RECOMMENDED WORLD LANGUAGE PROGRAM ARTICULATION

In order to prepare Delaware students to be successful in the interconnected world of the 21st century, we must adopt a new paradigm of language learning and teaching. In this paradigm, Delaware students will become knowledgeable and skillful to interact with people of diverse backgrounds at home and abroad. They will develop multiple literacies, broaden their worldviews, and gain virtual and real cross-cultural experiences.

- Delaware School Districts and the State Agency must consider the following elements when developing curricula and programs to achieve these goals in World Language education:

- Expand the offerings of world languages to establish the K-16 language learning pipelines

- Infuse international content into World Language curricula to prepare global citizens

- Design responsive programming to make world language study accessible for all students

- Offer extended sequential World Language study to develop high level of proficiency, literacy, and cultural competence

- Establish realistic and clear expectations

- Build flexible programs with multiple entry and exit points

- Ensure student, teacher, and program accountability

The following chart presents a comprehensive view of recommended Delaware WL programs with multiple entry and exit points. The expected proficiency attainment at the end of each grade level is based on the National and Delaware World Language Content Standards and the Performance Guidelines for K-12 Students from the American Council on the Teaching of Foreign Languages (ACTFL). By specifying the possible outcomes of various language study programs will enable all stakeholders to see the benefits of long-term study of a given language.

World Language Program Articulation Chart

Elementary School Program (E)			Middle School Program (M)			High School Program (H)				Targeted Outcomes
						Gr. 9 **H1** Nov Low-Nov Mid	**Gr. 10** **H2** Nov Mid	**Gr. 11** **H3** Nov Mid-Nov Hi	**Gr. 12** **H4** Nov Hi-Int. Low	**NH-IL**
			Gr. 7 **M1** Nov Low	**Gr. 8** **M2** Nov Low-Nov Mid		**Gr. 9** **H2** Nov Mid-Nov Hi	**Gr. 10** **H3** Nov Hi-Int. Low	**Gr. 11** **H4** Int.Low	**Gr. 12** **H5** Int. Low-Int. Mid	**IL-IM**
Gr. K- 3 **E1-E4** Jr Nov Mid	**Gr. 4 – 6** **E5-E7** Jr. Int Low-Jr. Int. Mid		**Gr. 7** **M3** Jr. Int. Mid	**Gr. 8** **M4** Jr. Int Mid-Nov Hi-		**Gr. 9** **H3** Nov. Hi-Int Low	**Gr. 10** **H4** Int. Low-Int. Mid	**Gr. 11** **H5** Int. Mid – Int. Hi	**Gr. 12** **H6** Int. Hi – Pre-Advanced	**IH-PreAD**

Incorporating the research from second language acquisition, educators and students are also able to compare and contrast the expected outcomes of early versus late language learning experiences. While teenagers are able to learn a second language at a faster rate, early language learners have the opportunity to develop a higher proficiency level in the language as well as near-native pronunciation.

Junior Learner Profiles for K-8 Students
(Based on the Rating Scale for CAL Proficiency Exam and Student Oral Proficiency Assessment, and the Delaware World Languages Performance Indicators)

	JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICW-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH
Comprehension Recognizes isolated words and high-frequency expressions.	Understands predictable questions, statements, and commands in familiar topic areas, supported by contextual clues, repetition at slower rate of speech.	Understands predictable questions, statements, and commands in familiar topic areas, and some new information supported by contextual clues, repetition, and rephrasing at slower rate of speech.	Understands new information and oral/ written messages in a limited number of areas with contextual support. Follows conversation at a fairly normal rate of speech.	Understands information and messages in new contexts though some slow downs may be necessary. My show some difficulty on unfamiliar topics.	Understands speech at normal speed most of the time. Fewer comprehension problems. Understands longer stretches of connected discourse on a number of topics.
Functional Ability Produces isolated words and/or high-frequency expressions. Has no functional communicative ability.	Uses a limited number of words and phrases, and some longer memorized expressions within predictable topic areas. Makes attempts to create with the language, but is unsuccessful. May use native language. Often makes long pauses.	Uses high-frequency expressions and other memorized expressions With ease. Signs of originality and spontaneity begin to emerge. Makes attempts to create with language with more success, but is unable to sustain speech.	Able to handle a limited number of every day social and academic interactions. Maintains simple conversations. Creates with language, although in a restrictive and reactive manner.	May initiate talk without relying on questions and prompts. Shows evidence of spontaneity. Gives simple descriptions successfully. May attempt longer and complex sentences with few connectors.	Maintains conversations with increasing fluency. Uses language creatively to initiate and sustain talk. Connected discourse is beginning to emerge in descriptions and narratives.
Vocabulary Recognizes and uses words and expressions related to concrete objects and actions on familiar topics.	Uses specific words, high-frequency expressions, and other longer, memorized expressions in a limited number of topic areas. Frequent searches for words.	Uses vocabulary centering on basic objects, actions, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas.	Has sufficient vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.	Has basic vocabulary for discussions of a personal nature and on limited topics. Gaps may exist for speaking about topics of general interest. Attempts circumlocution.	Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. Achieves successful circumlocution.
Grammar Uses memorized chunks accurately, but lacks grammar awareness.	Uses memorized expressions accurately. Attempts at putting together two or three word phrases. Limited grammar awareness.	Relies on memorized expressions. Creates some sentence-level speech. Attempts to use verbs.	Goes beyond memorized utterances to create with the language. Uses verbs. Speech may contain many grammatical inaccuracies.	Maintains simple conversation, mostly in present tense although an awareness of other tenses may be evident. Many grammatical inaccuracies.	Uses present tense, but lacks control of the past tenses. Grammatical inaccuracies present.

