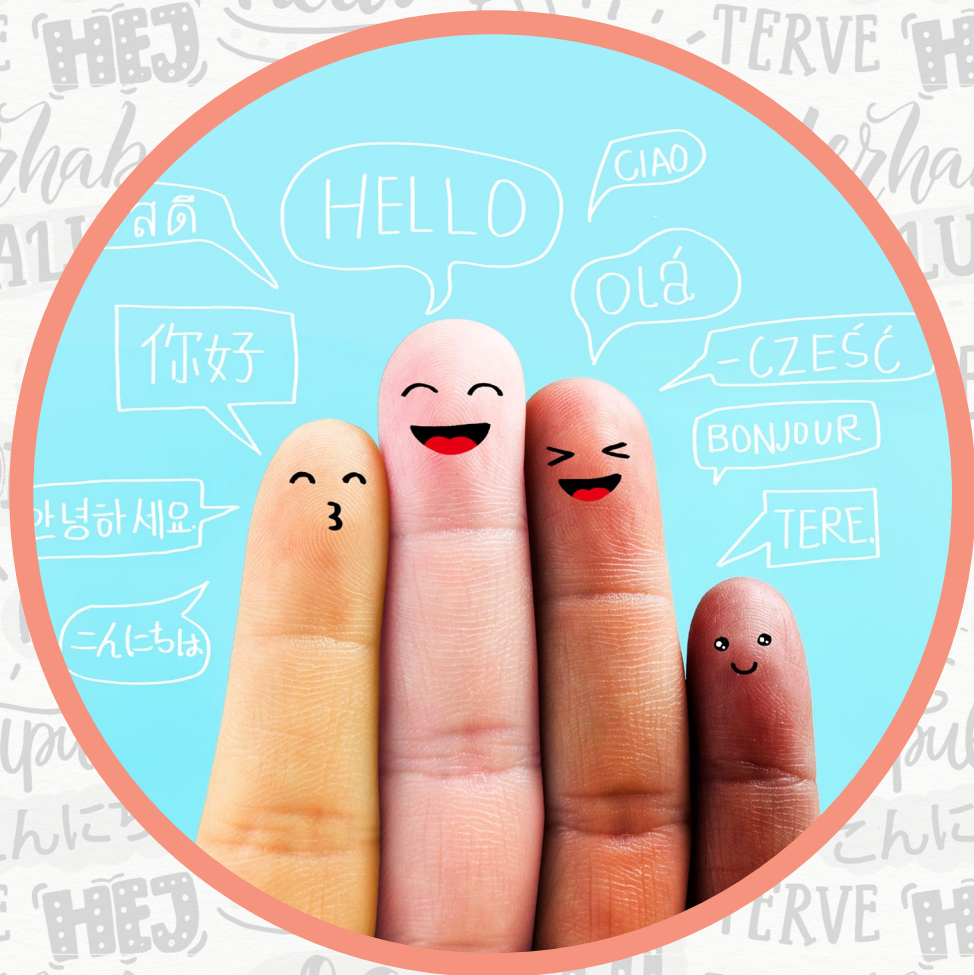


LOUISIANA GUIDE TO EARLY WORLD LANGUAGES PROGRAMMING



CONTENTS

INTRODUCTION	2
THE IMPORTANCE OF EARLY WORLD LANGUAGE EDUCATION	2
The Positive Impacts of Early World Languages Education	2
EARLY WORLD LANGUAGES BEST PRACTICES	3
K-8 EARLY WORLD LANGUAGE (E-WL) PROGRAMMING	3
E-WL Programming Types.....	4
Elementary School Programs (Grades K-5).....	4
Middle School Programs (Grades 6-8).....	4
E-WL PROGRAM IMPLEMENTATION	4
Scheduling Options	5
Elementary E-WL Programs (Grades K-5).....	5
Middle School E-WL Programs (Grades 6-8)	6
Scheduling Options for Non-Carnegie Unit Credit Middle School Programs	6
Scheduling Options for Carnegie Unit Credit Middle School Programs.....	7
Language Growth and Progress Monitoring	8
Program Articulation	8
Proficiency Targets	9
Proficiency Testing and Evaluation.....	11
Staffing	11
International Recruitment through the State of Louisiana.....	11
Interests and Opportunities Index.....	12
CONCLUSION	12
EARLY WORLD LANGUAGE TEACHER TOOL KIT	13
RECOMMENDED READING LIST	14

