

Louisiana Believes

NOT YOUR PARENT'S FOREIGN LANGUAGE COURSE...

Multilingualism to Enhance Academic Achievement



<https://goo.gl/forms/ZsGpahsb705GCheE3>





the benefits of a bilingual brain

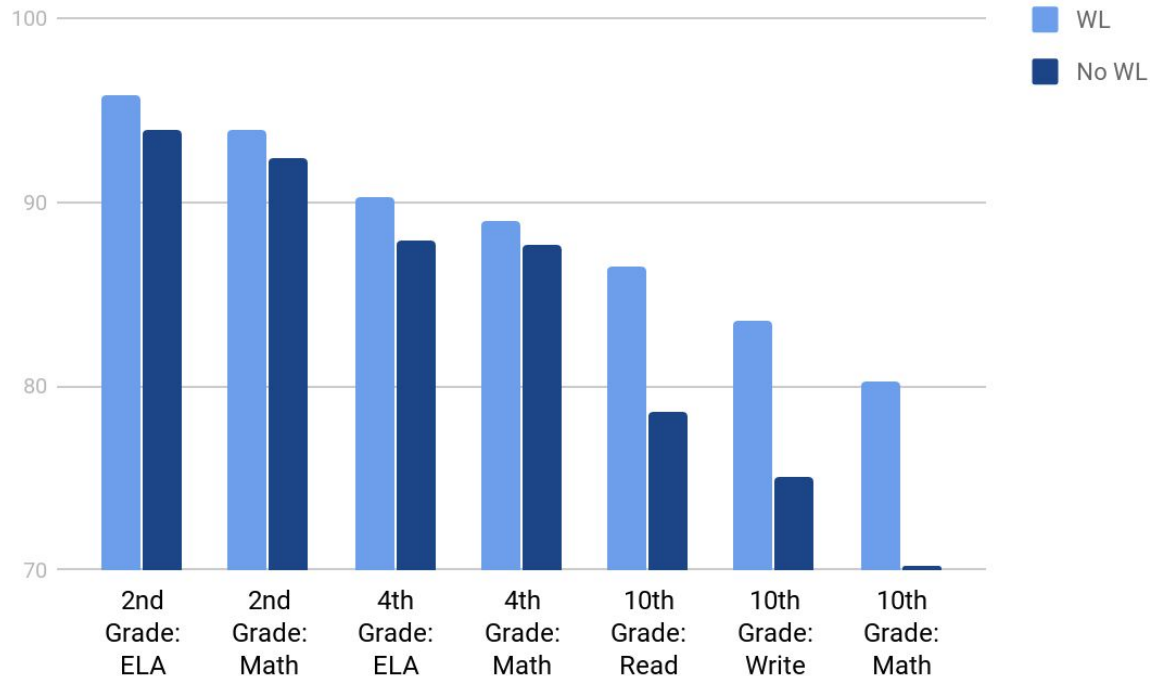


Multilingual students perform better.

In 1972 Louisiana introduced a bold new program that included World Language education for primary school children. Ten years later students who participated in the program showed significantly higher scores on the Basic Skills Test than a similar group that did not participate. **The results of the analysis suggest that world language study in the lower grades helps students acquire English Language Arts skills and Math skills.**

