FOREIGN LANGUAGE in the
ELEMENTARY SCHOOL

An Overview of the Shepaug Valley Regional School District FLES Spanish Program

Presented to the
Region 12 Board of Education
December 2005

Virginia Staugaitis
Mary Rose Granka
Guiding Principles

- Begin preparation for 21st Century
- Build appreciation for & understanding of a foreign language & different cultures
- Integrated into regular classroom activities and routines
- Regular and brief interactions
- Support and reinforce existing elementary curriculum
- Collaboration with the classroom teacher
- Communication with parents
- Natural reinforcement of language development
- Everybody succeeds
- Learning a second language can and should be fun
- Recent Brain research shows that the “window of opportunity” for learning a second language is better achieved before the age of 10
Content Standards

Connecticut’s Common Core of Learning for World Languages states:

“By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language”

Program Goals:
As a result of education in Grades K-12, Students will:

- Communicate in at least one language other than English
- Gain knowledge and understanding of other cultures
- Make connections with other areas of study and acquire information
- Understand the nature of language and cultures through comparisons
- Participate in multilingual communities within a variety of contexts
Program Focus

- Establish a foundation for later learning
- Emphasize oral language
- Recognize basic Spanish words and phrases
- Develop basic spoken vocabulary (related to everyday experiences in the classroom and at home)
- Understand and use simple phrases
- Develop awareness and appreciation of other cultures
- Incorporation of literacy skills (reading and writing)
- Novice level of proficiency
Region 12’s FLES Program

- **Sequential FLES** (Foreign Language in the Elementary School) **K-5 Program**
- Sessions are between 75-90 minutes a week
- **Content Based** (integrate foreign language with other subjects of the elementary curriculum)
- Two teachers service all three elementary schools
Topics

- Greetings
- Classroom (commands)
- School Activities
- Numbers
- Colors
- Family
- Body Parts
- Clothing
- Days of the Week
- Months
- Seasons
- Weather
- Food
- Animals
- Classroom Themes

All integrated into the regular classroom lessons and routines
Example: Colors

Objective: Students will be able to recognize and use the Spanish name for up to 10 basic colors.

Structure:
- rojo
- azul
- blanco
- negro
- verde
- amarillo
- rosado
- anaranjado
- morado
- pardo
- ¿De que color es?
- Es...
- ¿Quien tiene?

Strategies & Materials:
- Identify color and colored objects
- TPR
- Personalized questions (e.g., clothing)
- Art Masterworks
- Bag of objects
- Link with food, clothing, animals, etc.
- Picture books (e.g., “Clifford,” “Is it red? Is it yellow? Is it blue?” “El Autobus Escolor”)
- Games

Integration:
- LA - vocabulary
- Math - patterns
- Art - identify colors
- Themes - introduce colors

Culture:
- Spanish art masterpieces
- Flags of Mexico, Spain, etc.
Integration

- Natural support for classroom activities and curriculum
- Follow the students - based on their routine
- Incorporate Spanish into classroom themes
- Integrate words, phrases and culture
  - regular lessons
  - “specials” (art, music, physical education)
- Assist teachers and support staff in their efforts to learn and use Spanish
Classroom Theme: Bears

Name: Oso, Osito
Color: ¿De qué color es?
(NEGRO, BLANCO, etc.)

Counting: ¿Cuántos son?

Habitat: ¿Dónde vive?
(BOSQUE, MONTAÑAS, CERCA AGUA)

Size: ¿Cómo es?
(Grande, mediano, pequeño)

Food: ¿Qué come?
(Pez, vegetales, insectos, etc.)

Story: Los Tres Osos
Oso Pardo, Oso Pardo

Family: ¿Quién es?
Madre, padre, bebé

Example of Integration
Methods

- Must be age-appropriate
- Use of:
  - puppets
  - songs
  - games
  - stories and poems
  - pictures and objects
- Questions and brief interactions
- Certificates and stickers
- Reinforcement, recognition and praise
Assessment

Formal & Informal

Formal

Achievement: 3-5
- Measure receptive abilities in listening, numbers, vocabulary
- Written and oral skills

Achievement: K-2
- Measure receptive and oral skills

Informal

- pairing activities
- surveying
- interviewing
- checklists
- board games
- card games (e.g. go fish)
- reciting poems / rhymes
- singing songs
Development & Evolution of the Elementary Spanish Curriculum

Factors Influencing Development

- Teacher Input (Elementary & Middle School)
- Best Practices (National Language, FLES, Consultants)
- SDE Guidelines
- Experience ("What Works" & "What Doesn't")
- Existing Programs (e.g., Glastonbury, Waterford)
- Parent & Student Feedback

Process of Development

- Preliminary Curriculum (Fall 1996)
- Ongoing Evaluation
- Modifications & Refinement (Ongoing)
- Revised Curriculum (Summer 1996)

- Teacher Surveys
- Parent Surveys
- SDE Guideline Review
- Experience
- Review of Middle School Curriculum
- Review by Expert Consultant
- Administrative Review
Dear Parents:

We are interested in receiving some feedback to help us better meet the needs of the students and their parents. Please take a few minutes to complete this survey. Your feedback, ideas and recommendations will help us make improvements to the program. YOUR OPINION IS VERY IMPORTANT. All responses are completely anonymous.

