THE NEXT GENERATION OF WORLD LANGUAGE LEARNING

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EXECUTIVE SUMMARY

A recent report from the Council on Foreign Relations calls on state governors to "not only adopt the state-led Common Core curriculum, but also expand the curriculum to include skill sets such as science, technology and foreign languages that are critical to national security." The Council acknowledges that, "The path forward should be focused on building capacity to ensure high-quality options in all schools within a robust public education sector, as all high-achieving nations have done."

The Challenges

As of 2008, only one in five U.S. public school students was studying a world language. Over the last decade, access to world language instruction for elementary and middle school students has decreased significantly, with students in rural and lower socioeconomic areas facing disproportionately less access. While a majority of high schools offer world language instruction, a majority of elementary schools don't despite what we know about the importance of early language learning. Additionally, the languages identified as strategically important by the Council, including Chinese, Korean and Arabic are far less common than the most commonly offered world language classes (Spanish and French).

World language acquisition is an important component of global competitiveness and beyond that global competency. The latter is a necessary component of preparing students to thrive in an interconnected world in which command of global languages is a factor in college and career readiness.

Although specific definitions of global competence vary from one organization to the next, the basic idea remains the same: the ability to understand the world and act on issues of global significance. According to the Global Competence Task Force report, the specific skills necessary for global competency include being able to "to see and understand the world from a perspective other than one's own, and to understand and appreciate the diversity of societies and cultures" as well as "appreciate the interdependence of nations in a global economy and to know how to adapt [one's] work to a variety of cultures."

World language instruction shouldn't consist entirely of students learning languages of strategic interest to the United States, because the true goal is global awareness. Instruction should extend opportunities for students to learn world languages, while also learning about the culture of the people who speak them. Other countries recognize the need for non-native language acquisition and ensure that their citizens have access to world language learning opportunities in school.

The Council asserts:

> *"All students should have access to high-quality foreign language programs starting in the earliest grades. If all Americans grew up proficient in at least one language in addition to English, and if instruction about other countries' histories and culture were built into the standard K-12 curriculum, young people would develop better understandings of world cultures and be better equipped to converse, collaborate and compete with peers worldwide."*

America's commitment to equitable access to high-quality world language learning must match its goals for global competitiveness and global competency.

In 2010 remarks, Education Secretary Arne Duncan explained, "This is a high-stakes issue. For too long, Americans have relied on other countries to speak our language. But we won't be able to do that in the increasingly complex and interconnected world. To prosper economically and to improve relations with other countries, Americans need to read, speak and understand other languages. It's absolutely essential for the citizens of the United States to become fluent in other languages and schools, colleges and universities must include producing bilingual students as a central part of their mission."

The Goal

The goal of this paper is to create a vision for the next generation of world language learning that acknowledges the role world languages play in global competency and frames the vision inside broader shifts to personalized learning and blended instruction.

Produced by Getting Smart, with support from Rosetta Stone, "The Next Generation of World Language Learning" advocates for accessible, high-quality world language instruction for all students, from elementary through high school.

The authors, a researcher, a world language teacher and two experts in the field of educational technology, come together to review the current state of world language instruction and to make the case that world language instruction deserves a place in the conversation around new standards, assessments and blended learning opportunities.

What is Blended Learning?

Blended learning is defined by the Clayton Christensen Institute for Disruptive Innovation (formerly Innosight Institute) as "a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place, path and/or pace," and "at least in part at a supervised brick-and-mortar location away from home."

The Possibilities

Educators see the opportunity that these shifts create. In a recent survey of more than 200 K-12 and higher education leaders, 97% of respondents agreed that world language acquisition and multiculturalism were necessary for students to remain globally competitive.

There is no reason why all American students should not have access to high-quality world language instruction. Blended world language learning could help address such issues of inequality of access. Empowering flexibility for schools as well as school and program choices for students and their families will increase access to high-quality world language programs. Blended learning programs that incorporate technology-based educational solutions such as those provided by Rosetta Stone increase access and also address issues of cost effectiveness in the "new normal" economy.

The Principles

After reviewing the current state of world language instruction and the possibilities that blended learning creates, the paper's authors describe a vision for the next generation of world language learning by discussing design principles that include:

- Active immersion
- Mobile learning
- Student-centered collaboration
- Interdisciplinary work
- Game-based learning & augmented reality
- Standards-based grading
- Reorganization of physical space

The Path

The next section of the paper moves from vision to reality by offering advice on the key implementation decisions that will guide the shift to the next generation of world language learning. The paper also offers a detailed section on implementation models for language instruction including blended, supplemental and stand-alone options. To inform implementation decisions, the paper also offers a host of sidebars that feature successful school implementations of blended world language instruction.

The paper concludes by acknowledging policy implications and offering recommendations and next steps to ensure the successful shift to the next generation of world language instruction.

The Charge

The growing availability of high-quality online and blended learning resources empower schools and districts with a new set of tools and content that can expand student access to world language instruction by complementing or supplementing the current available offerings. School and district leaders can harness the power of these tools to create the next generation of American graduates ready to collaborate, compete and connect on the global stage.

INTRODUCTION

"It is critical that children in the United States be prepared for futures in a globalized world."

The Center for Digital Education (CDE) recently surveyed more than 200 leaders in K–12 and higher education to gauge current educational priorities and challenges in today's global economy.[1] 97 percent of the respondents determined that foreign language acquisition and multiculturalism were necessary for students to remain globally competitive. In reviewing the survey's results, the CDE determined that a lack of support for world language learning is "clearly not the issue."

In her remarks, "Broadening the Spirit of Respect and Cooperation for the Global Public Good," the U.S. Department of Education's Martha Kanter explains, "A main goal of our plan is to increase the global competencies of all U.S. students … The need for these competencies, which we think of as '21st century skills applied to the world,' is clear—both for civil society and for our nation's workforce."

Defining Global Competence

Although specific definitions of global competence vary from one organization to the next, the basic idea remains the same: the ability to understand the world and act on issues of global significance.[3] The specific skills necessary for global competency include being able to "to see and understand the world from a perspective other than one's own, and to understand and appreciate the diversity of societies and cultures" as well as "appreciate the interdependence of nations in a global economy and to know how to adapt [one's] work to a variety of cultures."[4] First and foremost is the ability to communicate effectively, which includes both linguistic and cultural understanding of world languages.[5]

"In most Asian countries, children begin learning a second language, usually English, in the primary grades," said Amy Singmaster from Asia Society.[6] She quotes a recent study that shows parents are highly supportive of learning a second language and producing globally competent students: "93.6 percent of parents want their children to have a global viewpoint and 83.3 percent want their children to be globally competitive."

The Council on Foreign Relations makes the following points about American foreign language instruction and global competence:[2]

- "Americans' failure to learn strategic languages, coupled with a lack of formal instruction about the history and cultures of the rest of the world, limits U.S. citizens' global awareness, cross-cultural competence and ability to assess situations and respond appropriately in an increasingly interconnected world."
- "The lack of language skills and civic and global awareness among American citizens increasingly jeopardizes their ability to interact with local and global peers or participate meaningfully in business, diplomatic and military situations. The United States is not producing enough foreign-language speakers to staff important posts in the U.S. Foreign Service, the intelligence community and American companies."

America Lagging in Global Competency

A recent Council on Foreign Relations report noted that it is critical that children in the United States graduate prepared for futures in a globalized world.[7] American students' "global competency"—or lack thereof—will have consequences for students' future job opportunities, for American economic competitiveness and innovation more generally. "[T]he United States cannot be two countries—one educated and one not, one employable and one not."[8]

Global incompetence is a luxury Americans can no longer afford. The importance of global competency skills has risen even as budget cuts and emphasis on testing for math and reading have reduced student access to world language instruction. The implications are much more serious than students missing high school French lessons: from brain health[9] to job opportunities[10] to national security,[11] access to high-quality world language instruction is a 21st century necessity.