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

1983 - 1984 Louisiana Statewide Results

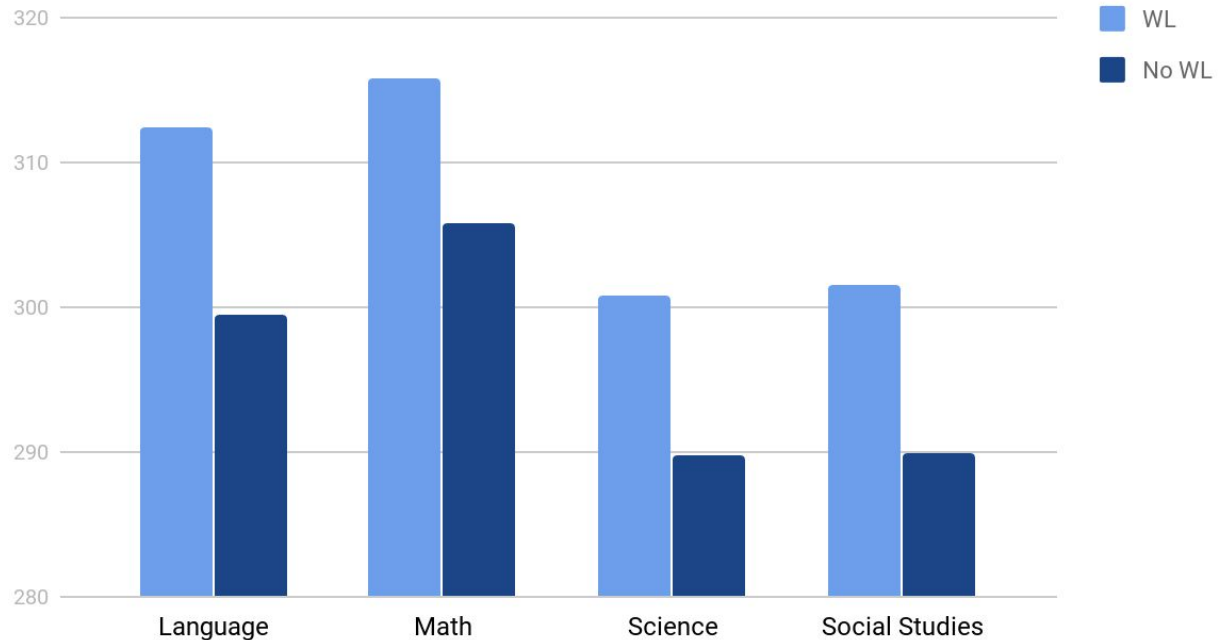


The effects are seen in all subjects.

Twenty years later, a study examining students in Louisiana Public Schools found that students studying a world language other than English **significantly outperformed their peers** who did not study a world language on tests in English Language Arts, Mathematics, Science and Social Studies.

Taylor, C. & Lafayette, R. (2010). Academic achievement through Foreign Language in the Elementary School (FLES): A case for promoting greater access to foreign language study among young learners. *The Modern Language Journal*, 94 (1), 22 – 42.

2003 Fourth-Grade LEAP 21



National Merit

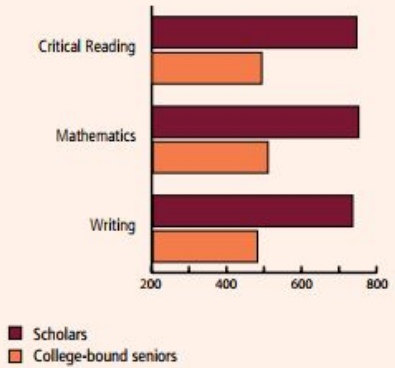
World Language Learners **consistently** outperform control groups in core subject areas on standardized tests.

In 2003, College Board noted a correlation between the length of world language study and SAT scores.

In 2004, College Board reported that when students enrolled in 4 years of a world language, they scored more than 100 points higher on EACH section of the SAT than students who took a half year or less.

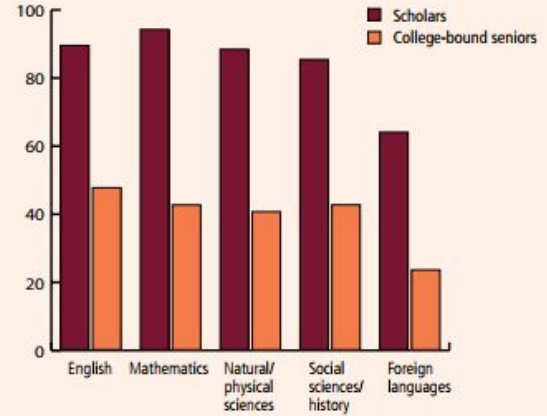
Average SAT scores

On a scale ranging from 200 to 800, Scholars' average SAT section scores were higher than those of the total group of college-bound seniors.



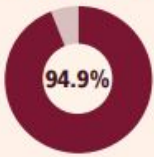
Honors-level courses

A greater percentage of Scholars took advantage of honors-level course offerings in core academic and elective fields than their college-bound peers.