Please take a few minutes today to complete the survey. When you have finished, please put it in the attached envelope and send it back to school with your child. We would appreciate receiving all surveys by the end of the week.

If you have any questions about the program please feel free to call us. We’ll get back to you right away.

Thank you for your assistance.

Ginny Staugaitis
Mary Rose Granka

Region 12 Elementary Spanish Program
Shepaug Valley School District
Elementary Foreign Language Program

Major Themes from the 2005 Survey

• Highest satisfaction in early grades
  • Highest ratings on:
    • In favor of foreign language
    • Will enhance progress in other subjects
    • Child makes positive comments about Spanish
    • Child likes Spanish

• Lowest ratings on:
  • Receive enough information
  • Use Spanish at home
  • Talk about Spanish at home

Survey distributed in November 2005
193 parents responded
## FAMILY SURVEY RESULTS
### 2005

2005 Family Survey  
Average Ratings by Survey Statement  
All R12 Elementary Schools Combined

| Survey Statement                  | GRADE  
|----------------------------------|--------|--------|--------|--------|--------|--------| Average All Grades |
|                                  | K  | 1  | 2  | 3  | 4  | 5  |                   |
| Talks about Spanish              | 3.56 | 3.34 | 2.89 | 3.03 | 2.61 | 2.82 | 3.04 |
| Positive comments                | 3.58 | 3.44 | 3.28 | 3.18 | 3.23 | 3.11 | 3.30 |
| Feels successful                 | 3.55 | 3.42 | 3.14 | 3.23 | 3.15 | 2.96 | 3.24 |
| Likes Spanish                    | 3.55 | 3.45 | 3.32 | 3.45 | 3.23 | 3.04 | 3.34 |
| Benefiting from Spanish          | 3.58 | 3.46 | 3.11 | 3.43 | 3.26 | 3.30 | 3.36 |
| Receiving enough information     | 3.03 | 2.64 | 2.81 | 2.78 | 2.82 | 2.59 | 2.78 |
| Uses Spanish words               | 3.56 | 3.21 | 2.92 | 2.82 | 2.46 | 2.61 | 2.93 |
| In favor of foreign language     | 3.79 | 3.82 | 3.56 | 3.84 | 3.65 | 3.79 | 3.74 |
| Will enhance progress            | 3.56 | 3.62 | 3.53 | 3.66 | 3.45 | 3.50 | 3.55 |
| Average Rating by Grade          | 3.53 | 3.38 | 3.17 | 3.27 | 3.10 | 3.08 | 3.25 |

No. Responses 193
### FLES Family Survey Results for Region 12

**All Grades and Schools Combined**

**November 2005**

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will enhance progress</td>
<td>3.55</td>
</tr>
<tr>
<td>In favor of foreign language</td>
<td>3.74</td>
</tr>
<tr>
<td>Uses Spanish words</td>
<td>2.93</td>
</tr>
<tr>
<td>Receiving enough information</td>
<td>2.78</td>
</tr>
<tr>
<td>Benefiting from Spanish</td>
<td>3.36</td>
</tr>
<tr>
<td>Likes Spanish</td>
<td>3.34</td>
</tr>
<tr>
<td>Feels successful</td>
<td>3.24</td>
</tr>
<tr>
<td>Positive comments</td>
<td>3.30</td>
</tr>
<tr>
<td>Talks about Spanish</td>
<td>3.04</td>
</tr>
</tbody>
</table>

**Average Rating = 3.25**

Strongly Agree = 4.0 to Strongly Disagree = 1.0
FAMILY SURVEY RESULTS
By School

FLES Family Survey: Washington Primary
All Grades Combined
November 2005
Average Rating = 3.40

- Will enhance progress: 3.64
- In favor of foreign language: 3.75
- Uses Spanish words: 3.02
- Receiving enough information: 3.49
- Benefiting from Spanish: 3.32
- Likes Spanish: 3.40
- Feels successful: 3.40
- Positive comments: 3.40
- Talks about Spanish: 3.15

FLES Family Survey: Booth
All Grades Combined
November 2005
Average Rating = 3.18

- Will enhance progress: 3.49
- In favor of foreign language: 3.66
- Uses Spanish words: 2.95
- Receiving enough information: 3.55
- Benefiting from Spanish: 3.28
- Likes Spanish: 3.24
- Feels successful: 3.20
- Positive comments: 3.22
- Talks about Spanish: 3.06

FLES Family Survey: Burnham
All Grades Combined
November 2005
Average Rating = 3.18

- Will enhance progress: 3.50
- In favor of foreign language: 3.78
- Uses Spanish words: 2.83
- Receiving enough information: 2.38
- Benefiting from Spanish: 3.28
- Likes Spanish: 3.19
- Feels successful: 3.39
- Positive comments: 3.36
- Talks about Spanish: 2.90

Strongly Agree = 4.0 to Strongly Disagree = 1.0
Improvement Targets
Suggested by the Family Survey Results

- Expand methods for sharing information with families
- Provide materials to encourage use of Spanish at home
  - Student focus
  - Family focus
A Few Examples

3rd Grade
RESTAURANT SKIT
Spanish Program
5th Grade Autobiography
Spanish Program
Washington Primary
5th Grade Autobiography
Spanish Program
Booth Free School
Learning Spanish can be fun!
Diverse array of interesting activities that provide opportunities for student participation