Currently, the numbers are not in American students' favor. Over four hundred different languages are spoken by US

citizens—but approximately eight in ten Americans speak only English.[12] Monolingual Americans are outnumbered by and at a disadvantage compared to the world's multilingual citizens.[13] "The global economy is shifting away from the English-speaking world," notes a policy memo from the Council on Foreign Relations.[14] American job applicants are less likely to be hired for international jobs[15] and one out of three American firms report that they will increase the number of foreigners they hire.[16] A Forbes survey of large American businesses found that a majority faced language barriers, which contribute to miscommunication, inefficiency and poorer management.[17] In addition, a government report found that the United States "is not producing enough world-language speakers to staff important posts in the U.S. Foreign Service, the intelligence community and American companies," and that increased global competency is necessary for military effectiveness.[18]

The Asia Society's criteria for global competence include four global competencies. According to this framework, a globally competent student can:

Investigate the World:
Students investigate their world beyond their immediate environment.

Recognize Perspectives:
Students recognize their own and others' perspective.

Communicate Ideas:
Students communicate their ideas effectively with diverse audiences.

Take Action:
Students translate their ideas and findings into appropriate actions to improve conditions.

A recent article reviews how countries including Australia, Scotland, England, Czechoslovakia, Japan and China are examining language policies as a factor in workforce development.[19] Yet, unlike these developed nations, world language learning is neither mandatory nor tested nationally in the United States. As of 2008, only one in five public school students were studying a world language.[20] Between 1997 and 2008, access to world language instruction for elementary and middle school students decreased significantly, with students in rural and lower socioeconomic areas facing disproportionately less access. Additionally, the languages offered—most frequently Spanish, followed by German and French—are not well-matched to the fastest growing global markets.

Georgia and Delaware offer examples of states that are providing leadership in world languages. Georgia's educational mission makes global competence a priority:[21]

> *"For our students to succeed in a global economy, they will need to possess a new set of skills that were not required for the success of prior generations of Americans. Regional expertise, cross-cultural competence, and advanced language proficiency are no longer skills reserved only for those who plan for a career overseas—they are skills that will enhance any career field, encourage international investment to our state, and develop a workforce that is successful in working on diverse international teams to collaborate and solve global problems. Developing international perspective and advanced language proficiency, particularly as this relates to college and career readiness, will ensure our nation's security and will support our statewide and regional economic development goals."*

View Video:
World Language Value Proposition

The Purpose of Language Instruction

Martha Abbot, head of the American Council on the Teaching of Foreign Languages (ACTFL), sees a shift in the purpose of language instruction that reflects the growing recognition of world languages as a key component of global competency.[22] Abbot explains the history of language education, noting that the focus has traditionally been on "studying" languages rather than "focusing on how to use them to communicate." This has led to students viewing language as a graduation requirement rather than a personal goal needed to thrive as a global citizen in an interconnected world. An optimistic Abbot explains that a shift away from this traditional view is underway:[23]

> *"[W]ith our changing demographics, our emphasis on global competitiveness and our increased use of the Internet and social media to stay connected—we are beginning to see a shift in attitude mainly among our young people. This shift involves viewing language learning and cultural understanding as a critical necessity*

for success in today's global environment. As young learners interact on a daily basis via the Internet, they are increasingly engaging with those who do not necessarily speak English. While historically American citizens had little need to know other languages, the interconnectivity of today's society guarantees that most U.S. citizens will encounter someone whose native language is not English—for most on a daily basis. And it is this interconnectivity that is forcing the shift in interest in language learning across the United States."

Language instruction must evolve as the purpose of language instruction itself evolves. The National Standards for Foreign Language Education reflect this goal. The "5 C's of Foreign Language Instruction" include:

1. **Communication**: Communicate in languages other than English.
2. **Cultures**: Gain knowledge and understanding of other cultures.
3. **Connections**: Connect with other disciplines and acquire information.
4. **Comparisons**: Develop insight into the nature of language and culture.
5. **Communities**: Participate in multilingual communities at home and around the world.

Context: Shift to Blended Learning

There is no reason why all students should not have access to high-quality world language instruction. The growing availability of high-quality online and blended learning resources empower schools and districts with a new set of tools and content that can expand student access to world language instruction by complementing or supplementing the current available offerings.

In America, the shifts to common college- and career-ready standards and the next generation of student assessments create an unprecedented national opportunity to make a renewed commitment to global competence. Innovative teachers like Yan Wang, a Kentucky teacher featured in an *Education Week* article about world languages and the Common Core State Standards, are finding ways to embed the new standards inside language curriculum and instruction.

Anywhere Anytime Learning

The rise of anywhere anytime learning was launched with Wikipedia in 1994—the year the World Wide Web took off. With growing global access to broadband and the explosion in access to inexpensive mobile devices, more than two billion people have access to anywhere anytime learning resources, including many open education resources (OER).[24] There are some OER language-learning resources[25] and free services like Google Translate.

Facebook launched in 2004. A few years later, there was great optimism about the use of social media in building global competence and boosting language acquisition. By itself, social media has failed to be a breakthrough in language acquisition.

Secondary and postsecondary full- and part-time online learning has grown steadily in the United States, including access to world language courses. For example, Middlebury Interactive currently serves the needs of nearly 170,000 K–12 students nationwide in 1,200 schools, including three-dozen virtual schools.

In 2012, massively open online courses (MOOC) extended access to free college courses to millions worldwide. While there are some language courses available from MIT Open Courseware, there is a distinct lack of world language courses among the MOOC community.

What is Blended Learning?

While informal and consumer language-learning opportunities have expanded significantly, the development that holds the greatest promise for improved world language proficiency is combining the access and flexibility of online learning with the support and motivation of on-site teachers.

Blended learning is defined by the Clayton Christensen Institute for Disruptive Innovation as "a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place, path and/or pace," and "at least in part at a supervised brick-and-mortar location away from home."[26] According to the Blended Learning Implementation Guide, published by experts in online and blended learning from Digital Learning Now!, Getting Smart, and The Learning Accelerator, schools that make the most effective use of new technology will adopt a model of blended learning that combines the best of online learning and face-to-face instruction in ways that improve student learning and teacher and school productivity.

At its core, the shift to blended learning is about the opportunity to personalize instruction and expand student learning experiences—and do it at scale. Blended learning eliminates the traditional boundaries of the school walls and expands student access to high-quality learning options that exist online. Blended learning gives students access to the best in technology—from devices and tools to online programs and applications. Blending traditional learning with digital learning also affords students with new mechanisms for creating, producing and collaborating.

There is also a growing body of evidence that digital learning contributes to deeper learning opportunities in three ways: 1) new tools, such as adaptive learning, customize individual skill building and prepare students to engage in higher level thinking and applied learning projects; 2) simulations, social learning and global connections can build student awareness of emerging issues and global competence; and 3) technology extends access to quality courses and teachers online.[27]

Implications for Teaching & Learning

The benefits of blended learning extend from students to teachers. Public Impact's Opportunity Culture Initiative is focused on extending the reach of great teachers by combining high-quality digital learning with high-quality teaching. Specifically, Public Impact explains, "The potential of blended learning to improve student achievement arises from two benefits of blended models that build on each other. One is the power of digital instruction to personalize learning. The other is the capacity of blended models to let schools reach more students with excellent teachers who ensure that students achieve ambitious, personally fulfilling goals."[28]

Technology helps teachers to create a 21st century global environment for language study by driving student engagement—which, in turn, motivates students to higher levels of success with the language. Scientific, research-based evidence supports platforms like Rosetta Stone and others help to create instructional opportunities in multimodal environments (e.g. aural, oral and visual) for engaging with the target language. Thanks to technology, the higher level of student engagement often promotes a great interest and excitement for travel to foreign countries and promotes collaboration, which is a stated goal and critical component of the 21st century global environment.

An analysis of Project Tomorrow's 2012 Speak Up Survey results reveals:

- World Language teachers are currently using technology at higher rates than the national teaching population.
- World Language teachers are using technology to improve their personal productivity and effectiveness.
- World Language teachers are using technology to personalize learning based on student need.
- Policy and infrastructure constraints continue to limit full technology integration in schools.
- World Language teachers believe that technology has a fundamental role in maximizing student achievement in language acquisition courses for 21st Century learners.

