



**WORLD LANGUAGE PROGRAM RECOMMENDATIONS
MONTCLAIR PUBLIC SCHOOLS
DECEMBER 2016
PREPARED BY JESSICA LASUSA, WORLD LANGUAGE CONSULTANT**

DATA COLLECTION

These recommendations are informed by data collected by the consultant from July through December 2016 using the following methods: teacher questionnaires, teacher interviews, administrator interviews, classroom observations, and test score data/participation rate review and analysis.

RECOMMENDATIONS THAT APPLY TO WORLD LANGUAGE K-12

ARTICULATION

One topic came up more than any other during this project: articulation.

At every level (elementary, middle and high school), the World Language teachers, themselves, believe that a deficient component of the program is articulation.

With regard to vertical articulation, specifically, when students leave fifth grade and move to middle school, there is very limited articulation, and students' current level of proficiency is not taken into account. Similarly, when students leave the middle school and enter the high school, there is no mechanism for teachers to discuss the specific level of proficiency with the students' new teachers, nor is there a uniform benchmark assessment in place to validate student placement. The lack of articulation leaves the program with two significant deficits: lack of communication about specific students' current level of proficiency, and a lack of communication about the curriculum and its implementation.

At this very point in time, the horizontal articulation is slightly better than the vertical, as many teachers are seeking out other teachers of the same level and discussing student progress and curricular pacing. *However, it is recommended that a strong emphasis be placed on carving out time once or twice a year for vertical articulation, and (a minimum of) monthly for horizontal articulation between buildings and teachers at the same level or course (elementary, middle, and high school).*

EQUITY OF ELEMENTARY PROGRAM

Elementary Schools within Montclair are currently implementing different schedules with differing number of minutes of World Language instruction. Consequently, students from different buildings are not able to reach the same level of proficiency in the target language by the end of their elementary school experience. If school-based schedules could be adjusted to provide the same number of weekly minutes of World Language instruction at each elementary school, students would receive a more equitable program. Additionally, some elementary schools within Montclair have a more well-developed World Language program than others, providing students from those schools with an advantage over students who attend elementary schools with a less well-developed World Language program. Specifically, Nishuane and Hillside offer a more clearly articulated and target language-immersed World Language program than any of the others.

A more equitable elementary program would enable the middle schools to have a better understanding of the expected proficiency level(s) of their incoming sixth grade students, and thus enable them to begin instruction where students have left off. *In the absence of a uniform elementary program (K-5), middle schools are not able to adequately address the starting point for students in sixth grade.*

ELIMINATION OF CODE-SWITCHING

I recommend that all administrators and World Language teachers uphold the ACTFL target language position statement, which states that a minimum of 90% of instruction should take place in the target language. Correspondingly, code-switching from English into the target language should be avoided and detracts from the successful implementation of the target language position statement. Code switching by the teacher within a World Language class is evidence of a need for professional development on how to maintain an immersed target language setting.

It must be noted that in many World Language classrooms in Montclair, code-switching was observed. The specific type of code-switching that has been observed at all levels of World Language classes in Montclair is referred to as "Intra-Sentential Code-Switching." This type of code-switching indicates that the teacher is switching between two languages within the same sentence. Some examples, pulled from classroom observations, are "Let's look around the room and see who is *listos*" "Who can translate *numero tres*" "His music makes people *feliz*." Additionally, but less often, teachers used "Extra-Sentential Code-Switching", where the teacher says something entirely in the target language, pauses, and repeats the entire utterance in English. This type of code-switching teaches students that if they wait long enough, the teacher will tell them what they need to know in English and they eventually tune out the target language entirely.

It is imperative that teachers receive professional development on how to properly implement an immersed target language setting and eliminate code-switching.

ESTABLISHMENT OF ACTFL PROFICIENCY TARGETS AND INTEGRATION OF ACTFL “CAN-DO” DESCRIPTORS FOR THE END OF EVERY COURSE OR GRADE SEQUENCE

“To begin with the end in mind means to start with a clear understanding of your destination.”

- Stephen Covey.

To begin with the end in mind, a teacher must know what student outcomes they are targeting for the end of every course. To this end, and in order to deliver a meaningful World Language curriculum, it is recommended that all Montclair World Language teachers work collaboratively to establish which ACTFL (American Council on the Teaching of Foreign Languages) proficiency level should be targeted for the end of every course (middle and high school) or grade level (elementary). For example, it takes a predetermined number of clock hours for an average student to reach any given level of proficiency, as long as they are provided sufficient comprehensible input (please see Figure 1 on page 13, taken from the *ETS Oral Proficiency Testing Manual*).