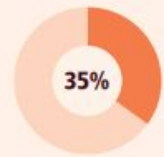


Class rank

Percent of Scholars who were in the top tenth of their high school class compared to that of all college-bound seniors



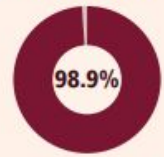
Scholars



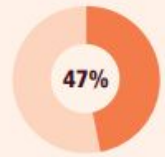
College-bound seniors

Grade average

Percent of Scholars who had a high school grade average of A- or above compared to that of all college-bound seniors



Scholars



College-bound seniors

Consider the school(s) you lead:

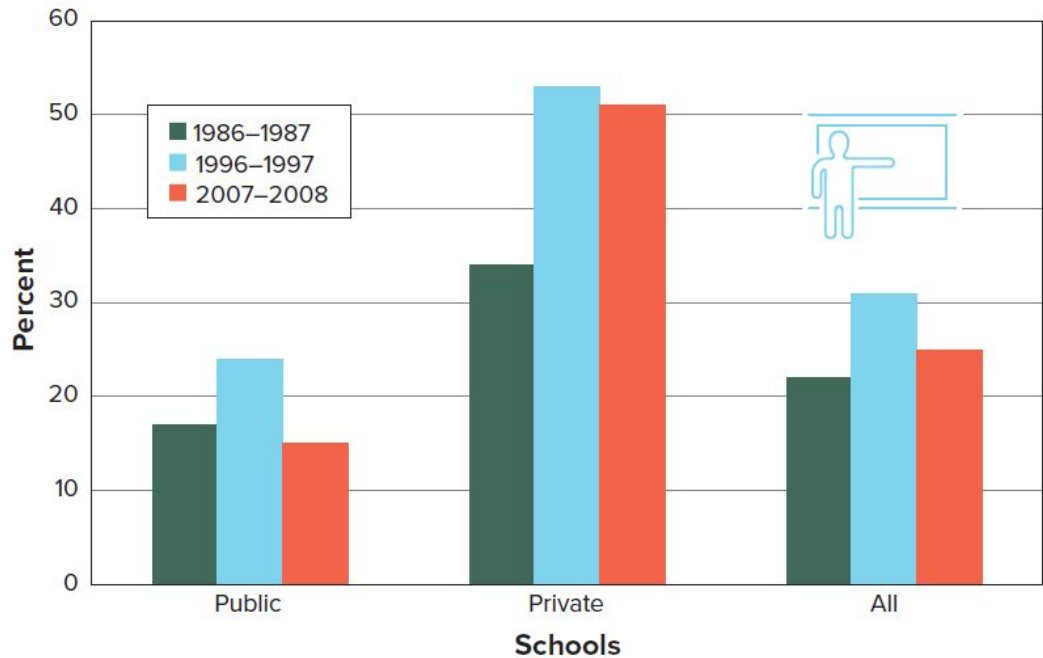
Do students have the option to take four years of World Language in high school?

Do students have the option to participate in World Language while in elementary school?

Or, *by **not** offering WL*, are they denied access to success?

Equitable Access to Opportunity

Share of Elementary Schools Teaching Languages Other than English, by Control of School, Academic Years 1986–1987 to 2007–2008



SOURCE: Nancy C. Rhodes and Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools: Results of a National Survey* (Washington, D.C.: Center for Applied Linguistics, 2010), 22.

How to ensure that students achieve multilingualism in order to enhance academic achievement

1. Students need to progress on a continuum in the same language.
2. Students need an unbroken sequence.
3. Teachers need to focus instruction on communication.
4. Teachers should use a content-based instruction model.

Two Models

The original 1972 - 1973 pilot program was a conversational FLES model: at minimum 30 minutes a day at least 3 days per week.

In 1984 Louisiana introduced Immersion education to the United States: 60% of all instruction is conducted in the target language (Math, Science, Social Studies) beginning in Kindergarten or First grade.

