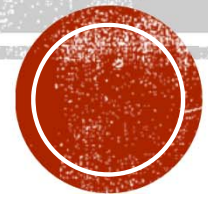
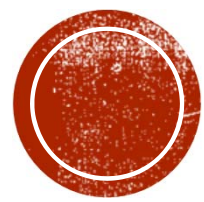


# **WORLD LANGUAGE PROGRAM EVALUATION**





**RESEARCH**



# LITERATURE REVIEW

## **Early Research: 1960's and 70's**

- immigrant populations in immersive situations
- Critical Period Hypothesis
- must start before age of seven for maximum effect
- Cognitive benefits in other subjects

Lenneberg, E. H., Chomsky, N., & Marx, O. (1967)



# LITERATURE REVIEW

## **Post 2000 Research:**

- limited input situations
- earlier starts have some advantage but later starter learners can catch up quickly
- pedagogy, motivation are significant factors
- Cognitive benefits in other subject areas — only connected to similar languages of mother tongue

Bialystok, E., Craik, F. I. M., & Luk, G. (2012).

Boyson, B. A., Semmer, M., Thompson, L. E., & Rosenbusch, M. H. (2013).

Larson-Hall, J. (2008).

Nikolov, M., & Djigunovic, J. (2006)

Penninger, S. E., & Singleton, D. (2016)



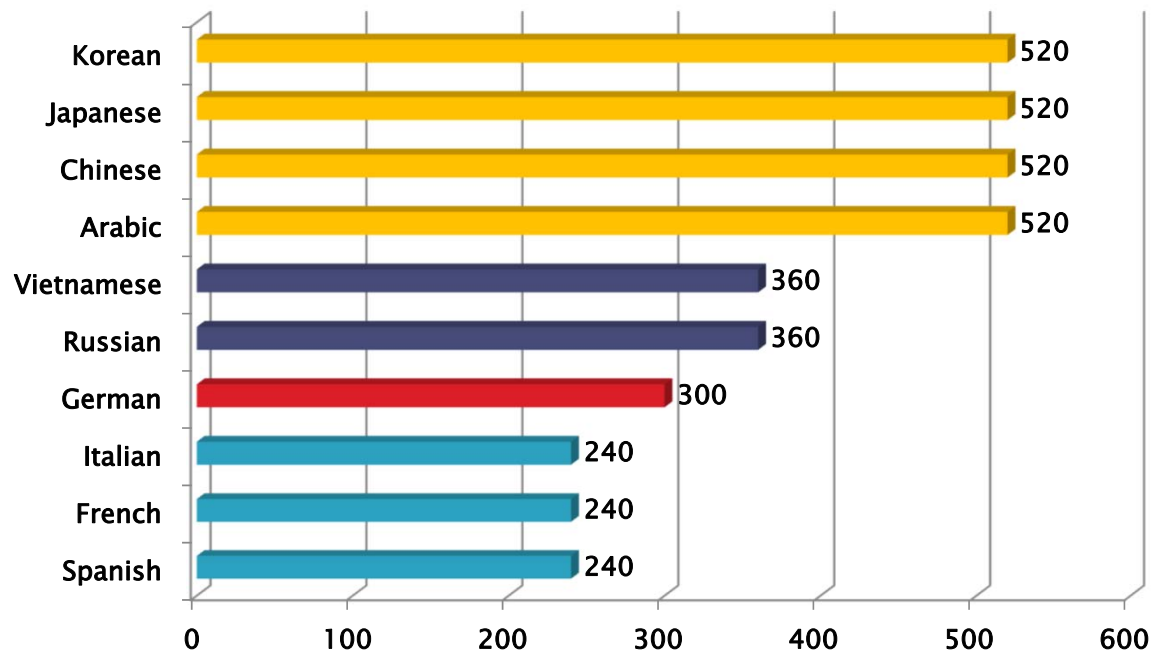
# WORLD LANGUAGE DIFFICULTY

Category 1 Difficulty	Category 2 Difficulty	Category 3 Difficulty	Category 4 Difficulty
French	Indonesian	Greek (Modern)	Arabic
Italian	Malaysian	Hebrew	Japanese
Latin	Swahili	Hindi	Korean
Portuguese	German	Polish	Mandarin Chinese
Spanish		Russian	
Swedish		Somali	