For example, it takes students of average aptitude (and high motivation) 240 clock hours to reach the intermediate-mid level of language proficiency. Correspondingly, based on the World Language schedule at Northeast School, it *may* be possible for students to reach the Novice-Mid level of proficiency as defined by ACTFL by the end of second grade. Knowing that students should reach this level by the end of grade two will assist the grade three teacher to pinpoint the type of comprehensible input to provide, the type of assessments to design, and the type of activities that are appropriate and rigorous for the students.

Having a target for proficiency will help teachers of every grade and course to know where students are on the continuum of language acquisition when they start a course, and how to move them to the next level.

Additionally, the ACTFL “Can Do” Descriptors should be used as a planning and assessment tool as they facilitate for teachers and students what students know and are able to do in the target language and are correlated to the ACTFL proficiency guidelines. For example, an ACTFL Novice-Mid Can-Do statement of “I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized” can help students to understand their own linguistic journey, as well as what they know and are able to express in the target language. Likewise, it can help the teacher to have appropriate expectations for oral linguistic production, and it can help her or him design appropriate yet challenging activities to move the student(s) to the next level of proficiency.

DEVELOPMENT OF A SHARED REPERTOIRE OF PERFORMANCE-BASED ASSESSMENT TASKS AND CREATION/IMPLEMENTATION OF BENCHMARK ASSESSMENTS

When using performance-based assessments, students are required to create a product or a response that demonstrates proficiency in a skill or understanding of a concept. Typically, performance assessments are authentic in that they are structured around real-life situations. In addition to receiving training on how to create performance-based assessments, World Language teachers should also understand how to design rubrics that clearly articulate how each task will be measured and evaluated. It is recommended that all World Language teachers receive professional development on how to

design authentic, performance-based assessments and rubrics to interpret the results. Teachers should be given ongoing opportunities throughout the school-year to collaborate on the refinement of performance-based tasks and teachers should consider administering common assessments to students in the same level of course at different schools. Teachers should be encouraged to create a repertoire of shared performance-task for every grade level (elementary) and course (middle and high school).

Furthermore, it is recommended that all Montclair World Language teachers work collaboratively to design and implement benchmark assessments for the end of every sequence (for example K-2 or 3-5), grade (for example, grade 6) or course (high school) to see if students are meeting the targeted proficiency. Benchmark assessments should be performance-based and measure listening, speaking, reading, and writing.

PROFESSIONAL DEVELOPMENT FOR WORLD LANGUAGE TEACHERS:

High quality or effective professional development is defined by Darling-Hammond, L., Wei, R.C., Andree, A., Richardson, N., and Orphanos, S. in their 2009 report entitled *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*, as “that which results in improvements in teachers’ knowledge and instructional practice, as well as improved student learning outcomes.”

Link to article: <https://edpolicy.stanford.edu/sites/default/files/publications/professional-learning-learning-profession-status-report-teacher-development-us-and-abroad.pdf>

“The content of the professional development is most useful when it focuses on “concrete tasks of teaching, assessment, observation and reflection” (Darling-Hammond & McLaughlin, 1995, p. 598), rather than abstract discussions of teaching.”

To this end, it is of critical importance that the World Language teachers in all Montclair Public Schools receive ongoing, high-quality, World Language-specific professional development. In order for the professional development to have a positive impact on student learning, it must be highly specialized to provide information based on best-practices in World Language education on topics that can be applied directly to their daily teaching and assessing of students. The professional development must not focus on teaching in general, but on specific aspects of World Language education that can enhance student learning immediately.

Some topics that will assist World Language teachers include TPR-S (teaching proficiency through reading/storytelling) training to teach vocabulary through reading developmentally appropriate and engaging stories. Based on Stephen Krashen’s theory of comprehensible input, students acquire written and spoken language faster and better when exposed to words in a context that is ever so slightly more complex than their own current level of proficiency. A wide variety of TPR-S materials are available for use in the world language classroom, and teachers should understand how to use them with their students. It is recommended that all levels of World Language teachers (K-12) receive training on TPR-S and how this method will help students to acquire language in a meaningful context.