To assist administrators and teachers with the implementation of Early World Languages (E-WL) programs, this document provides multiple layers of guidance regarding justification, program design, and instructional resources aligned with Louisiana World Language Content Standards. This guidance document is considered a “living” document, as we believe that teachers and other educators will find ways to improve the document as they use it. Please send feedback to language.acquisition@la.gov so that your input may be used when updating this guide.

Released May 2022

INTRODUCTION

Louisiana takes pride in its diversity of language, culture, and tradition. Our unique linguistic and cultural landscapes define who we are, and are powerful tools to be used in positively impacting the lives of our citizens. With a nod to the past, Louisiana looks to the future to prepare its students to become successful global citizens.

With equitable access to attain proficiency in World Languages, students will achieve academically, communicate with cultural understanding, and succeed in a global community.

As our state continually strives to improve and expand the quality of, and access to World Languages Education, Early World Language programs are a vital component of this vision.

THE IMPORTANCE OF EARLY WORLD LANGUAGE EDUCATION

Recognizing the benefits of World Languages Education and the importance of early access, in 1984, the Louisiana Board of Elementary and Secondary Education (BESE) mandated ([Bulletin 741](#) [§2313.D.3]) that World Languages be taught in grades four through eight. This was a powerful step in making World Languages Education more accessible to Louisiana's youngest citizens.

Since that time, the number of Early World Language programs in the state has been on a steady increase. While research related to the topic is clear, many educators and leaders are unaware of what Early World Language programs are, how they can be implemented, or of the profound impact they have on student populations.

THE POSITIVE IMPACTS OF EARLY WORLD LANGUAGES EDUCATION

Substantial evidence points to the many benefits, both in student achievement and in personal development, regarding early and sustained access to quality, well articulated World Languages education.

In regards to student gains in the classroom, research¹ shows that early and extended access to second language learning increases student achievement, enhances critical thinking skills, and that second language learners outperform their peers academically over time. Additionally, a Louisiana study² of third, fourth, and fifth grade students participating in elementary World Language programs showed significantly higher scores on standardized tests of English language arts and math than those who had not studied a World Language.

Beyond helping students to achieve academically, language learning also improves student cognitive function and metalinguistic awareness. One study³ of elementary second language learning shows that learning a second language early positively correlates to more flexible thinking. In this study, second language students were able to see beyond traditional approaches to solve complex problems and supply new and different ideas. Similarly, studies⁴ show that bilingual and emerging bilingual students perform better on metalinguistic tasks and develop metalinguistic awareness more quickly than monolingual students.

The benefits of language learning extend beyond academics to affect social and cultural development. Studies⁵ show that students who are a part of second language and bilingual education programs have more positive attitudes toward people of different cultural or racial backgrounds. These studies also show that learning a second language can change students' preconceived attitudes towards the studied language and culture.

By giving students early and sustained access to quality World Languages programs, students will gain both academic and personal benefits that will remain with them for a lifetime.

1 Foster, K. M., & Reeves, C. K. (1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. *FLES News*, 2(3), 4.

2 Rafferty, E. A. (1986). Second language study and basic skills in Louisiana. U.S.; Louisiana, from ERIC database.

3 Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115. from Linguistics and Language Behavior Abstracts database.

4 Bialystok, E. (1988). Levels of bilingualism and levels of linguistic awareness. *Developmental Psychology*, 24(4), 560-567. from PsycINFO database. Galambos, S. J., & Goldin-Meadow, S. (1990). The effects of learning two languages on levels of metalinguistic awareness. *Cognition*, 34(1), 1-56. from PsycINFO database.