# HIGHLY MOTIVATED ADULT LEARNERS

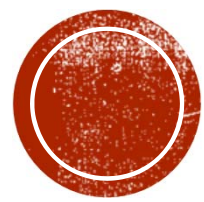
Instructional Hours Needed for Intermediate Proficiency



(In K12, One Year = 120 – 140 Hours)

Source: Defense Language Institute, Monterey CA

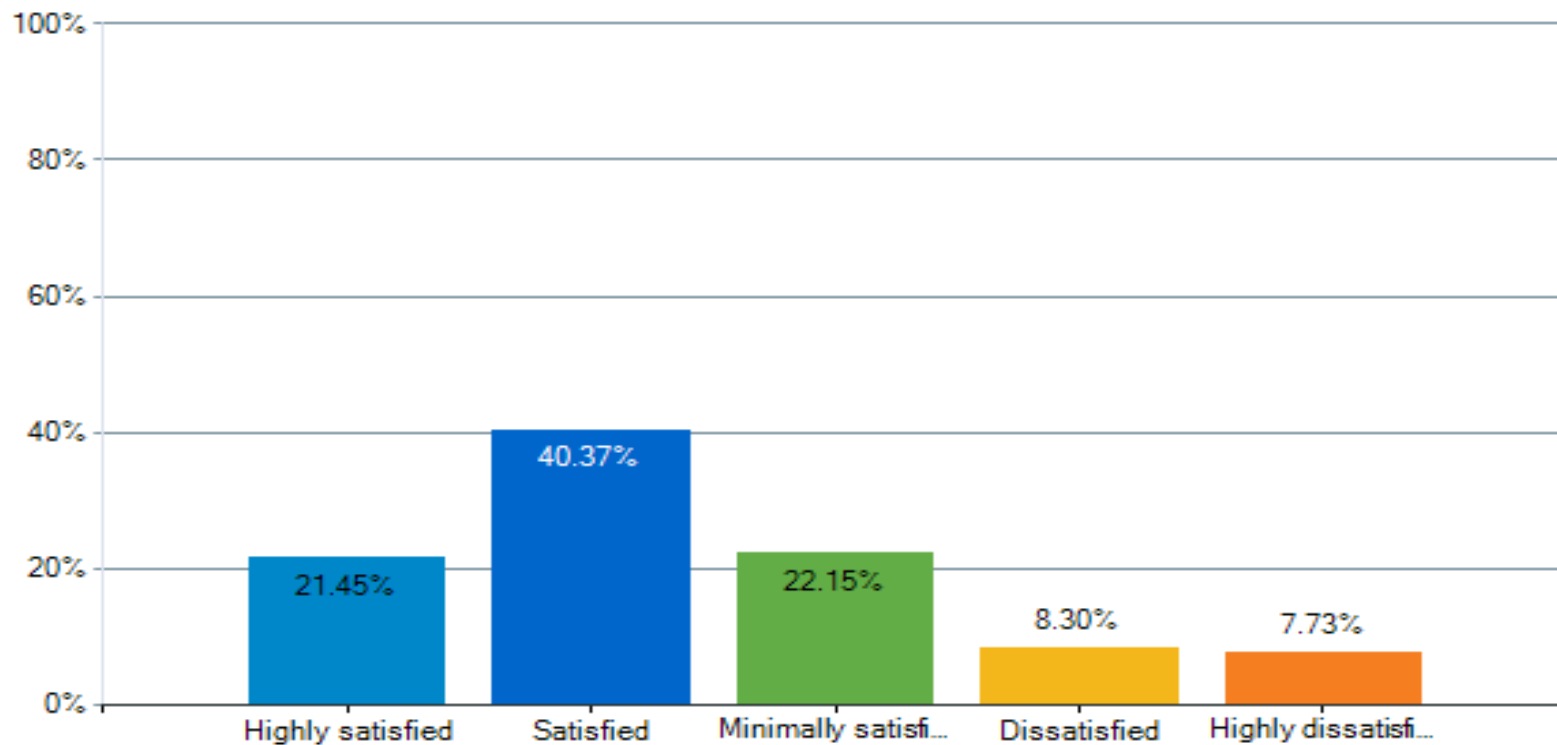