It is recommended that professional development time be used to bring in an expert on TPR-S and provide in-depth training to teachers in the department. Experts on TPR-S can be found using the link below.

Link to recommended TPR-S presenters: <https://tprstorytelling.com/workshops-webinars/about-our-presenters/>

Based on teacher survey data, it is also recommended that World Language teachers receive professional development on *Second Language Acquisition Theory and Comprehensible Input*, *Performance-Based Assessment Design*, *How to Integrate Technology to Enhance World Language Instruction*, and *The Role of Grammar in the World Language Classroom*.

Dr. Joseph Goebel, Chairperson of World Languages at TCNJ is able to present on the aforementioned topics (contact page for Dr. Joe Goebel: <https://wlc.tcnj.edu/about/faculty-directory/dr-joseph-goebel-jr/>) and Dr. Cynthia Martin from ACTFL is able to present on the role of grammar.

Below is a link to a recommended ACTFL Workshop by Dr. Cynthia Martin on grammar instruction (scroll to bottom of page on the link): <https://www.actfl.org/assessment-professional-development/professional-development-workshops/proficiency-assessment-workshops-opi-wpt>

PROFESSIONAL DEVELOPMENT FOR BUILDING ADMINISTRATORS

Building administrators throughout the Montclair Schools who directly supervise World Language teachers are recommended to receive professional development on several critically important topics including: An Introduction to Second Language Acquisition Theory, Hallmarks of an Immersed Classroom, and an Overview of the ACTFL Proficiency Guidelines. A worthwhile building administrator checklist for what to look for within a World Language classroom can be found on the GA department of Education website following the web address below (borrowed with permission from Georgia Department of Education). It can be used during observations and to guide post-observation conference discussions.

A link to the checklist can be found here:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/1AdministratorsWalkThroughofWLClassrooms.pdf>

This checklist was published in 2006 by Sauer, VanHouten and Vinson.

Additionally, district administrators who supervise World Language teachers should consider attending a FLENJ (Foreign Language Educators of New Jersey) conference this spring entitled "Preparing the Next Generation of World Language Teachers: A Workshop for WL Supervisors and New Teacher Mentors." The workshop will give an overview of the ACTFL Oral Proficiency Guidelines, Second Language Acquisition Theory, the creation of appropriate World Language rubrics, and many other topics. A link to this workshop can be found here: [Dr. Joseph Goebel Workshop: https://flenj.org/portfolio-item/project-4-office-tower/](https://flenj.org/portfolio-item/project-4-office-tower/)

ESTABLISH A PARTNERSHIP WITH A UNIVERSITY WORLD LANGUAGE EXPERT FOR SUSTAINED PROFESSIONAL DEVELOPMENT FOR TEACHERS

In the absence of a dedicated World Language Supervisor to provide ongoing professional development to district teachers, it is recommended that the district seek out a World Language expert from a local university who is able to provide in-district training on topics that would benefit the department. This relationship will prove to be a long-term investment in the quality of the program, as teachers will benefit tremendously from workshops on current best-practices in World Language instruction.

ESTABLISHMENT OF MIDDLE SCHOOL WORLD LANGUAGE COURSE NAMES THAT MIRROR PROFICIENCY

Currently, the Montclair middle schools offer World Language courses entitled *Beginner*, *Intermediate*, and *Advanced*. Because language proficiency is measured by ACTFL using similar terms (Novice, Intermediate, Advanced), and because ACTFL's terms in no way mirror the level of proficiency in these middle school courses, the titles appear to be misleading to an outside language educator. In order to avoid the confusion of an ACTFL-misaligned naming system, it is recommended that the middle school courses be renamed using other terms. For example, if teachers are able to develop targeted proficiencies for the end of sixth, seventh, and eighth grade, those targets could be the names of the courses (for example, Novice-Mid, or Intermediate-Low). It would also be more accurate to simply call the courses Spanish A, Spanish B, and Spanish C instead of Beginner, Intermediate, or Advanced.

VISITATION TO NEW JERSEY DEPARTMENT OF EDUCATION MODEL WORLD LANGUAGE PROGRAMS

In implementing the recommendations above, it is recommended that World Language teachers be given the opportunity to visit one or more NJDOE Model Programs, including West Windsor-Plainsboro, Princeton, West Morris Regional, or Fairhaven (K-8). Examining Model World Language Programs and how they implement a target language-immersed setting without code-switching, design and utilize benchmark assessments, and look at which targets they have set with regard to ACTFL proficiency for the end of grade sequences will be fruitful.