5 Bamford, K. W., & Mizokawa, D. T. (1989). Cognitive and attitudinal outcomes of an additive-bilingual program. U.S.; Washington: ED305826 Riestra, M. A., & Johnson, C. E. (1964). Changes in attitudes of elementary-school pupils toward foreign-speaking pupils resulting from the study of a foreign language. *Journal of Experimental Education*, 33(1), 65-72. from PsycINFO database

EARLY WORLD LANGUAGES BEST PRACTICES

Successful Early World Language programs are rooted in World Languages Education best practices. Incorporating best practices into program structure and delivery ensures that students will receive rich and meaningful learning experiences.

Schools and systems with current E-WL programs, or those who are considering the implementation of E-WL programming, should begin by exploring the best practices topics in this section and reach out to the Department's World Languages Team for further guidance.

- [Target Language Use in the Second Language Classroom](#)
- [Designing Tasks that Focus on Communication](#)
- [Utilizing Authentic Resources](#)
- [Teaching Grammar through Context](#)
- [NCSSFL-ACTFL Can-Do Statements](#)

K-8 EARLY WORLD LANGUAGE (E-WL) PROGRAMMING

Beyond documented academic and developmental benefits, a goal of Early World Language programming is to give students the opportunity to gain access to higher levels of proficiency in their chosen language. By implementing E-WL programs, students receive the foundation they need to acquire advanced language skills prior to graduation. As a result, students are more likely to become bilingual and biliterate. Thus, E-WL programming puts students on a path to the [Louisiana State Seal of Bilinguality](#).



AT A GLANCE: LOUISIANA'S EARLY WORLD LANGUAGE PROGRAMMING MODEL	EARLY WORLD LANGUAGE (E-WL)
E-WL is an approach to language learning that allows students to develop basic to intermediate communicative skills while reinforcing and enriching content in other disciplines.	✓
The target language is taught to students in grades K-8 as a content support.	✓
The E-WL program model can be added to an existing school's curricular structure.	✓
Ideally, students participate in a 5+ year language continuum.	✓
Students need no prior knowledge of the target language to participate.	✓
Teachers are proficient in the target language.	✓
The E-WL program model provides research-proven academic and social benefits to students.	✓
Modern Languages - Instruction includes all four domains of language learning, i.e., speaking (interpersonal and presentational), listening, reading, and writing, as well as global awareness and cultural competence.	✓
American Sign Language (ASL) - Instruction includes interpersonal and presentational communication, interpretation, and cultural competence.	✓
Classical Languages - Instruction includes the interpretive, interpersonal, and presentational modes, with connections to other cultures and languages.	✓

E-WL PROGRAMMING TYPES

Programming for Early World Languages Education consists of two types, elementary school and middle school. These program types can be housed separately or together, depending on the school's structure.

ELEMENTARY SCHOOL PROGRAMS (GRADES K-5)

Elementary E-WL programs serve students in grades K-5. In many cases, these programs are the student's first experience with learning a second language and exploring aspects of other cultures. With this in mind, Louisiana supports well articulated, multi-year elementary E-WL programs that are proficiency based, content rich, and give students the opportunity to build cultural competence.

MIDDLE SCHOOL PROGRAMS (GRADES 6-8)

Whether it is a first experience learning a new language, or a continuum from an elementary E-WL program, middle school E-WL programs serve as bridges to advanced language study for students along their language journey. To facilitate language growth, the Department supports well articulated middle school World Language programs that are proficiency based, content-rich, and lead to bilingualism and biliteracy.

E-WL PROGRAM IMPLEMENTATION

School and school system leaders have many factors to consider when implementing or restructuring an E-WL program.

KEY ACTIONS FOR IMPLEMENTATION	
Identify target language(s) to be taught.	✓
Identify, establish, and plan for a long-term articulated, unbroken language pathway that promotes proficiency.	✓
Include World Language minutes in the master schedule.	✓
Identify and put into place quality curriculum.	✓
Provide language teachers access to proficiency-based World Language professional development.	✓
Implement systems that ensure ongoing language proficiency progress monitoring.	✓

SCHEDULING OPTIONS

Schools implementing Early World Language programs can use a variety of scheduling models to meet student and school needs. When creating an E-WL schedule, school and system leaders should take into consideration the the guidance in this section and reach out to the World Languages Team at language.aquisition@la.gov for assistance with creating schedules which maximize student learning opportunities.