**SURVEY**

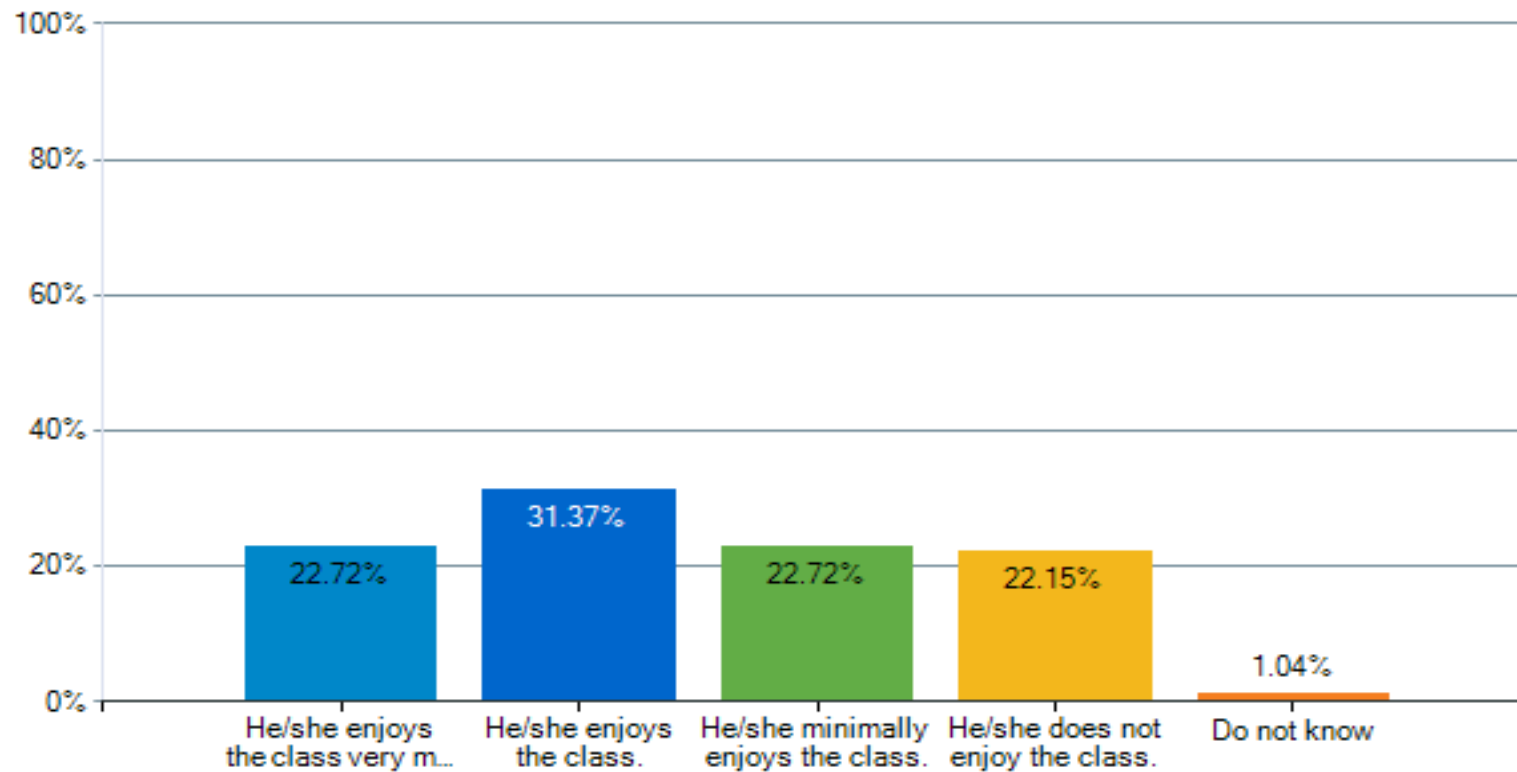


## How satisfied are you with your youngest child's progress in their current world language?