PROFILE OF NOVICE RANGE LEARNERS (NRL)

Grade range: K-4, 5-8, 7-8, 9-10

Description: Function within familiar contexts about tangible things and topics of daily life.

Domains of Language Descriptors	WHAT can a NRL do with the language?	HOW WELL can the NRL function in the language?
Comprehension *Learners' understanding*	Understand general information and messages related to learned topics	Understand information and messages supported by verbal and nonverbal clues, repetition, contextual cues, and visuals
Comprehensibility *Learners being understood*	Make themselves understood by using sounds, words/phrases/basic sentence structures on learned topics	Are understood by teachers and others accustomed to beginning language learners
Language Control *Accuracy of learners' language use*	Use and recombine words, phrases, memorized chunks, and simple sentences	Produce language marked by errors, false starts, pauses, and native and/or other languages
Vocabulary Use	Recognize and use limited vocabulary related to concrete objects and actions on familiar topics	Recognize and use words and phrases as lexical items with limited awareness of grammatical structure and cultural connotation
Communication Strategies	Use repetition, verbal and nonverbal expressions, clarification or confirmation requests or checks, native or other languages, and visuals	Demonstrate the attempt to use communication strategies
Cultural Awareness *Learners' cultural understanding*	Develop an awareness of the similarities and differences between the native and target cultures	Demonstrate the attempt to use the verbal and nonverbal behaviors that are culturally appropriate

PROFILE OF INTERMEDIATE RANGE LEARNERS (IRL)

Grade range: K-8, 7-12, 9-12

Description: Function within familiar contexts about life in their world.

Domains of Language Descriptors	WHAT can a IRL do with the language?	HOW WELL can the IRL function in the language?
Comprehension *Learners' understanding*	Understand information and oral/written messages pertaining to their immediate world	Understand information and oral/written messages with or without support of verbal and nonverbal clues, repetition, contextual cues, and visuals
Comprehensibility *Learners being understood*	Make themselves understood by using sentences or strings of sentences on familiar topics	Are understood by teachers and others accustomed to language learners
Language Control *Accuracy of learners' language use*	Recombine and create sentences and strings of sentences in major time frames	Produce language marked by increased numbers and types of errors as they attempt to create with the language
Vocabulary Use	Use an expanded range of vocabulary and idiomatic expressions on topics related to their world	Construct meaning by using learned and newly acquired vocabulary and idiomatic expressions and show increased awareness of grammatical structure and cultural connotation
Communication Strategies	Use verbal and nonverbal expressions, confirmation and clarification requests or checks, circumlocution, contextual clues, and native or other languages	Demonstrate the use of communication strategies in familiar and predictable situations
Cultural Awareness *Learners' cultural understanding*	Develop an understanding of and appreciation for the practices, perspectives, and products of the target cultures	Demonstrate the understanding and the use of cultural behaviors, perspectives, and products

PROFILE OF PRE-ADVANCED LEARNERS (PAL)

Grade range: K-12

Description: Function within or beyond familiar contexts about a shared world.

Domains of Language Descriptors	WHAT can a PAL do with the language?	HOW WELL can the PAL function in the language?
Comprehension *Learners' understanding*	Understand information and oral/written messages on a variety of topics related to their experiences and the world at large	Understand global and detailed oral or written information
Comprehensibility *Learners being understood*	Make themselves understood by using strings of sentences or paragraphs on a variety of topics	Are understood by sympathetic native speakers of the target language
Language Control *Accuracy of learners' language use*	Connect sentences into cohesive oral/written texts in major time frames	Produce language characterized by decreased errors, control of major time frames, and increased coherence and cohesion
Vocabulary Use	Use expanded range of vocabulary and expressions on concrete or abstract topics	Construct meaning by using expanded range of vocabulary and expressions and show increased control of grammatical structure and cultural connotation
Communication Strategies	Use confirmation and clarification requests and checks, paraphrasing, circumlocution, contextual clues, and more target-like verbal and nonverbal expressions	Demonstrate the use of communication strategies in familiar and non-familiar situations
Cultural Awareness *Learners' cultural understanding*	Understand and appreciate the practices, perspectives, and products of the target cultures	Use language and behaviors that demonstrate an understanding of and appreciation for authentic cultural practices, perspectives, and products

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