A recent webinar, Chart the Course for World Language Blended Learning, featured the West Linn-Wilsonville School District. The district believes in a constructivist approach to education, cultivating growth mindsets in their efforts to teach critical-thinking skills and global citizenship to students (including teaching students to think about social justice, empathy, respect, pride in heritage etc.).[29] In this webinar, Dr. Kathy Ludwig walks her audience through their language program structure, particularly discussing their choices behind the implementation of an immersive blended learning model for language instruction, since blended learning allows for the degree of "anytime, anywhere" personalization and expanded learning opportunities that underlie their program goals. Before the district implemented a program, the administration made it a point to reflect on why blended learning was important to them in order to find the right model for their own district, while considering their readiness for implementing that model, its scalability with respect to budget and its overall sustainability.

Preparing Students for the Global Age

The infographic Preparing Students for the Global Age explains that an education rich in opportunities to learn global competence will ensure that students have the knowledge and skills to succeed in an interconnected world and states that "Foreign language mastery is a key to success in the global marketplace."

CURRENT STATE OF WORLD LANGUAGE LEARNING

Realities of the Current System

The current state of world language instruction falls short of the nation's goals for global competence. Nancy Rhodes of the Center for Applied Linguistics has said, "Things cannot get worse. We are at the bottom of the barrel now." While multiple educational and governmental entities have been calling for increased world language instruction for decades, change has been slow and inconsistent. Since 1997, the number of elementary and middle schools offering world languages has fallen significantly, with rural, poor and public schools affected disproportionately compared to urban and suburban, less poor and private schools.

World language instruction in elementary and secondary schools is often seen as nonessential or overlooked completely, even though everyone from the Council on Foreign Relations to the White House has recognized its importance. Additionally, we've long known that beginning to learn a world language during childhood is better for later proficiency, but many students in the United States don't have access to world language classes until high school.

A recent survey of world language instruction in schools found that access for elementary and middle school students decreased significantly between 1997 to 2008, falling from 31 percent to 25 percent for elementary schools and from 75 percent to 58 percent for middle schools.[30] The percentage of high schools offering world language classes stayed about the same at 91 percent.[31] Only a small percentage of schools that did not offer world languages in 2008 expressed interest in offering world language instruction in the next two years (8 percent of elementary schools and 17 percent of secondary schools).[32]

The survey didn't ask schools why they were largely uninterested in offering world languages, but money and time are likely causes. Recent cuts and the federal No Child Left Behind law (NCLB) have put pressure on world language programs. The survey found that a third of schools reported that NCLB's emphasis on math and English testing has drawn resources away from world languages. Funding for the Foreign Language Assistance Program and the Title VI Fulbright-Hays program was cut from the fiscal year 2012 budget and has not been restored, despite calls for returning full funding. These cuts have been very slightly offset by programs funded by other countries; China subsidizes the salaries of Chinese language teachers in the United States.

Once students reach high school, they often have few language options. While learning any world language is beneficial for students, the languages most commonly offered—Spanish, followed by German and French—are not well-matched to economically and strategically important world languages, such as Arabic, Korean, Brazilian Portuguese and Mandarin Chinese.

More worrisome than the lack of overall student access to world language classes is the inequality of the access that does exist. Schools in rural or lower socioeconomic areas are far less likely to offer students access to world language classes. Public schools are also less likely to offer world language classes than private schools; in 2008, the percentage of private elementary schools offering world language classes was more than three times that of public schools.[33] Inequalities in access to world language classes—between public and private schools, and rural and low socioeconomic schools—translate into inequalities in opportunities for students. Students who miss out on world language classes are not only losing out on the less tangible benefits, such as cultural competency; ineligibility for many competitive colleges, which require two or more years of language learning, is a very real impact of lack of access to world language classes. Confounding the issue of access is a shortage of certified teachers. This shortage is especially acute for languages such as Arabic, for which there is currently no teacher certification system or adequate curriculum.

The challenges are numerous:

- Higher demand for ELL teachers
- No graduation requirements for world languages
- No funding stream dedicated to language
- Teachers struggle with how to implement technology into a classroom
- Leaders ponder the right time to leverage technology to teach language
- Overemphasis on grammar; unable to find practical balance
- Devaluing of world language compared to STEM in K12
- Closing/consolidation of language departments at college level
- Class time lost to tech support
- Large classes
- Lack of sufficient instructional time

Strengths & Opportunities

The situation isn't completely grim. Some states have seen demand for and enrollment in world language courses increase, even as nationwide access for public school students decreases. Students who do study world languages see benefits, regardless of which language they study. A study of Louisiana elementary school students found that children who studied a world language performed better on the English section of the state exams.[34] Surveys from College Board—the association that administers the SAT—show that for each year of foreign language study, average SAT scores in both the verbal and math sections increased significantly and that students who took four years of a foreign language scored more than 100 points higher on each section than students who took half a year or less.[35]

Research on blended options for world language instruction has shown that digital learning services (such as the Rosetta Stone combination of interactive lessons, online games and live tutoring) can be effective. A case study of the Rosetta Stone® TOTALe® PRO for K–12 solution found it effective for students in grades 3 through 6 who spent two and a half hours per week studying Mandarin Chinese. After 12 weeks, 94 percent of students increased their oral proficiency by at least one level.[36] Two other studies, looking at randomly selected users who used the Rosetta Stone solution to study Spanish, found they "significantly improved" their language skills after 55-64.5 hours of use; 56-100 percent of participants increased their oral proficiency by at least one level.[37,38]

A comparison study found the Rosetta Stone TOTALe PRO solution to be more effective than Rosetta Stone (Version 3) alone.[39] TOTALe PRO includes live online practice with native speaker tutors and an online community that supports real-world proficiency in addition to Rosetta Stone interactive lessons.

View Video:
Rosetta Stone TOTALe PRO: Language Learning in Action

According to a 2011 report, blended-language environments offer successful learning outcomes because students receive more personalized attention whether from the teacher or from the Rosetta Stone resources. Of most interest, the Rosetta Stone solution has enabled teachers to create the type of environment that motivates students to learn English, as evidenced by students asking to stay behind in the computer lab to complete lessons or even requesting to use the program at home. Consequently, this blended learning environment has provided quality solutions toward solving the complex and important problems that ELL teachers face in teaching students practical language and cultural skills, based on the drastically improved test scores in the cited districts (e.g. Manor Independent School District in Texas).

The benefits extend beyond academics to creative thinking, cultural awareness and global competency. "Students who study a foreign language have an openness and acceptance to people who speak other languages and come from other cultures," said Martha Abbott.[40] She explains, "We need to be growing students who can interact around the world. If we continue to grow a citizenry that is uncomfortable interacting and can't get out there on the global stage, then we're going to find ourselves in significant trouble in the world economy and the future."

NEXT GENERATION WORLD LANGUAGE LEARNING

The next generation of world language learning will target several goals that address both linguistic and cultural fluency. Traditional language classrooms tend to overemphasize grammar and drills and often underutilize communicative oral practice. In the next generation world language classroom, practical language fluency will become the aim for classroom study. The new world language classroom will chiefly target authentic, pragmatic student-centered communication through active immersion in order to teach immediately useable communicative skills, centered around creative thinking and problem-solving skills—which are too often lacking in current language classrooms. Technology will change the roles of both students and teachers by shifting the focus from the traditional teacher-centered model to a more productive, student-centered model. The role of the teacher, then, shifts from the focal point as disseminator of information to facilitator.

Currently, class time limitations restrict the amount of true interaction students receive each day, thereby limiting their overall exposure to the target language. Homework tends to be passive and drill-based, with emphasis on grammar rather than authentic communication, and time spent in class often tends to reinforce this kind of learning, leaving students with little real-world experience with the language and questions about the purpose of learning languages.