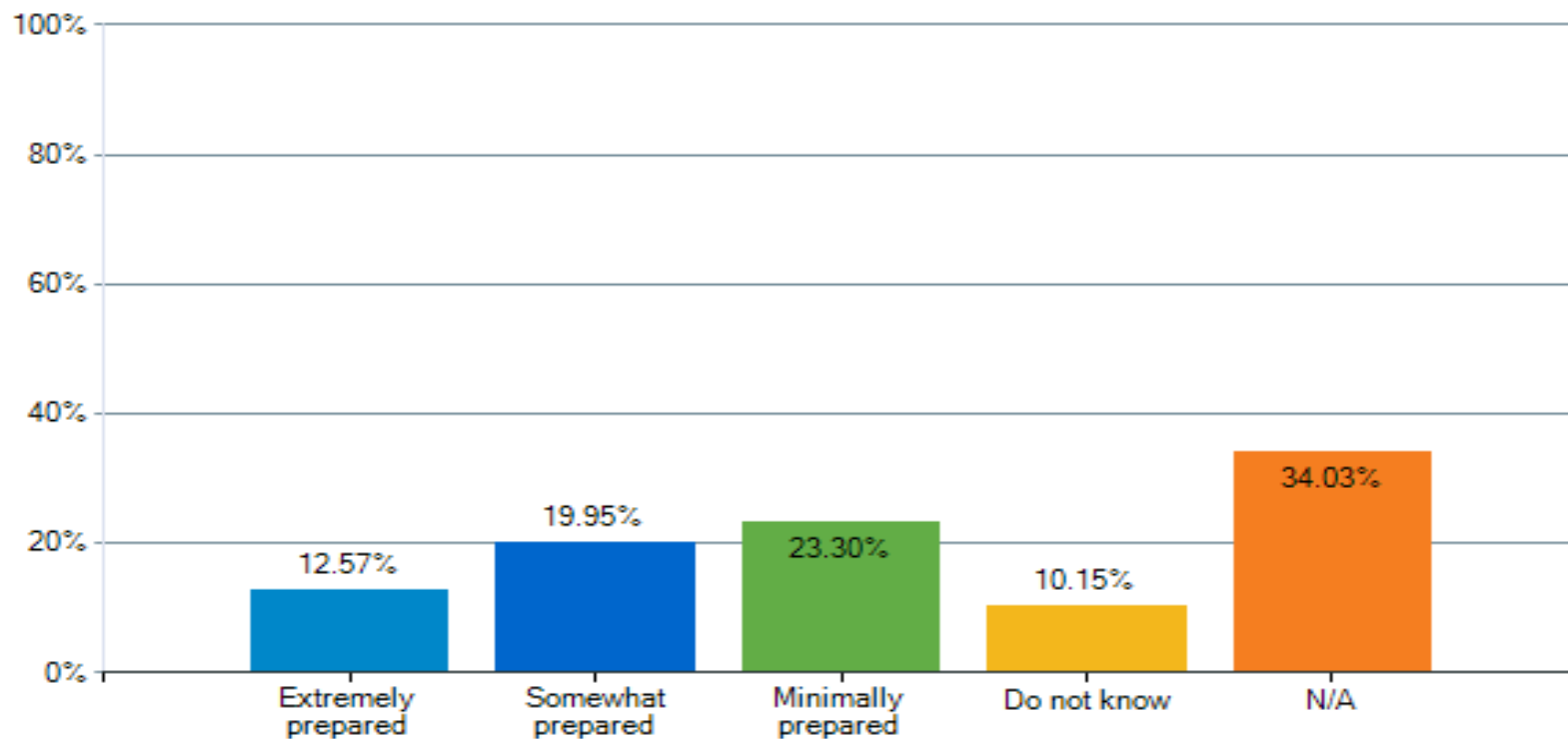




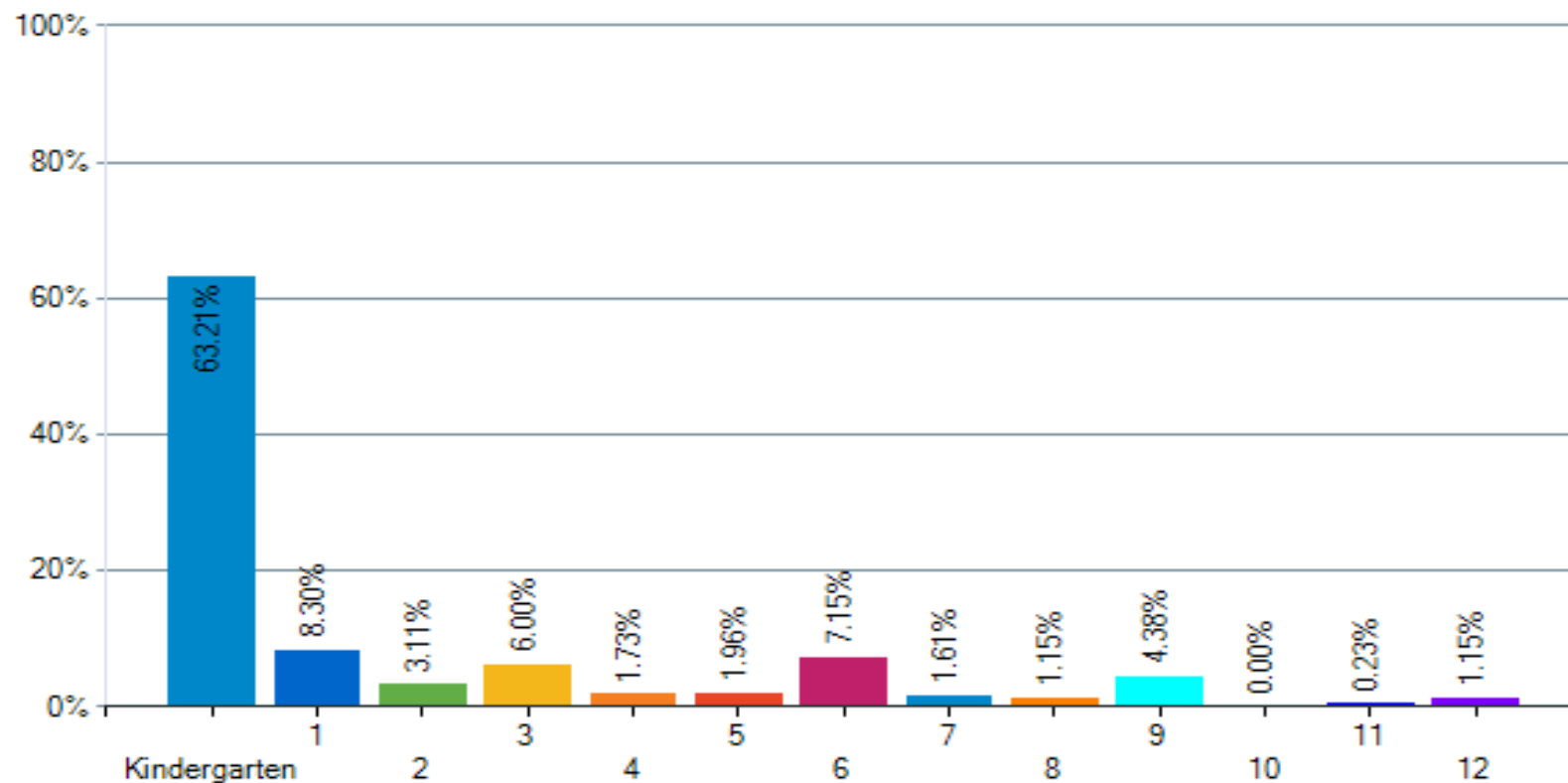
## Does your youngest child enjoy learning a world language at school?