FLES in an elementary school with 3 sections per grade. (1 WL Teacher)

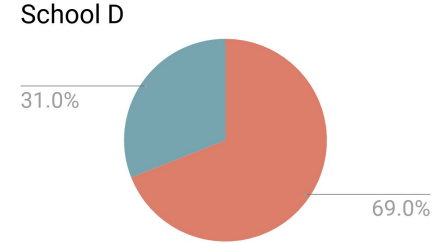
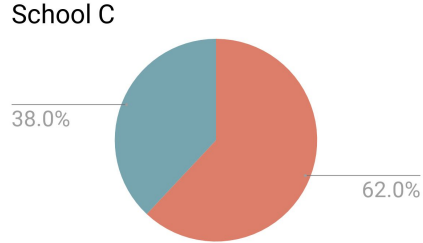
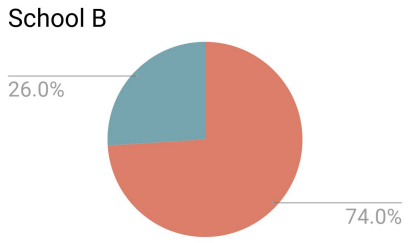
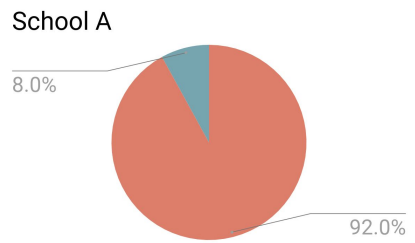
Sample FLES Schedule				
M	T	W	Th	F
5.a	5.a	5.a	5.a	5.a
5.b	5.b	5.b	5.b	5.b
5.c	5.c	5.c	5.c	5.c
4.a	4.a	4.a	4.a	3.a
4.b	4.b	4.b	4.b	3.b
3.a	4.c	4.c	4.c	4.c
3.b	3.b	3.a	3.a	3.c
3.c	3.c	3.b	3.c	RTI

K - 5 Immersion with 1 section per grade. (6 WL Teachers)

Sample Immersion Schedule		
	FAT position	ELA position
K	1	1
1st	1	
2nd	1	1
3rd	1	
4th	1	1
5th	1	

Data from Louisiana schools suggests, **yes**, it does work in our state with our students...

	Language Arts				Mathematics				Science				Three Subject Index	School Programs	Overall SPS
	N	Assessment Index	Percent Proficient	Percent MAS and ADV	N	Assessment Index	Percent Proficient	Percent MAS and ADV	N	Assessment Index	Percent Proficient	Percent MAS and ADV			
School A															
non-Immersion	198	61.1	54.5%	25.3%	198	73.5	64.6%	32.3%	198	64.5	61.6%	10.6%	66.7	D	C
Immersion	52	101.9	86.5%	50.0%	52	116.3	96.2%	61.5%	52	81.7	73.1%	25.0%	103.7	A	
School B															
non-Immersion	111	42.1	37.8%	16.2%	111	58.3	55.0%	11.7%	106	50.9	48.1%	10.4%	50.8	D	C
Immersion	78	98.7	83.3%	57.7%	78	106.1	85.9%	69.2%	78	96.2	83.3%	43.6%	101.2	A	
School C															
non-Immersion	531	86.7	70.1%	48.4%	501	73.2	61.1%	36.3%	519	68.7	56.8%	32.2%	78.2	C	A
Immersion	146	112.8	91.8%	69.2%	140	104.3	87.9%	59.3%	146	99.7	85.6%	47.3%	106.8	A	
School D															
non-Immersion	281	67.3	59.1%	29.9%	281	82.9	71.5%	40.6%	275	67.4	62.5%	18.2%	73.9	C	B
Immersion	150	99.8	83.3%	58.0%	150	111.3	88.0%	70.0%	150	102.3	88.0%	44.7%	104.9	A	



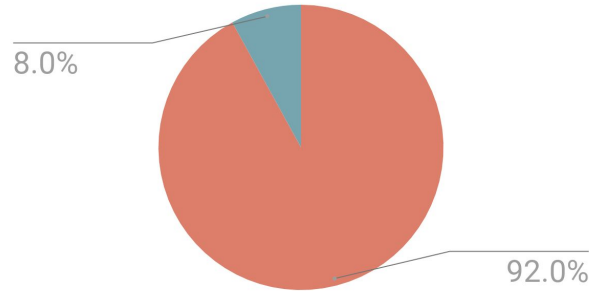
Economically Disadvantaged Students

There is evidence that immersion programs can counteract the negative impacts of low socioeconomic status, as measured by eligibility for free and reduced price meals, on academic performance.