ELEMENTARY E-WL PROGRAMS (GRADES K-5)

Elementary E-WL programs can begin at any grade level, however it is important to note that, once begun, students should receive unbroken instruction in the same target language.

KEY COMPONENTS TO SUCCESSFUL ELEMENTARY E-WL PROGRAMS

All Elementary Grades

- Courses are a part of the normal school schedule and are included on the school's master schedule to ensure instructional minutes are documented and preserved.
- Courses are proficiency based and content-rich in design.
- Courses incorporate age-appropriate games and play-based activities.
- Courses are well articulated and demonstrate a natural progression of language learning over the years studied, i.e., students should not learn the same material from year to year.

Grades K-3

- Courses meet for **no less than** 90 minutes per week for the entire school year.
 - » LDOE recommends that classes meet for at least 30 minutes per class period to ensure progression in the target language.

Grades 4-5

To fulfill the [BESE mandate](#) (§2313.D.3), schools should provide, at a minimum, 30 minutes of World Languages instruction 5 days a week, for a total of 150 minutes a week.

ADDITIONAL CONSIDERATIONS

- Following the BESE mandate ensures that dedicated instructional times are in place, which results in manageable teacher workloads and compliance with [Bulletin 741](#) regarding teacher class sizes and student counts.
- Multiple languages can be offered at the same school site. However, to develop proficiency, it is important that individual student participation in the same language is consistent over time.

MIDDLE SCHOOL E-WL PROGRAMS (GRADES 6-8)

When building a middle school Early World Language program, it is important to think about what types of courses will be taught. Successful programs may include Carnegie Credit and/or Non-Carnegie Credit courses, depending on desired proficiency goals.

Scheduling Options for Non-Carnegie Unit Credit Middle School Programs

NON-CARNEGIE UNIT CREDIT COURSES

Characteristics of Non-Carnegie Unit Credit Early World Language Courses (some or all characteristics may apply):

- Course does not lead to required proficiency targets to receive Carnegie Unit Credit, e.g., Novice Mid-High for Level 1.
- Course is non-graded.
 - » Such courses are often titled as Exploratory, Enrichment, or Specials.
- Course does not meet required instructional minutes as determined by [Bulletin 741](#).

Schools and/or districts choosing to design high quality non-Carnegie credit middle school Early World Language programs should use the following guidelines:

- Courses are a part of the normal school schedule and are included on the master schedule, so instructional minutes are documented and preserved.
- To fulfill the BESE Mandate, courses should meet for a minimum of **150 minutes** per week for the entire school year for grades 6-8.
- Courses are proficiency based and content-rich in design.
- Courses are age appropriate and incorporate a variety of different learning strategies.
- Courses are well articulated and demonstrate a natural progression of language learning over the years studied, i.e., students should not learn the same material from year to year.

Possibilities for Expansion:

High quality, non-credit courses fitting the structure above can be used as prerequisites or early-start courses to for-credit courses in middle school.

Example 1

- 6th grade non-credit course
- 7th and 8th grade follow Level 1 Two-Year Carnegie Credit Model

Example 2

- 6th and 7th grade non-credit courses
- 8th grade follows Level 1 One-Year Credit Model

Example 3

- 6th grade non-credit course
- 7th and 8th grade follows Level 1 and 2 Two-Year Credit Model

Scheduling Options for Carnegie Unit Credit Middle School Programs

CARNEGIE UNIT CREDIT COURSES	
Carnegie Unit Credit - Level 1	
Final minimum exit proficiency level of Novice Mid-High	
Three-Year Model	<p>Level 1 Course is completed over three years in grades 6, 7, and 8. Classes meet daily for one standard class period, for the entire year, each year.</p> <p>Carnegie credit for Level 1 is only earned after a student successfully completes the entire course of study, exiting with the proficiency level of Novice Mid-High.</p>
Two-Year Model	<p>Level 1 Course is split over two years in grades 7 and 8. Classes meet daily for one standard class period, for the entire year, each year.</p> <p>Carnegie credit for Level 1 is only earned after a student successfully completes the entire course of study, exiting with the proficiency level of Novice Mid-High.</p>
One-Year Model	<p>Level 1 Course course is taught in grade 8. Classes meet daily for one standard class period, for the entire year.</p> <p>Carnegie credit for Level 1 is only earned after a student successfully completes the entire course of study, exiting with the proficiency level of Novice Mid-High.</p>