The "mobile classroom" will replace the traditional model and facilitate more active practice beyond the experiences in the classroom. Students will be able to experience the language anywhere and at any time, leading to use that is more active. Most importantly, in place of written worksheets, students will receive consistent oral and aural practice outside of the classroom, with oral feedback provided by teachers.

Because almost every difficult issue we face today is a collective, rather than a personal problem, globalization and cultural fluency will be more important than ever in that diversity and global awareness will become key components in helping future leaders of the world to work together to solve global problems.[41] As a result, cultural fluency will be emphasized as much as language fluency in the language classroom in the form of collaborative and interdisciplinary project works. Instead of simply acquiring grammatical fluency with the target language, students will be able to build toward actual cultural fluency by learning the skills they will necessarily rely on.

Key Design Principles

The specific design principles that will likely shape the future of world language classrooms are rooted in the same ideas that are impacting the full educational landscape—personalized learning that harnesses the power of technology to empower teachers with new tools to engage students in meaningful learning. These new models of instruction function to promote "growth mindsets," in which students are motivated by intrinsic means rather than the extrinsic motivators that characterize fixed-growth mindsets.[42] Within world language study, these principles can be broadly categorized into the following design principles:

Active immersion will become the hallmark of world languages programs. Immersion builds on the human being's innate ability to learn language by building on the way that we all learn to speak our native language as infants and applying that to learning a non-native language. In an immersive learning environment, students are fully surrounded by the new language they are learning—without encountering their native language along the way. Language acquisition programs that are built upon the principle of immersion offer careful, systematic presentation of language that allows students to learn language in contexts that mirror authentic communication. Student work will emphasize communicative activities, where communicative activities in the target language are practiced. Grammatical drills and other exercises without context will be replaced by real-time conversations, both with each other and also with external participants, including conversations with native speakers held in video conferencing tools like Google Hangouts. Highly successful immersive learning environments are both multisensory and multimodal—often using a combination of visual and auditory to complement oral practice to help students develop fluid communication of the new language.

"Opportunities to converse (speak, listen and respond), are essential to learning a world language. To date, educators have been forced to decide whether to introduce a synchronous speaking component, and by extension lose the anytime/anywhere power of online learning," says Steven Guttentag, President of Connections Learning. "However, new technologies are now allowing us to include the real conversations and maintain the flexibility of delivery. This is a real breakthrough for online world language instruction."[43]

The **mobile classroom** will replace the traditional lecture- and drill-centered classroom. Current class time lengths of 40-60 minutes have proven insufficient for providing active practice and effective language training, especially in schools with schedule structures that prohibit extended "block" time in language courses. In conjunction with "flipped" classroom ideas, however, mobile technologies will allow students and teachers to continue conversations beyond normal classroom hours. Teachers are now able to design customizable activities that will engage students in aural and oral practice outside of the classroom. For example, students can watch media in the target language and teachers can ask students to record audio or video responses to questions and easily collect responses, while easily providing similar audio and/or video feedback.

Student-centered collaboration will replace worksheets and textbook exercises with the goal of actively engaging students in immersive activities. In particular, "maker" culture, a term familiar in STEM disciplines, will grow in importance within language study. Students will become the creators of their own content, especially when judiciously combined with "flipped" classroom techniques. Blogging, to offer one example, in the target language can offer students the opportunity to self-reflect on language skills while incorporating cultural ideas, which allows students to reflect on the process of language learning and track their progress. Additionally, blogs provide a broader audience that encourages active readership and commentary with this community, and research shows that the quality of student writing improves as their audience expands.[44] Over time, personalized, student-driven content will replace the traditional textbook.

As journalist Arthur Koestler has argued, "[a]ll decisive events in the history of scientific thought can be described in terms of mental cross-fertilization between different disciplines."[45] Thus, more **interdisciplinary work** is required to emphasize the global utility of language study, especially as STEM disciplines are increasingly emphasized beside the humanities. Often impractical, drill-based activities in current language classrooms lead students to believe that there is little utility in learning a second language. However, given the growing importance of globalization and worldwide community, there is ample opportunity for underscoring the importance of cultural fluency in relation to other areas of study. Students will be able to combine other interests into their language study; in particular, passion-based learning (e.g. "20 percent time" or "genius hour" and inquiry-based projects) will drive student learning, with a focus on creativity, critical thinking, and problem-solving skills. Passion-based learning can be most effective in practice when mentors, in addition to teachers, work with students in areas of specific interest. For example, pairing a professional journalist in the target culture with a student who has an interest in journalism. If you measure narrowly, you see results just as narrowly, and so there needs to be more inquiry-based opportunities within education today.[46]

Language curricula will be designed around **game-based learning and augmented reality**. Games "are concentrated chunks ready for our brains to chew on," and as such, are perfect for the study of languages and the design principles offered here, since they "stoke our appetite for engagement."[47] As is supported by research in the emergent field of positive psychology, games offer intrinsic rewards, including satisfying work, hope for success, social connection and meaningful work. Just as importantly, games reward failure and encourage subsequent attempts to attain success.[48] In a well-designed game-based system, failure leads to optimism and optimism makes people more likely to seek out social support and develop strong relationships, which supports the goal of cultural fluency, beside language fluency.[49] That is to say, perhaps more than any other idea, games and gamification have the power to motivate students to learn by having fun, and as Raph Koster, one of the most influential experts on game design, has famously said, "with games, learning is the drug."[50] Augmented reality (AR) tools like Aurasma and Google Earth that allow students to explore foreign countries on mobile devices will become important as a supplement for travel. Travel to foreign countries, which is critically important for learning cultural

fluency and providing a live "classroom" for language practice, is difficult and prohibitively expensive for many students. AR, however, can be a very effective substitute for trips abroad, by allowing students to collectively place themselves in contexts that will enable them to explore culturally significant sites and discuss art, architecture etc., as if present at the site.

Traditional grading measures what you want it to measure by a standard of excellence that you determine in advance.[51] **Standards-based grading**, on the other hand, focuses on competency in the target language and will replace the traditional cumulative systems that too often serve to penalize students who encounter difficulties. Standards-based grading creates meaningful skill sets that students must acquire in order to attain mastery of a given discipline, and these skill sets are measurable by performance-based assessments. In world language study, standards that can be measured and assessed include target-language vocabulary, verbal morphology and even cultural expectations.

Students in **competency-based** systems will progress as they demonstrate mastery. Standards-based grading allows for differentiated and self-paced learning, in which all students move at their own pace in pursuit of the same set of skills, without the fear that they will be left behind. Blended environments facilitate students learning different languages and working at different rates and levels. Secondary and postsecondary students will earn credit based on demonstrated mastery allowing learning to occur in both formal and informal settings.[52]

PresenceLearning has gleaned five lessons from delivering over 250,000 live online speech therapy sessions:[54]

1. Anytime/anywhere access to distributed workforce of highly specialized experts has become a practical alternative to finding scarce local resources.
2. Kids love interacting online with a live expert and really are engaged—both individually and in groups.
3. For "digital natives," online just may be their most "natural environment."
4. The technology needed for live sessions—web connections, webcams and headsets—has become quite inexpensive and ubiquitous.
5. Research and experience indicates that live online sessions with experts are as effective or more effective than face-to-face sessions for speech-language therapy, occupational therapy, counseling and other live online consultation and coaching services.

Finally, the design concepts that underlie the revised intellectual space of the new world language classroom will also be reflected in the **reorganization of physical space**. Classrooms are already moving away from the rigid model of columnar desks, where students are focused on a clearly identifiable front of the room, with the teacher occupying the focal point at the center. Given that "the most productive tool for generating good ideas remains a circle of humans at a table, talking shop," tables, couches and other "social" furniture will replace the "factory" model desks that currently fill classrooms, allowing for more primary interaction and active use of the target language.[53] Additionally, whiteboards and chalkboards will be replaced with IdeaPaint (vel sim.) to transform classroom walls into creative thinking space, on which students and teachers can record their work and surround the classroom in the target culture, creating a truly engaging workspace. The space will become more interactive and collaborative, facilitating the design principles outlined above, rather than drills and lecture.