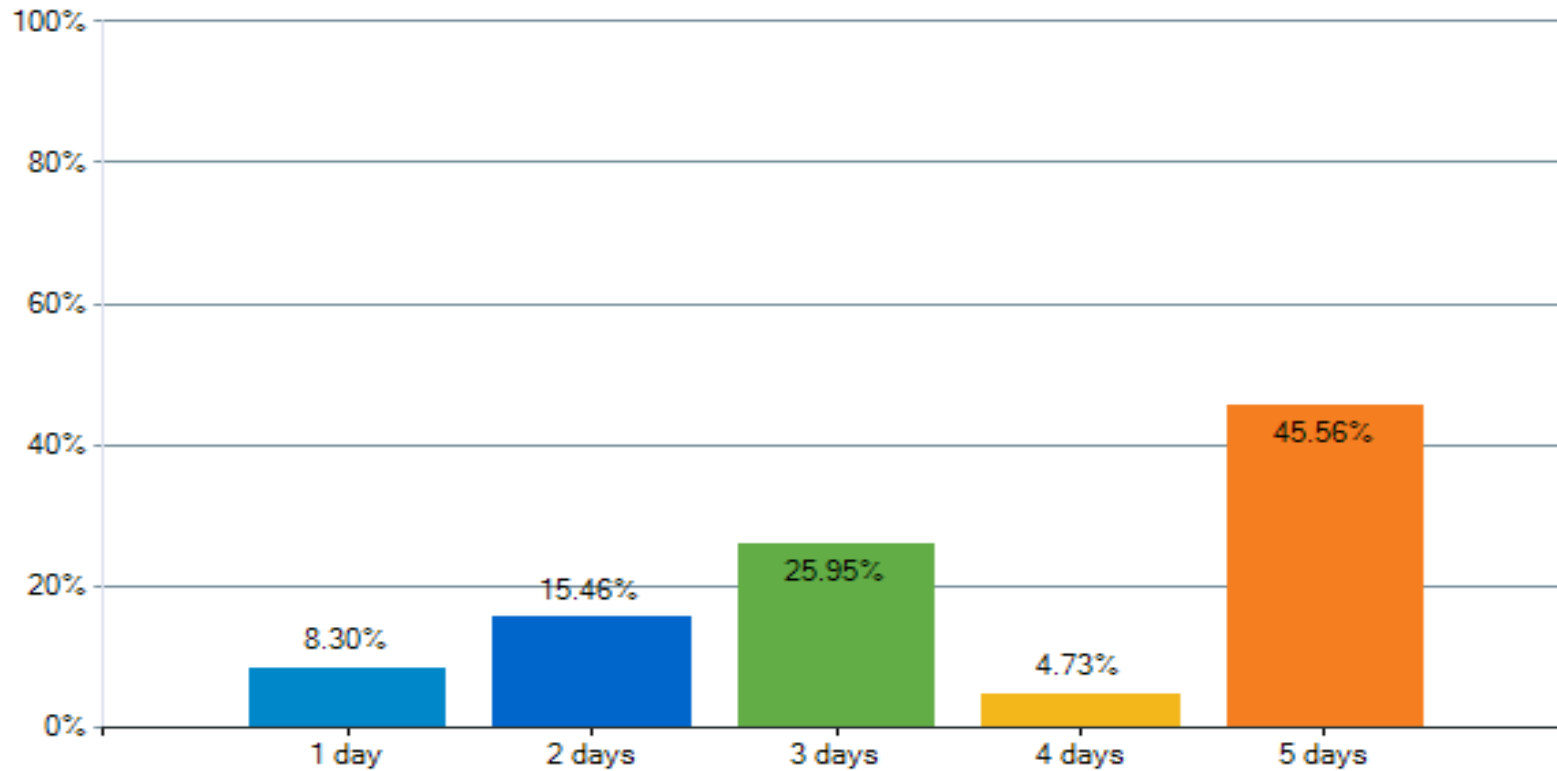
**How well did your child's elementary world language experience prepare your child for middle school world language instruction?**