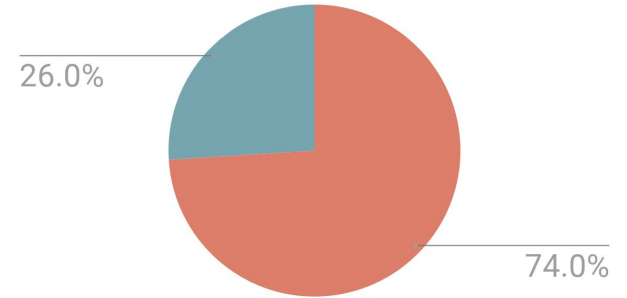
~ ACTFL

Wayne P. Thomas, Virginia P. Collier and Karyn Collier. (2010). English Learners in North Carolina. North Carolina Department of Education.

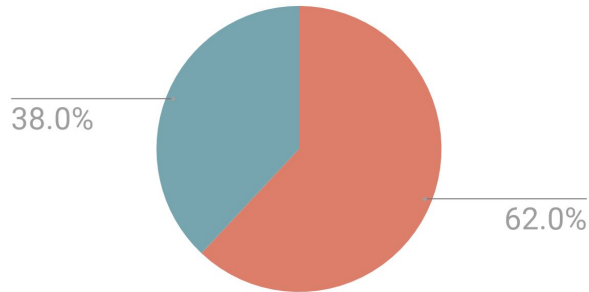
School A



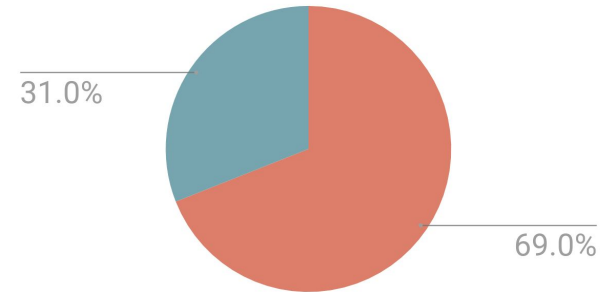
School B



School C



School D



Staffing

Hosting Foreign Associate Teachers

LDOE and CODOFIL partner with the U.S. Department of State's Teacher Exchange program to offer K - 8 children access to high-quality academic enrichment programs in World Languages. Requests for K - 8 French and/or Spanish teachers are accepted in March for the following school year.



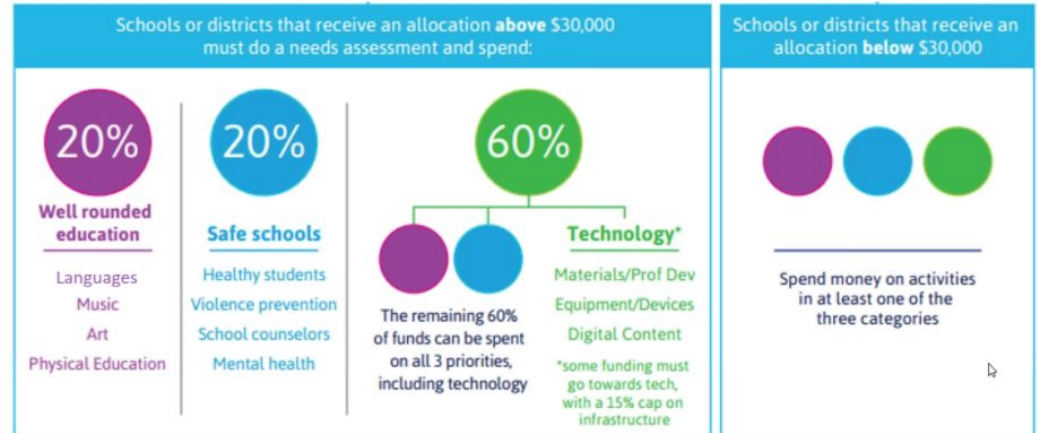
ESSA + Title IV-A =

ESSA provides an opportunity to expand language learning to more students.

Title IV-A of ESSA establishes Student Support and Academic Enrichment (SSAE) grants, which are distributed to school districts by states and can be used to, among other things, promote a well-rounded education.



Federal Update – Title IV-A





Plan of Action

Which program is right for my situation?

In which schools will we begin?

Where do we secure funding?

Where do we find model programs to ensure that our World Language program impacts the academic achievement of our students?

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