IMPLEMENTATION

Implementation of new blended learning design principles will require programs to rethink goals and make choices about new directions to take that may be difficult and time-consuming. Nevertheless, these choices should improve the overall quality of language instruction and, most of all, make language learning fun and engaging. When it comes to doing activities that bring happiness, it's easier to change minds than to change behaviors, and so driving change toward a new departmental philosophy should begin with ideas designed around specific goals that can produce demonstrable results.[55] Systematic change must start from the ground level and work its way up, and should be actively supported by school administration and leadership. They must place their full trust in teachers. Subsequent changes in the department's approach toward language instruction, then, will depend largely on the goals that the program chooses to set for itself.

Implementation Decisions

To begin the process of implementation, the department must consider how it presents itself, both internally to the rest of the school and to the public at large. With respect to department name, the outdated term "Foreign Language" is being replaced by "World Languages" in many department titles and will continue to spread to others. This marks the recognition of and participation in a global community in a similar way that science and math departments are using the term "STEM" as a designation for their collaborative work and collective goals. Language study, by way of studying culture and learning to appreciate differences, must include cultural fluency alongside language fluency, with emphasis on the increasing importance of globalization and the creation of a connected worldwide community. The changing of department names to "World Languages" signals the awareness of this fact to the school's community and provides a great first step for promoting the philosophy of language programs designed around the principles outlined above.

Next-generation models of world language instruction offer a wide variety of implementation options, depending on program goals and resources. Since each particular language program is unique, with its own strengths and weaknesses, it may well be helpful for each language program to conduct a review of itself and determine where it can use its strengths to facilitate the department's overall goals. Building on individual strengths and incorporating possible blended learning models around the suggested design strategies, programs should have a better idea for addressing their weaknesses and can, moreover, help teach each other best practices for implementation.

10 Sources for Digital World Language Learning

Verbling:
Making language learners fluent faster.

Rosetta Stone:
Leader in language learning.

WeSpeke:
Real conversations; IP from Carnegie Mellon.

Middlebury Interactive Languages:
Powers K12 language courses.

Duolingo:
Solid free resource (mostly European languages).

Voxy:
Learn English on the move.

Busuu:
Vocabulary and phrases supported by dialogues.

Foreign Services Institute:
Language learning materials for free personal use.

Florida Virtual School:
Full range of online language courses.

Pimsleur:
Simon & Schuster's comprehensive language catalog.

It should be clear from the design principles above that technology alone is not sufficient to transform the language classroom into the type of learning environment optimal for language study. Rather, the changes in curriculum design that will allow students to become more growth-oriented, creative and collaborative in thought, and intrinsically motivated to tackle problems are deeply rooted in the ideas that underlie the design principles, of which technology is only a small component. To design a component model,

then, a language program should first develop a clear vision for the goals that it wants to accomplish, based on the learning goals for students. Each program will have its own strengths and weaknesses to consider.

Before implementing any changes in a language program, it is critically important that departments commit to promoting themselves widely to the school community, including students, faculty and parents. Even though there are many opportunities for public art displays, performing arts shows, STEM days and other opportunities for promoting student work and departmental activities, very few regular events are devoted solely to world language programs for promoting their work. Promotion, especially when trying new things, is crucial for the concept of "information spillover," in that, when "[sharing] a common civic culture with thousands of other people, good ideas have a tendency to flow from mind to mind, even when creators try to keep them secret."[56] Therefore, language teachers must take charge of their own promotion and circulate departmental news on social media channels, including blog posts, Twitter updates and Facebook "fan" pages to help build community. Departments must support the teachers who are doing inspiring work with pride by creating these channels to give more meaning to student work, not only because it is important for departmental visibility, but because it is important for the sharing of ideas.

Because some of the design principles listed above require wholesale rethinking on how one approaches teaching, some aspects of implementation will be easier than others. First, increasing the amount of active immersion and the creation of a mobile classroom should be primary avenues for exploration. Active immersion can be accomplished in a number of ways, including exclusively using only the target language from the beginning of the year. Classwork should emphasize interactive conversational practice, rather than passive mechanical drills.

The creation of a mobile classroom will be more challenging, owing to the availability of technology and the opportunity for training. Faculty must depend on technology to create content and activities, and students must have access to devices at home and at school. Often overlooked, a robust Internet infrastructure is also critical for the success of a mobile classroom: no technology will be effective without reliable broadband connectivity, which should be a primary goal for all schools.[57]

Once buttressed with accessible devices and a dependable connectivity, mobile activities can begin to be incorporated into classwork through a variety of tools, many of which are widely available and free to use. Voice recording, for example, can be easily accomplished using Vocaroo, and the recording can then be shared with teachers for evaluation. Importantly, teachers can give oral feedback in a similar way and require students to engage their auditory skills when reviewing the feedback. Additionally, YouTube videos provide a rich resource for target-language and cultural content, and depending on what kind of devices students have access to, the YouTube Capture app (among several others) can be used to record their own video content for sharing within their YouTube accounts. Without much technical skill and effort, then, audio and oral activities can be done in and out of class rather easily as a complement to the usual written activities.[58]

Student collaboration is a natural extension of active immersion and the mobile classroom. Once active, mobile activities are established, their scope can be enlarged to include peer-to-peer work. In particular, students can record audio/video to share with peers, who will then be asked to provide the appropriate feedback themselves. In this kind of collaboration, students are creating work for each other, rather than for the teacher, and this larger audience typically inspires them to put more care and effort into their work.

Student blogs have also proven to be remarkably effective tools for several reasons, most of all for their demonstrably positive effects on student writing on account of the wide audience that they reach. Blogs are free to create and easy to maintain, with the ability to post a variety of content using any device (laptop and mobile devices). Teachers can easily read blogs, especially if taking advantage of RSS readers like Feedly, and give useful feedback through blog comments. Blogs can be at their most useful when students are reading each other's posts and commenting on their content, since commenting teaches practical readership skills and helps students to exchange ideas.

Interdisciplinary work, which can be a great tool for learning culture, requires a larger degree of participation across disciplines, and as such may be more difficult to implement than immersion or collaboration. Before projects between disciplines come together, it may be helpful to give students time for their own passion-based projects in a given language class—in which students are given the opportunity to work on a topic of their choosing. Inquiry-based learning (e.g. "20 percent time" or "genius hour" projects) is quickly becoming one of the more eagerly discussed topics in education, but the idea can be somewhat vague and thus difficult to implement without a clear plan. Instead of allowing students to work on any project without bounds, some restrictions should be placed on the projects.

For example, projects should aim to answer specific questions, with mentoring throughout the research. Initial statements such as "I want to learn more about Latin music" can be rephrased as "Who are some of the most influential Latin musicians and what made them so famous?"

Furthermore, emphasis should be placed on the research process, not the results, and assessment should focus on this process. The results of the project can be formally presented in a variety of media, including student-produced videos, blogs, and even class presentations, which allow students to take pride in their work. Finally, it is essential to the process that students be given many opportunities to present their work to their peers. Language departments should support student work by promoting it as widely as possible (e.g. school assemblies, social media channels, etc.).

Through inquiry-based projects, students will learn important real-world skills, including how to ask and answer questions that are important to them and how to present their work to larger audiences. With these skills more interdisciplinary work can be undertaken in the form of projects spanning multiple disciplines, with several teachers participating in the mentorship process. These projects will teach students how to make meaningful connections between subjects, which should help to increase their intrinsic motivation for studying each one.

Gamification, or the application of game mechanics (e.g. rules, scoring systems, levels, etc.) to non-game-based components of education, is becoming increasingly attractive for curriculum design. When done correctly, it gives students a safe place to learn where failure is actually rewarded and considered an integral component in learning. Games and game-based learning are about much more than play, however, and so thoughtful game design is critical. McGonigal has outlined the four defining traits of a good game:[59]

- Goal that creates a sense of purpose.
- Rules promoting creativity and strategic thinking.
- A feedback system that creates intrinsic motivation.
- Voluntary participation as a common ground.