CARNEGIE UNIT CREDIT COURSES	
Carnegie Unit Credit - Levels 1 and 2	
Final minimum exit proficiency level of Novice High	
Three-Year Model	<p>Level 1 Course is split over two years in grades 6 and 7. Classes meet daily for one standard class period, for the entire year, each year.</p> <p>Carnegie credit for Level 1 is only earned after a student successfully completes course study, exiting with the proficiency level of Novice Mid-High.</p> <p>Level 2 Course is taught in grade 8. Classes meet daily for one standard class period, for the entire year.</p> <p>Carnegie credit for Level 2 is only earned after a student successfully completes the entire course of study, exiting with the proficiency level of Novice High.</p>
Two-Year Model	<p>Level 1 Course is taught in grade 7. Classes meet daily for one standard class period, for the entire year, each year.</p> <p>Carnegie credit for Level 1 is only earned after a student successfully completes course study, exiting with the proficiency level of Novice Mid-High.</p> <p>Level 2 Course is taught in grade 8. Classes meet daily for one standard class period, for the entire year.</p> <p>Carnegie credit for Level 2 is only earned after a student successfully completes the entire course of study, exiting with the proficiency level of Novice High.</p>

LANGUAGE GROWTH AND PROGRESS MONITORING

In addition to scheduling considerations, schools and systems should pay close attention to creating a learning experience that is thoughtfully designed with appropriate program articulation and proficiency outcomes.

PROGRAM ARTICULATION

Uninterrupted Instruction

- To ensure language growth and to meet proficiency targets, students participating in E-WL programs should have the opportunity for multi-year, uninterrupted blocks of instruction.
 - » *Elementary Examples*
 - Students receive E-WL instruction in grades K-5.
 - Students receive E-WL instruction in grades 3-5.
 - Students receive E-WL instruction in grades 4-5.
 - Upon completion of an elementary program, students continue the language pathway in Middle School.
 - » *Middle School Examples*
 - Students receive E-WL instruction in grades 6-8.
 - Students receive E-WL instruction in grades 7-8.
 - Upon completion of a middle school program, students continue the language pathway in High School.
 - » Programs should have clearly defined language pathways: **Elementary → Middle → High.**
 - » Schools within the system should work collaboratively to ensure unbroken instruction as students transition through each grade level.
 - » Emphasis should be placed on language availability, ensuring that students are able to continue with the language they begin in elementary or middle school to the high school level.

SCHOOLS WORKING COLLABORATIVELY TO BUILD



PATHWAYS TO PROFICIENCY

Sequenced Instruction

- E-WL curriculum is sequenced in such a way as to protect and promote a natural progression of language proficiency, i.e., students do not learn the same material from year to year throughout their E-WL experience.
- The language proficiency continuum should be intact as students transition from school sites, i.e., material from elementary seamlessly transitions into middle school curriculum which, in turn, transitions to the high school curriculum.

PROFICIENCY TARGETS

Well articulated E-WL programs which employ proficiency based, content rich instructional methods can achieve high levels of language proficiency at the end of instructional cycles.

E-WL Programs Exit Proficiency Expectations - Modern Alphabetic Languages

(Programs meeting BESE World Languages Mandate)

	END OF 2ND GRADE	END OF 5TH GRADE	END OF 8TH GRADE
MODE & SKILL	Proficiency Assessment		
INTERPERSONAL <i>Person-to-Person</i>	Novice Low-Mid	Novice Mid-High	Novice High
INTERPRETIVE <i>Listening</i>	Novice Mid	Novice High	Intermediate Low
INTERPRETIVE <i>Reading</i>	Novice Low-Mid	Novice Mid-High	Novice High
PRESENTATIONAL <i>Speaking</i>	Novice Low-Mid	Novice Mid-High	Novice High
PRESENTATIONAL <i>Writing</i>	Novice Low-Mid	Novice Mid-High	Novice High

