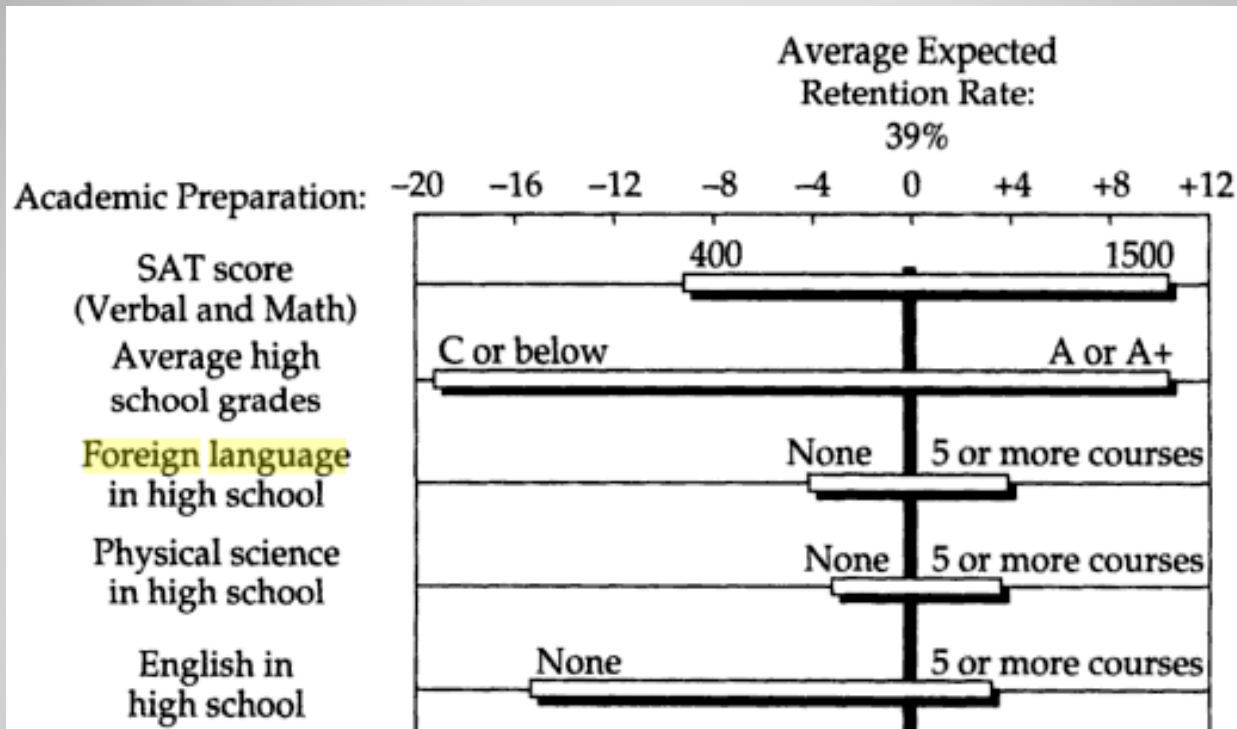


FIGURE 6.1 Effect of Academic Preparation on Retention (BA degree) Final Regression Equation (Effect Sizes in Percentages, 1988 Follow-up of 1984 Freshmen)

of courses in art and music, the more courses taken in any area, the better. Judging from the length of the bars, secondary school courses in English are more important factors in retention than are courses in other fields.

the middle of the chart corresponds to the mean or average score on each of the variables as well as to the average expected retention rate of 39 percent. If a person got an average score on each entering characteristic, that person's estimated retention chances would be 39 percent. We can illustrate how to interpret this chart with the first variable, the SAT composite score. If a person scored extremely low, somewhere in the 400s, that person's expected retention rate would be cut by one-fourth, from 39 percent to 29 percent. On the other hand, if a person were able to achieve a very high score of 1500, this would add about the same amount, yielding an expected retention probability of 49 percent. If we take the next variable, average high school grades, having an A average in high school adds nearly 11 percent to the chances of completing a bachelor's degree in four years, whereas having only a C average reduces the chances by 20 percent.

As the horizontal bars for SAT and high school grades are much longer than the bars for the other variables, these two entering freshman characteristics are clearly much more important than the others. Most of the other predictors relate to the number of high school courses the student has taken in various subject matter areas, with the exception

Reading Comprehension

In the area of language arts, students of second languages are thought to **improve their reading comprehension in the native language and also score higher in reading achievement**, including vocabulary, cognitive learning, and total reading ability.

Masciantonio, R. (1977). "Tangible Benefits of the Study of Latin: A Review of Research." *Foreign Language Annals, Vol. 10, #4.*

Listening Skills

Foreign language study has been shown to **enhance listening skills and memory** and the development of second language skills can contribute a significant additional dimension to the concept of communication.

Rattle, E. H. (1968). "Foreign Language in the Elementary School Language Arts Program." *The French Review, Vol. 42.*

Basic Skills

The results of this study indicate that regardless of their race, sex, or academic level, **students in foreign language classes outperformed those who were not** taking foreign language on the Louisiana's Basic Skills Tests despite gender or race.

Rafferty, E. A. (1986). *Second Language Study and Basic Skills in Louisiana*. Baton Rouge: Louisiana Department of Education.

Cognitive Ability

Children who have studied a foreign language **show greater cognitive development** in such areas as mental flexibility, creativity, divergent thinking and higher order thinking skills.

Foster, K. and C. Reeves (1989). "FLES Improves Cognitive Skills." *FLES News* 2 (3), 4-5.