These essential traits should be considered before gamifying any component of a language curriculum.

To begin implementing some form of gamification, teachers may choose to gamify behavior and model character education using tools like ClassDojo, before considering gamifying course content. Few disciplines lend themselves to the gamification of content better than language study, which is naturally based on trial and error and where mistakes directly help learning. Specific goals or challenges, like learning a verb tense or a grammatical function, can be easily incorporated into a game. As can larger goals, like the ability to obtain and understand information based on a conversation with someone. Not requiring skill from a player should be considered a cardinal sin in game design, and the challenges should ideally require the use of multiple abilities.[60] In language study, the different modalities, like aural comprehension, oral proficiency and cultural fluency, are obvious choices for the range of abilities that can be tested in a game.

The rules of a game can be built in any conceivable way but must engage with failure in some way that allows students to learn from mistakes.[61] Rules must not be punitive in such a way that can dampen intrinsic motivation and lead to fixed mindsets.[62] Rather, the rules of a game should be constructed to promote and reward resilience at all costs.

Feedback systems within gamified courses often make use of "badges" for tracking progress and accomplishments (cf. Class Badges, Mozilla Open Badges and Purdue University's Passport for managing badges). A badge can be awarded for mastery of vocabulary, grammatical or morphological concepts or culture, and badges can be combined with leveling to track student progress. For example, 10 badges could be required to "level up," which then gives students certain privileges or elevated status (cf. on standards-based grading below). A common ground and a shared experience naturally arises from voluntary participation in the game through intrinsic motivation to play.

Language study and game-based learning also gives way to standards-based grading, based on the clearly defined goals of the language classroom. These goals to be reached are, essentially, standards to be mastered. Traditionally, students are punished for mistakes, in which case a cumulative grading system can be punitive, thus promoting a fixed mindset and crushing any intrinsic motivation to actively test the language. Standards-based grading, especially when combined with a thoughtful game-based curriculum, can do the opposite by promoting intrinsic motivation in

rewarding failure and multiple attempts at mastery goals. Students become more eager to learn by having fun, instead of learning for the sake of an often-subjective grade.

A true standards-based assessment system, in fact, may not give grades at all; instead, feedback like "Exceeds Standards," "At Standards," and "Below Standards" may replace the traditional letter grades. Regardless of whether standards or grades are reported, a "grade" can be built through a leveling system determined by the number of badges awarded within a game-based system (e.g. 50 badges for an "A" or the designation "Above Standards," 40 badges for a "B" or "At Standards," etc.), which can also help motivate students to earn as many badges as possible, including cultural badges. Standards-based systems like this also allow for differentiated learning within a classroom and can let students feel comfortable moving at their own pace through the material, potentially offering a solution for language programs that are forced to offer mixed-level courses (e.g. Spanish 3/4). In a differentiated setting, "Above Standards" students could work on inquiry-based projects or even help their peers who are still working on the standards, motivated by an overall class badge awarded when everyone has attained or mastered a goal or specific set of goals.

Lastly, redesign of physical space may be impractical or impossible if confined by budgetary issues, space limitations or resource-sharing considerations. There may be no money for purchasing new furniture for a classroom, or the space may not be easily accommodating to change. But even if schools are unable to make large-scale changes to classroom space, physical space can often be used largely as an ally. Depending on a given day's objectives, desks can be moved around to create more a collaborative workspace, especially when doing collaborative group work. Most importantly, teachers can remove themselves from the front of the classroom, conducting class from different areas in class or even from different spaces on the school campus, to de-emphasize as much as possible the traditional teacher-centered model of education and the notion that students can only be learning if they are listening to a teacher.

An Implementation Case Study: Harvard-Westlake School

At the Harvard-Westlake School, the newly christened World Languages Department is beginning to incorporate these design principles, moving toward more of a "constructivist" approach toward teaching language.[63] Last year, the department welcomed visitors to each of the four language programs, who reviewed the programs and produced a report detailing individual strengths and weaknesses, along with a number of recommendations for improvement. Accordingly, each program has its own unique goals that are being addressed by their faculty and are moving through them in ways that best support each language curriculum, focusing first on individual strengths. In conjunction with the Canvas Learning Management System (LMS) and its Google Apps for Education account, this year Harvard-Westlake is implementing a 1:1 laptop program beginning in 7th grade, and the department will be using the program to implement some of the suggestions born from the review process around many of the design principles outlined above. All of the language programs will therefore implement some kind of cultural inquiry-based projects designed around technology this year.

The Spanish program is focusing on active immersion and collaboration by creating more opportunities for students to communicate with each other in the target language. Teachers are now regularly assigning homework that requires students to respond orally, which can be recorded easily and quickly using the LMS, and they then provide students with similar oral feedback. Some of the media projects that the department offers include creating students' own version of public service announcements that are similar to those currently being aired in Mexico, thereby engaging with contemporary Mexican culture. Spotify is used to share Spanish-language music that students listen to in class and even emulate in video projects. The program is also beginning to use blogs to foster student writing in Spanish and cultural literacy, along with encouraging readership and collaboration skills. Students can even use mobile devices to create blog posts around the Spanish-language culture they find in the greater Los Angeles area.

Without extensive worries about active immersion, the 7th-grade Latin IA course at the Harvard-Westlake School this year has been redesigned around game-based modules. Each module is composed of necessary vocabulary and grammatical content, along with cultural components (e.g. Roman geography, mythology, politics, literature, etc.) that will be explored through inquiry-based project work, including using Google Maps Engine Lite and Earth for geography, augmented reality for architecture and digital storytelling techniques for mythology, among others. Students will earn badges as they acquire proficiency with specific grammatical content (e.g. the "Latin FUNology" badge, "First Declension" badge, "Present Tense" badge, etc.), and they will also have the opportunity to earn their own unique badges for cultural content (e.g. the "Roman Senator" badge, the "Jupiter Optimus Maximus" badge, the "Roman Graffiti" badge, etc.), based on their project work.

Writing and, most importantly, speaking are the main concerns of the Chinese program, which is using technology to teach proper techniques for writing characters and understanding tones. The iPad® has been particularly useful in this regard, in that handwritten work and media recording are very easily done with the device. The program has also made heavy use of media tools for giving students practice speaking in Chinese and is continuing to investigate other media tools, in addition to testing the use of Student Response Systems like Socrative.

The French have always considered culture as one of their strengths, and they make effective use of it in their classes by bringing in French art and music to show students. Digital tools like Google Art Project and Google Earth have allowed them to widen their classroom exploration of Francophone art and architecture from all over the world.

In order to effectively incorporate effective design principles, both teachers and students must work toward technological fluency, which can be very difficult. It takes time and dedication to learn how to use the Canvas LSM and Google tools, which can often be intimidating to use. Moreover, the payoff from using technology does not always come quickly. Fortunately at the Harvard-Westlake School, a support system has been put in place with one teacher from each department, who has been given release time to serve as the Technology Integration Specialist (TIS). TISs work with faculty, including faculty from other departments, to help teachers integrate new design principles into their courses and give periodic workshops on specific tools or pedagogical ideas. The school also openly encourages professional development in any form useful to teachers, including funding conference work and school visits, while also giving release time for these opportunities. To date, a few weeks into the 1:1 program, teachers from every subject area have already begun to use technology in new and exciting ways with their students, along with higher levels of overall engagement, and teachers are excited to continue exploring technology.

To help the department incorporate these design principles into its language curricula, the classrooms will be the beneficiaries of a thorough remodeling this coming summer that will aim to shift focus away from the teacher and onto students, creating more collaborative space. In some classrooms, desks will be replaced with tables and couches, and wall space will be utilized to a higher efficiency, including walls converted into design space using IdeaPaint. The department is even considering adding a small kitchen space to help it teach cultural fluency through culinary projects.[64]

Finally, even the most elaborate collaborative spaces will be ineffective and go unused if there is insufficient class time in which to use the space. Middle School classes at Harvard-Westlake are only 40 minutes long, and so the school is beginning discussions around the potential use of a block schedule that, when combined with blended learning techniques within a 1:1 program, may help teachers to create more effective classroom experiences with students.