E-WL Programs Exit Proficiency Expectations - Modern Non-Alphabetic and Logographic Languages

(Programs meeting BESE World Languages Mandate)

	END OF 2ND GRADE	END OF 5TH GRADE	END OF 8TH GRADE
MODE & SKILL	Proficiency Assessment		
INTERPERSONAL <i>Person-to-Person</i>	Novice Low	Novice Mid	Novice High
INTERPRETIVE <i>Listening</i>	Novice Low-Mid	Novice Mid-High	Novice High
INTERPRETIVE <i>Reading</i>	Novice Low	Novice Mid	Novice Mid
PRESENTATIONAL <i>Speaking</i>	Novice Low	Novice Mid	Novice Mid
PRESENTATIONAL <i>Writing</i>	Novice Low	Novice Mid	Novice Mid

Comparing ACTFL descriptors with the Common European Framework of Reference (CEFR)

ACTFL PROFICIENCY SCALE	COMMON EUROPEAN FRAMEWORK OF REFERENCE
(NL) Novice Low	
(NM) Novice Mid	
(NH) Novice High	(A1) Breakthrough or Beginner
(IL) Intermediate Low	(A2) Waystage or Elementary
(IM) Intermediate Mid	(B1.1) Threshold or Intermediate
(IH) Intermediate High	(B1.2) Threshold or Intermediate
(AL) Advanced Low	(B2.1) Vantage or Upper Intermediate
(AM) Advanced Mid	(B2.2) Vantage or Upper Intermediate
(AH) Advanced High	(C1) Effective Operational Proficiency or Advanced
(S) Superior	(C2) Mastery or Proficiency

PROFICIENCY TESTING AND EVALUATION

Language proficiency tests and portfolios are good ways to evaluate student progress and language development. The Department recommends administering proficiency exams or implementing proficiency portfolios during or upon completion of an articulated language learning cycle, e.g. 5th and/or 8th grades.

Nationally recognized language assessments and portfolios are available to monitor student language development and proficiency. Contact the Department at language.acquisition@la.gov for more information.

AAPPL

[The ACTFL Assessment of Performance towards Proficiency in Languages](#) (AAPPL) is a standards-based language learning assessment that assesses the three modes of communication (interpersonal, presentational, and interpretive).

LinguaGrow Powered by Linguafolio Online

[LinguaGrow](#) is a learner-directed portfolio assessment instrument designed to support individuals in setting and achieving their goals for learning languages.

STAMP

The [STAMP](#) test is a standards-based assessment aligned with the ACTFL Proficiency Scale and tests students' reading, writing, listening, and speaking skills.

STAFFING

For Early World Language positions, schools and school systems are encouraged to locate and hire certified, highly-qualified Louisiana teachers with high proficiency levels in the target language. As a minimum, E-WL teachers should score Advanced Low on the [ACTFL Proficiency Scale](#) or at Level B2 as measured by the [Common European Framework of Reference \(CEFR\)](#).

International Recruitment through the State of Louisiana

The State of Louisiana annually recruits teachers from partner foreign governments to participate in its International Associate Teacher (IAT) Program. This maximum 5-year teacher exchange program falls under the United States Department of State's Person-to-Person Diplomacy mission. Recruited teachers are placed in K-8 immersion and early world language positions throughout the state where hosting school systems exchange professional methodology and Louisiana culture with IATs.

BESE policy requires that a local school system employ any and all qualified Louisiana teachers before employing international associate teachers for Early World Language positions. Schools or school systems interested in participating in the State of Louisiana's IAT Program should reference the [Louisiana International Associate Teacher Program Guide](#) and contact the Department's World Languages Team at language.acquisition@la.gov.

INTERESTS AND OPPORTUNITIES INDEX

Louisiana's Every Student Succeeds Act (ESSA) plan includes an Interests and Opportunities Index, which comprises five percent of the School Performance Score (SPS). The purpose of the Interests and Opportunities Index is to measure the degree to which schools are providing students with access to a well-rounded education by offering diverse areas of learning to develop skills and talents.

