

## **Hawaii Teacher Standards Board World Language Work Group Report**

Workgroup members:

**Terry Lynn Holck**, Hawaii Teacher Standards Board Chairperson

**Dr. Christine Sorensen**, Dean, UH-Manoa College of Education and HTSB Member

**Makalapua Alencastre**, Associate Director, Kahuawaiola Indigenous Teacher Education Program

**Dr. Laiana Wong**, Assistant Professor, Department of Hawaiian and Indo-Pacific Languages and Literatures, University of Hawai'i at Mānoa

**Kāhealani Sanborn**, secondary level Hawaiian language teacher, Waipahū High School

**Cindy Wong**, Japanese Language teacher, Moanalua High School

**Mel Cariaga**, Spanish teacher, Kaiser High School

**Joey Yoshimura**, Spanish teacher, Kalani High School

**Carolyn Gyuran**, Educational Specialist, HTSB

Meeting dates: April, 7, 2011, June 2, 2011

### **Workgroup Charge:**

New Business Item 10-45, passed January, 2011

The Board directs the Executive Director to form a World Languages Work Group to discuss current trends in World Language teaching and teacher preparation and identify implications for licensure and state approval of World Language teacher preparation programs make recommendations for adoption of such an assessment, and report to the Board no later than the September 2011 regularly scheduled meeting.

Membership of the Work Group shall consist of:

- Chair of the HTSB Teacher Standards Committee, or designee;
- Chair of the HTSB Teacher Education Committee, or designee;
- Two SATEP World Language faculty nominated by the Teacher Education Coordinating Committee (TECC), one of which shall be Hawaiian Language faculty;
- Two teacher members currently teaching K-12 World Languages nominated by the Superintendent of the Department of Education;
- One teacher member currently teaching K-12 Hawaiian Language, nominated by the Charter Schools Administrative Office;

### **History**

## **From Theory to Practice: General Trends in Foreign Language Teaching Methodology and Their Influence on Language Assessment**

By [Christine Campbell](#) and [Greg Duncan](#), *Defense Language Institute Foreign Language Center. (November 2007)*

In the late 1970s, language-learning theorists redefined ability in a second or foreign language, emphasizing its communicative aspects. The proficient linguist was one who could function effectively in the four skills of speaking, writing, reading comprehension, and listening comprehension in real-life, not contrived or artificial, contexts. This new paradigm led to change in language-teaching methodology; communicative language teaching became the prevailing approach. From that time through the present, developments in language-teaching methodology have both informed trends in language assessment and been influenced by them. One recent pivotal development has been the creation and implementation of the national standards for foreign language learning. The product of both theorists and practitioners, the standards broadened the concept of ability to include the capacity to perform in 11 standards that fall under five goal areas: communication, cultures, connections, comparisons, and communities. However, although the original standards describe the content of instruction, they do not specify performance standards for each of the 11 content standards or provide assessments. As a result, the profession has had to rise to the challenge of producing standards-based assessments in K-16. Select state and school district programs have devised model assessments; others are gradually following suit. With the standards as a catalyst, both teaching and testing will undoubtedly continue to evolve in a positive direction

### **State Initiatives for Foreign Language Instruction** **Vickie Lewelling and Jeanne Rennie**

The inclusion of foreign languages in the National Education Goals and the development of national standards for foreign language learning have brought national attention to the importance of foreign language education. As a result, many initiatives have been put forth at state and local levels by individual state legislatures or state boards of education, and educators and parents alike have worked to encourage support for foreign language education. Several states have passed legislative mandates requiring school districts to implement elementary school foreign language programs, and others are requiring foreign language study at the secondary level.

**World Language Work Group Recommendations:**

- The following ACTFL tests should be used to demonstrate oral language proficiency:
  - A. Oral Proficiency Interview (OPI): A telephonic interview that is interactive and adaptive to the experiences and linguistic competence of the candidate.
  - B. Oral Proficiency Interview by Computer (OPIc): Can be delivered electronically and on demand. It is individualized to the test taker and designed to elicit a sample of ratable speech delivered via the internet.
  - C. OPI through Academic Institutional Upgrade: An OPI conducted by a certified tester for a student within the tester's own academic institution.
  - D. Advanced Level Check: A truncated version of an OPI and determines whether or not the candidate meets the NCATE standard of Advanced Low.
- The following ACTFL tests should be used to demonstrate written language proficiency:
  - A. Writing Proficiency Test (WPT): A proctored, standardized test for global assessment of functional writing ability, measuring how well a person writes in a language.
  - B. Advanced Level Check - Writing (AL Check): A truncated version of the WPT that measures whether a candidate meets the requirements of an Advanced-Low level of writing proficiency.
- The Praxis exams in German, Spanish, and French should remain an option as a demonstration of content knowledge.
- The Board should adopt the NCATE minimum required levels of oral and writing proficiency related to ACTFL.
  - A. Roman alphabet based languages in both oral and writing would be at the Advanced/Low level.
  - B. Non-Roman based languages in both oral and writing would be at the Intermediate/High level.
- It is recommended that the Board accept all available languages that have ACTFL Proficiency Assessments as languages for licensure.

- HTSB should investigate ACTFL options for adding other languages such as Ilocano, Latin, Samoan, etc.
- HTSB should consult with the two SATEP programs approved for Hawaiian language and Hawaiian language immersion (Kahuawaiola and UH-Manoa) on how best to demonstrate content proficiency for those licensure areas.