Implementation Models

While some schools with enterprising teachers will choose to design their own component models using existing school resources and drawing on Open Educational Resources, others are interested in purchasing a full-scale solution that offers a comprehensive and customizable world language instruction package, such as the Rosetta Stone solution, and/or work with an online learning provider.

There are three primary ways in which next generation world language programs can be implemented. Choices about which model is best suited to each school's needs must be driven by a decision-making process that begins with an evaluation of academic goals and includes a discussion of key factors related to desired language options, timeline, funding, technology, staffing and professional development. These key decisions echo those that drive the implementation of blended learning in any academic content area.[65]

World language systems can be deployed online, in a blended learning environment, or as a supplement in a component model.

Online Model

Learners access resources online at home or in school. This has also been called an a la carte or self-blend model, and may involve synchronous and asynchronous instruction.[66] As the name implies, a fully online model does not offer students access to traditional in-class instruction. However, depending on the program, students may work with online instructors. Students often choose the online model to access courses not offered by their school or district.

Blended Language Instructional Model

Blended instruction involves using a world language instruction program to support core instruction in a classroom setting. In this model, the key to success is thoughtful application of content from the digital learning environment back into the traditional classroom setting. High-quality blended world language programs offer comprehensive teacher tools and coordinated professional development to help educators identify opportunities for bringing these learning environments together.

Implementing Online Language-Learning Programs

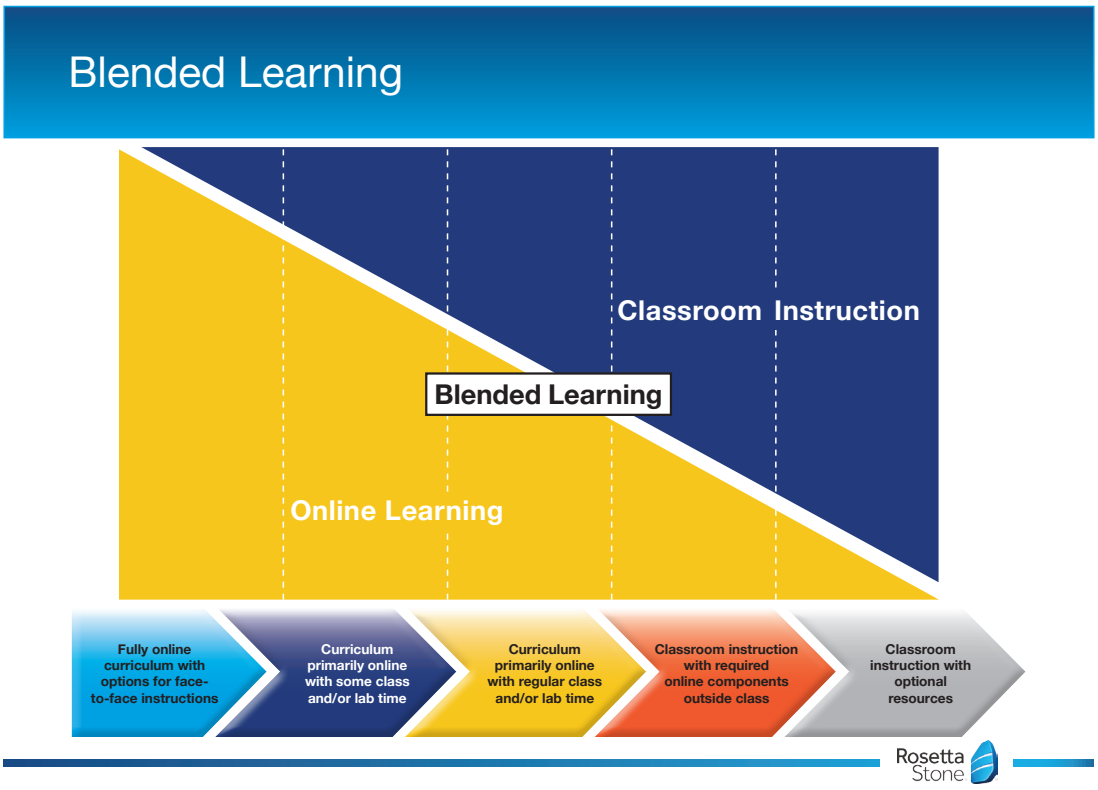
The infographic Implementing Online Language-Learning Programs shows current trends in language-learning programs and shows how schools can leverage technology to boost world language acquisition.

One of the key strengths of a blended learning model is the ability to customize the model to meet the individual needs of a school. Because implementation choices must be driven by the unique learning outcome goals of each school or district, it is difficult to recommend one "best" model for implementation. Additional factors that influence this decision include staffing, available technology, scheduling and funding.

Figure 1 shows the full range of possible blended learning models:

1. Fully online curriculum with options for face-to-face instruction.
2. Curriculum primarily online with some class and/or lab time.
3. Curriculum primarily online with regularly scheduled class and/or lab time.
4. Classroom instruction with required online components outside of class time.
5. Classroom instruction with optional online resources.

Figure 1



Supplemental Model

Comprehensive programs like the Rosetta Stone solution can also be used as a supplement to traditional or blended classroom. In a supplemental model, students may spend a standard amount of time in the digital learning program, with no formal introduction of the learning back into the traditional language classroom.

POLICY IMPLICATIONS

Policy plays an important role in eliminating barriers and creating space for the shift to next generation world language instruction. The following recommendations offer examples of the ways in which states, districts and the philanthropic community can support the shift.

Recommendations

States should:

1. Incorporate a goal for global competence and proficiency in more than one language (including bilingual schools).
2. Add language proficiency to graduation requirements.
3. Provide on demand (or frequently scheduled) end-of-course exams in top six languages (grade 6-12).
4. Authorize/approve multiple statewide online world language providers.
5. Provide free/discounted elementary access to online world language resources.
6. Provide portable course-based funding (grade 6-12).

Districts, networks and schools should:

1. Incorporate a goal for global competence and proficiency in more than one language.
2. Add language proficiency to graduation requirements.
3. Support development of a global competence portfolio including video and written artifacts.
4. Start weekly exposure to leading world languages in primary grades.
5. Offer at least the top six world languages to all students (grades 6-12) online and/or blended.

Philanthropy should:

1. Provide financial support to encourage state and district leaders to set world language goals and requirements.
2. Support public/private innovation partnerships between districts/networks and providers to pilot next-generation language-learning environments (e.g. similar to recent Washington, DC new school grant program but focused on world languages[67]).
3. Invest in innovative language-learning providers.

Delaware's Support for Next Gen World Language Instruction

Under the leadership of Governor Jack Markell, the state of Delaware offers a great example of the important role of state policy. Noting that Delaware's students lagged considerably behind Asian and European students who begin language instruction in the early elementary levels, the state launched The Governor's World Language Expansion Initiative in an effort to improve global competency through world language instruction. The program, implemented in five districts last year and eight districts this year, brings immersive, blended world language instruction in Mandarin Chinese or Spanish to elementary and middle school students. The goal is for students to be able to achieve Advanced Placement (AP) credit by ninth grade, in order to create the opportunity to acquire an additional world language AP credit in another language by graduation. There are also opportunities for students to participate in dual-enrollment options with post-secondary institutions to count toward a minor or major focus. Performance-based assessments are another hallmark of the program. The targeted outcome: "The Governor's World Language Expansion Initiative is an aggressive world language plan to prepare generations of Delaware students with the language skills to compete in an ever-changing global economy at home and around the world. In essence, Delaware will begin to graduate globally competitive students with advanced-level proficiency in languages, giving them an economic edge in the multilingual and multicultural workforce of the 21st century."[68]

CONCLUSION

"To prosper economically and to improve relations with other countries," US Secretary of Education Arne Duncan declared in 2010, "Americans need to read, speak and understand other languages." A less utilitarian but equally important view is that of Nelson Mandela, who said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Increasing students' world language skills and cultural/global competency is no longer a luxury—it is a 21st century necessity. American students, both elementary and secondary, need access to high-quality world language and culture curriculum; special attention needs to be paid to students who've had less access to languages as well as access to languages that are not currently commonly available (such as Chinese and Arabic). Support for world language courses must come from state and federal governments, which provide funding, but also from parents and students, who should be made aware of the benefits of studying world languages. Finally, teachers need access to certification courses and quality curriculum so that they can become great teachers of world languages, especially those for which certification doesn't currently exist.