For the 2022-2023 school year and beyond, LDOE will be adapting the Interests and Opportunities Index to a Menu-Based Approach. In the Menu-Based Approach, the LDOE will annually publish a list of domains with associated indicators that schools will select as the basis for their Interests and Opportunities Index calculation. Schools will have the opportunity to select indicators across four domains. Domains serve as broad groupings of offerings related to students' interests.

The proposed domains are as follows:

- The Arts
- Extracurricular Activities
- STEM (Science, Technology, Engineering and Math)
- World Languages

Within each of the four domains there will be a variety of possible indicators that a school may select as the basis for their index score. The Indicators are the specific measures that capture the extent to which a school is advancing students' interests and opportunities. Schools will be required to choose four (4) indicators from at least two (2) domains. At least three (3) of those indicators would be based on data already collected by the LDOE from school systems.

For guidance on navigating the Interests and Opportunities Index as it applies to Early World Languages, see [Interests and Opportunities Index - World Languages](#).

CONCLUSION

Early and consistent access to high quality, proficiency based World Languages education benefits all students both academically and developmentally. By providing access to Early World Languages programs, schools and systems can better prepare students academically and socially for their later school years and beyond.

EARLY WORLD LANGUAGE TEACHER TOOL KIT

GUIDANCE	
LDOE World Languages Landing Page	
The Louisiana World Languages Compendium	The Louisiana International Associate Teacher Program
Louisiana ASL Content Standards	Louisiana World Language Learning Standards
World Languages Proficiency Targets (LDOE)	World Languages Carnegie Credit Proficiency Targets (LDOE)
CURRICULAR RESOURCES	
Louisiana World Languages Education Resources	World Languages Scope and Sequence (LDOE) Novice
World Languages Lesson Planner	World Languages Scope and Sequence (LDOE) Intermediate
World Languages Thematic Planner	World Languages Scope and Sequence (LDOE) Advanced
PROFESSIONAL ORGANIZATIONS	
American Council on the Teaching of Foreign Languages (ACTFL)	American Association of Teachers of French (AATF)
American Association of Teachers of German (AATG)	American Association of Teachers of Spanish and Portuguese (AATSP)
The American Classical League	American Sign Language Teachers Association (ASLTA)
Center for Applied Linguistics (CAL)	Chinese Language Teachers Association (CLTA)
Louisiana Foreign Language Teachers' Association (LFLTA)	National Network for Early Language Learning (NELL)

RECOMMENDED READING LIST

American Council on the Teaching of Foreign Languages. (2012). *ACTFL performance descriptors for language learners*.

American Council on the Teaching of Foreign Languages. (1998). *ACTFL performance guidelines for K-12 learners*. Available from, <http://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>.

American Council on the Teaching of Foreign Languages. (2013). *NCSSFL-ACTFL can-do statements: Progress indicators for language learners*.

American Council on the Teaching of Foreign Languages. (2013b). *NCSSFL ACTFL global Can-Do benchmarks*. Available from, http://www.actfl.org/global_statements.

American Council on the Teaching of Foreign Languages. (2012). *ACTFL proficiency guidelines 2012*. Available from, <http://actflproficiencyguidelines2012.org/>

America's Languages: Investing in Language Education for the 21st Century (Rep.). (2017, February). Retrieved <https://www.amacad.org/publication/americas-languages>.

Curtain, H.A., & Dahlberg, C.A. (2016). *Languages and children, making the match: New languages for young learners (5th Edition)*. Pearson.

Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115. from Linguistics and Language Behavior Abstracts database.

Moeller, A., & Yu, F. (2015). *NCSSFL-ACTFL Can-Do Statements: An Effective Tool for Improving Language Learning Within and Outside the Classroom*. <https://files.eric.ed.gov/fulltext/EJ1080253.pdf>

Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. U.S.; Louisiana, from ERIC database.

Shrum, J.L., & E.W., G. (2000). *Teacher's handbook: Contextualized language instruction*. Heinle & Heinle.