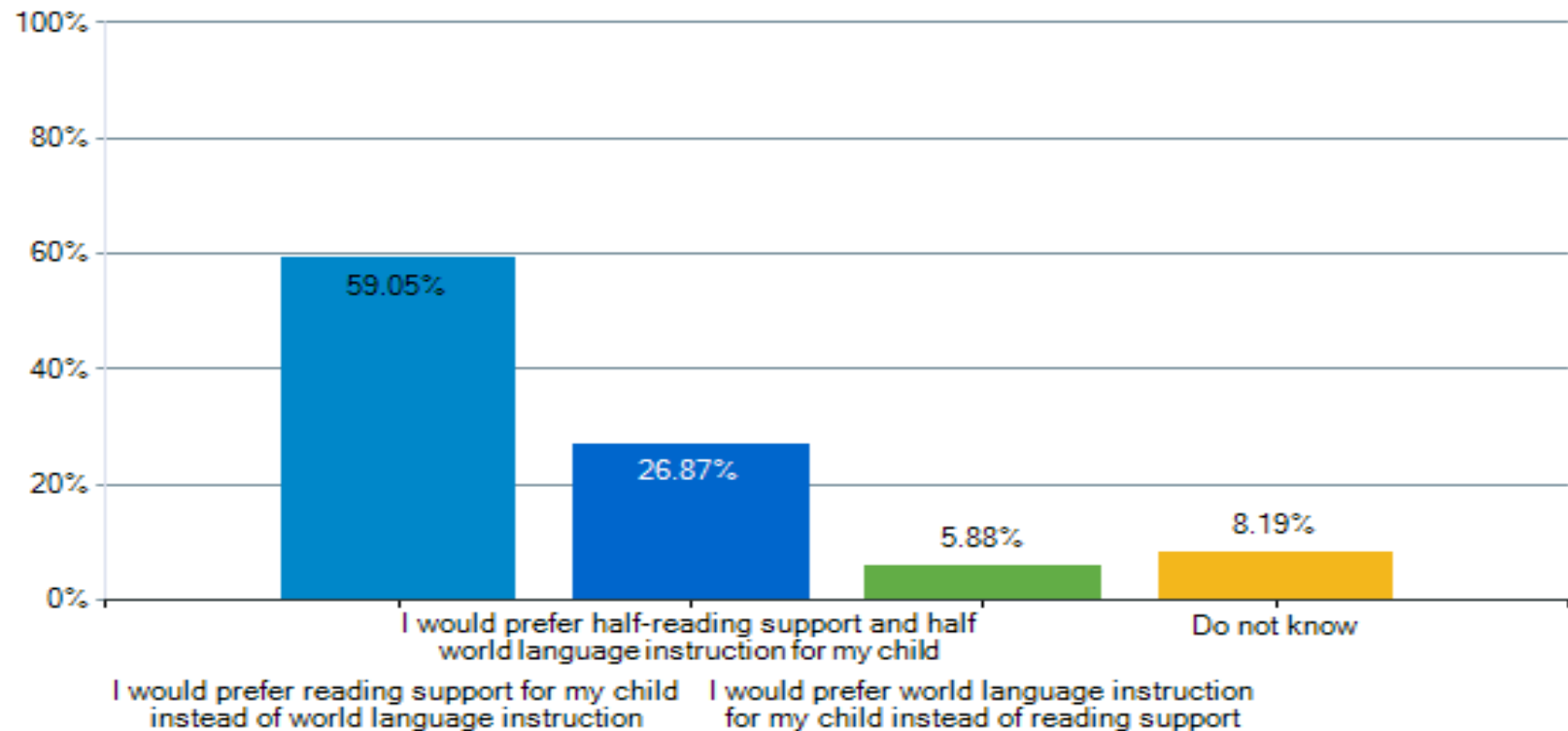
**At which grade level do you believe a child should begin to participate in everyday world language instruction?**



**In elementary what is your preference for the number of days per week you would like your child to receive world language instruction?**



**If your child needed additional support in reading, would you be interested in having them receive this support instead of world language instruction?**



**PLEASE RANK THESE LANGUAGES IN ORDER OF PERCEIVED VALUE  
FOR PREPARING YOUR CHILD FOR CAREER AND COLLEGE READINESS.**

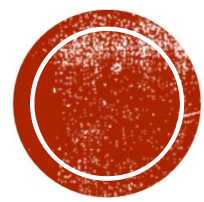
Language	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10	Weighted Rank (Score)
Spanish	570	198	45	18	13	8	5	0	5	5	<u>1 (8121)</u>
Chinese	232	325	81	77	42	33	23	14	17	23	<u>2 (7040)</u>
German	18	125	199	177	132	81	58	41	25	11	<u>3 (5749)</u>
French	15	98	173	156	116	104	68	62	45	30	<u>4 (5302)</u>
Japanese	11	41	142	115	166	143	104	94	34	17	<u>5 (4914)</u>
Italian	2	19	66	114	124	148	149	124	79	42	<u>6 (4169)</u>
Russian	1	12	43	70	95	130	169	132	113	102	<u>7 (3572)</u>
Arabic	15	38	80	76	74	67	59	94	117	247	<u>8 (3442)</u>
Portuguese	2	6	18	40	59	83	137	186	187	149	<u>9 (2896)</u>
Hindi	1	5	20	24	46	70	95	120	245	241	<u>10 (2480)</u>