Next-Gen World Language Learning

World language acquisition is an important component of global competitiveness and, beyond that, global competency. The latter is necessary for students if they are going to thrive in an interconnected world in which college and career readiness increasingly demands cultural fluency and world language fluency. The growing availability of high-quality online and blended learning resources empower schools with a new set of tools that can expand student access to world language instruction and improve global competency.

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Winifred Kehl is an education researcher, science writer and museum exhibit developer who specializes in informal (outside the classroom) science education. Her past projects include research, writing and development for exhibits at the Museum of Flight, the Pacific Science Center and the Bruke Museum of Natural History and Culture; research and writing for Museum magazine; and outreach materials for the National Oceanic and Atmospheric Administration (NOAA). She has a background in biology, geology and linguistics and received her Master of Arts in museology from the University of Washington.

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Moss Pike graduated from Cornell University with a degree in Applied and Engineering Physics but later decided to shift his career focus to teaching and the ancient world, after taking courses in Latin literature and Roman history. While working on an MA in Classics at UCLA, he discovered historical linguistics, which further propelled him to a PhD Program in Indo-European Studies to study the Greek and Latin languages. He now teaches Latin at the Harvard-Westlake School, where he is experimenting with gamification and other blended learning ideas in their new 1:1 laptop environment. He is also the Middle School Dean of Faculty and a Google Certified Teacher, working closely with faculty on professional development and technology integration.

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Disclosures:

Digital Learning Now!, Florida Virtual School (FLVS) and PresenceLearning are Getting Smart Advocacy Partners.

APPENDIX: ROSETTA STONE SCHOOL STORIES

Bullitt County Public Schools

Bullitt County Public Schools (BCPS) is the seventh-largest school district in Kentucky, with 23 schools. The district has seen tremendous growth in the English language learner (ELL) population but, with few students per school spread out over a large geographic area, hiring full-time English language instructors for each school isn't cost effective. The district was not meeting the federal adequate yearly progress (AYP) requirement and needed to improve English language proficiency.

BCPS used an independent study model where ELL students spent 30-40 minutes a day, five days a week, using Rosetta Stone® software in labs with staff assistants. The district benchmarked two completed levels of the Rosetta Stone solution per academic year. An administrative assistant monitored student progress using Rosetta Stone Manager™, which generates reports and helps administrators take action when needed to keep learners on track. The results included a more than 50 percent increase in student test scores on the WIDA ACCESS for ELLS® (composite).

Guthrie Common School District

Guthrie Common School District (GCSD) is in the third least-populated county in the United States, but still needed to fulfill the state of Texas's requirement to offer students credits for two- or three-year language courses. With 100 students in the entire district, GCSD didn't want to hire additional full-time staff. Instead, the district hired a lead Spanish teacher to create virtual Spanish 1 and 2 courses for grades 8-12, using the Rosetta Stone solution for core instruction. Courses were designed to meet Texas state standards and were approved by the Texas Virtual School Network, and achieved a 94.6 percent student course pass rate.

Barack Obama Male Leadership Academy

Barack Obama Male Leadership Academy (BOMLA), part of the Dallas Independent School District, wanted to provide Latin, Chinese and Spanish language courses for grades 6-12. The mission of the Academy is to "develop young men into impactful leaders . . . for the global society of tomorrow." With an eye towards global competency, they developed a project-based, blended-classroom approach using the Rosetta Stone solution, extending classroom instruction beyond the school day with anytime access to the program. Students spent 1.5 hours per week learning a world language and presented project deliverables in that language. In addition to increased student confidence in their new language skills, this successful program saw a 67 percent increase in enrollment in world language courses.

Colvin Run Elementary School

Colvin Run Elementary School wanted to help their K-6th grade students be more competitive in the global community and broaden their worldviews. The school used the Rosetta Course® platform to support and expand their existing Spanish curriculum in blended classrooms. They used the Rosetta Stone TOTALe® PRO for K-12 solution to create an independent study program for languages like Chinese, which the school had no expert teacher for. Students also had access to additional language practice through Rosetta Studio® sessions and Rosetta World® activities- an online learning "world" where schools can create learning villages for their students. Additionally, the Colvin Run Parent Teacher Organization supplied netbooks for students to use in a world language lab. After 13 weeks, oral proficiency improved by at least one level in 90 percent of the students and listening proficiency improved by at least one level in over 60 percent of the students.

West Linn-Wilsonville School District

West Linn-Wilsonville School District in the south metropolitan area of Portland, Oregon has approximately 8,400 students. The district wanted to complement and expand language instruction for its students and offer access outside the classroom as well as differentiated instruction suited to individual students' level and pace of learning. Six schools in the district used Rosetta Course® lessons to offer core language skills twice a week in Spanish for K–5 students; three schools offered Chinese. This was combined with live classroom interaction with fluent instructors. Because the schools were able to supply students with access to Rosetta Course® lessons for less than the cost of one teacher, they were able to provide students with additional classroom instruction.

Little Rock School District

Little Rock School District created a summer program to build language proficiency and literacy skills for English Learners (ELs) with the goal of bridging language learning from one academic year to another. The summer camp "Camp Can Do!" is a full-day, four-week program that incorporates Rosetta Course® lessons for kindergarten through fifth-grade learners. The district has seen a 75 percent increase in student scores between pre- and post-tests.

Wade King Elementary School

Wade King Elementary School serves approximately 450 students, of which about 3% are English Language Learners, 18% are eligible for free or reduced lunch and 100% are currently learning a world language. All students in grades one through five have used the Rosetta Stone Chinese language program for the past five years as part of the school's effort to meet requirements for becoming an authorized International Baccalaureate school. Students are able to work at their own pace, and benefit from individualized instruction and access from home. The Rosetta Stone solution supports visual and auditory learners, and supplements Chinese instruction taught by a native speaker. Additionally, ELL students can use the Rosetta Stone platform to learn English.

KM Global School for Global Leadership & Innovation

At KM Global – a charter school for high school students interested in international affairs and leadership – all 43 students are learning a world language. Thanks to a blended learning environment that makes use of the Rosetta Stone solution, students can choose from French, Spanish, German and Mandarin – and some students are learning more than one. Students use Rosetta Stone software 100 minutes per week. Students can also access the software from home, and from multiple devices. KM Global's director, Michele Koper, explains why the school chose Rosetta Stone: "We are a school that focuses on global studies, and four years of world language is a requirement. When starting our school, we knew we wanted students to have constant access to world languages, as well as multiple choices. Rosetta Stone gives us access to multiple languages, allows students to work at their own pace, and the ability to practice their speaking in a self-pace, non-traditional setting." Students' teachers help them adjust to the Rosetta Stone teaching format, and help them make connections between digital and classroom learning environments. "Grammar isn't explicitly taught, so students may not understand the construction that they may need to use in certain circumstances.This is something that we give direct instruction on." The school is happy with the results: Rosetta Stone software has allowed students to accelerate faster than they typically would. "We've seen an increase in conversational competence." Additionally, the software gives students opportunities that the small school doesn't have instructors for. "In addition to the instructor led French, Spanish, and Mandarin that we have offered, students have been able to use Rosetta Stone to learn the basics of languages such as Russian and Arabic. It also gives students options to take more than one language, not worrying about scheduling. Parents have been thankful that their children have this unique opportunity." KM Global's world language teacher Michelle Weber is impressed with what she has seen. "It gives me the opportunity to differentiate my small-group lessons based on what my students need at the time."

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