**PLEASE RANK THE FOLLOWING ELEMENTARY SPECIALS CLASSES IN IMPORTANCE  
TO THE OVERALL DEVELOPMENT OF YOUR CHILD.**

<b>Specials Class</b>	<b>Rank 1</b>	<b>Rank 2</b>	<b>Rank 3</b>	<b>Rank 4</b>	<b>Weighted Rank (Score)</b>
Gym	310	194	142	221	<u>1 (2327)</u>
World Language	291	165	125	286	<u>2 (2195)</u>
Music	165	275	262	165	<u>3 (2174)</u>
Art	101	233	338	195	<u>4 (1974)</u>





**DATA**





# STAMP SCORES AVAILABLE

	Class of				
Grade Level	2018	2019	2020	2021	2022
5	2010/11	2011/12	2012/13	2013/14	2014/15
6	2011/12	2012/13	2013/14	2014/15	2015/16
7	2012/13	2013/14	2014/15	2015/16	2016/17
8	2013/14	2014/15	2015/16	2016/17	
9	2014/15	2015/16	2016/17		
10	2015/16	2016/17			
11	2016/17				
12					



# STAMP SCORE COMPARISON OF STUDENTS IN ONE LANGUAGE

	Chinese	# of students	# of years of instruction	Spanish	# of students	# of years of instruction
Class of 2018 10th grade STAMP scores	1.42	35	8	2.93*	57*	8*
class of 2019 7th grade STAMP scores	1.31	143	5	2.12	51	5
class of 2020 7th grade STAMP scores	1.84	163	5	2.52	78	5
class of 2021 5th grade STAMP scores	1.08	126	3	1.51	88	3
class of 2021 7th grade STAMP scores	1.45	108	6	1.86	54	6
class of 2022 5th grade STAMP scores	0.99	105	6	1.59	86	6



# COMPARISON OF STUDENTS WHO SWITCH LANGUAGES IN 6<sup>TH</sup> GRADE

	Spanish to Chinese	# of students	# of years of instruction	Chinese to Spanish	# of students	# of years of instruction
class of 2019 7th grade STAMP scores	1.25	3	2	1.90	38	5
class of 2020 7th grade STAMP scores	1.83	3	2	2.29	134	5
class of 2021 7th grade STAMP scores	1.25	4	2	1.84	58	6



# STUDENTS SWITCHING IN 6<sup>TH</sup> GRADE

Class of	Chinese continuous Learner	Spanish continuous Learner	Chinese to Spanish Switch	Spanish to Chinese Switch
2018	88	0	178	0
2019	148	65	41	6
2020	168	84	75	4
2021	128	91	69	6
2022	160	95	75	7



# PERCENTAGES OF STUDENTS WHO SWITCH OR CONTINUE WITH LANGUAGE IN 6<sup>TH</sup> GRADE

Class of	Chinese continuous Learner	Spanish continuous Learner	Chinese to Spanish Switch	Spanish to Chinese Switch
2018	37.63%	0.00%	63.35%	0.00%
2019	54.61%	23.99%	15.13%	2.21%
2020	48.70%	24.35%	21.74%	1.16%
2021	42.11%	29.93%	22.70%	1.97%
2022	45.71%	27.14%	21.43%	2.00%



# 5<sup>TH</sup> — 7<sup>TH</sup> GRADE GROWTH

Class of 2021	5th grade Average	7th grade Average Score	Growth (decline in red)	average # of years of instruction
Spanish	1.33	1.84	0.51	5.44
Chinese	1.04	1.45	0.41	5.72