RECOMMENDATIONS SPECIFIC TO MONTCLAIR HIGH SCHOOL (9-12)

The World Language program at Montclair High School would benefit from implementing the following recommendations:

1. Focus the entire 9-12 program on the ACTFL 5Cs (Communication, Culture, Communities, Connections, and Comparisons) and make a conscious move away from the teaching of grammar. The classes that were observed, with few exceptions, focused almost entirely on the study of grammar. In order to improve student performance, grammar should be de-emphasized and the language should be taught through thematic units of study that emphasize communicative learning objectives and authentic learning materials.

2. In moving away from the discrete study of grammar, it is also recommended that the World Language program focus on the development of supplementary, engaging, authentic materials and activities and move away from their over-reliance on the textbook. Based on observation data, the World Language program at MHS focuses around the textbook, which is organized by grammatical topics and lists of vocabulary.
3. With regard to professional development at MHS, it is highly recommended that all World Language teachers receive professional development on Second Language Acquisition Theory and Comprehensible Input. This topic will help teachers to understand how teaching grammar from a textbook is not an appropriate means of helping students to gain proficiency in the target language.
4. Within the field of World Language education, there is a wealth of research on the difference between helping students to “learn about” a language and helping students to “acquire” a language. Teaching grammar topics and requiring memorization of lists of vocabulary helps to students to “learn about” the language. Focusing on communication with other human beings in an authentic and meaningful context will help students to “acquire” the language. MHS teachers would benefit from professional development on this topic.



**DUAL LANGUAGE IMMERSION PROGRAM IN THE MONTCLAIR PUBLIC SCHOOLS
A SYNTHESIS OF RECOMMENDATIONS
PREPARED BY JESSICA LASUSA, WORLD LANGUAGE CONSULTANT**

If the Montclair Board of Education wishes to establish a Dual Language Immersion program, then the following are recommended:

DUAL LANGUAGE PROGRAM MANDARIN/ENGLISH, NISHUANE SCHOOL

Based on classroom observations of elementary World Language classes, it is evident that the infrastructure for a successful Dual Language immersion program already exists at Nishuane School. Nishuane School currently has an elementary-certified teacher of Mandarin teaching World Language. This teacher already has created a developmentally-appropriate, engaging, culturally relevant, literacy-rich environment for her students. This teacher demonstrates a solid understanding of second language acquisition theory and how to apply it with her young learners. This teacher clearly understands the importance of an immersed language setting and the need to commit to providing students with comprehensible input. This teacher understands the importance of maintaining a linguistically pure environment and is committed to not code-switching between Mandarin and English.

MANDARIN AS A CRITICAL LANGUAGE

A critical language is a language for which there is much demand but there is insufficient supply in terms of speakers within the United States. Mandarin is a critical language. Spanish is not a critical language, as there is ample supply of speakers. Additionally, it is estimated that over 14% of the world's population are native speakers of Mandarin, making it even more important for American students to develop proficiency in it.

BUILDING LEVEL ADMINISTRATION

Additionally, both the Principal and the Vice-Principal of Nishuane School have a solid understanding of second-language acquisition theory and current best-practices in World Language education. These administrators will play an integral role in the successful implementation of a Dual Language Program at Nishuane School. It will be the responsibility of these administrators to ensure successful delivery of this program, and they have the educational background and the practical knowledge to oversee it to fruition and beyond.

SUPERVISOR OF WORLD LANGUAGES/DUAL LANGUAGE PROGRAMS

In addition to having building level administrators who understand how children learn languages, it is also recommended that there be a knowledgeable, dedicated Supervisor of World Language education who has experience with Dual Language programs to closely work with the teachers and families in the program. The supervisor will plan appropriate, sustained professional development for the Dual Language teacher as the program is in its initial stages, as well as it progresses through the grade levels. The supervisor will monitor full program implementation and continually monitor the two immersed settings for linguistic purity.

FUTURE STAFFING IMPLICATIONS FOR NISHUANE SCHOOL

As a Dual Language program grows at Nishuane School, beginning with a Kindergarten cohort, it must be acknowledged that there will be *severe implications* for the current staffing of the building. If the district decides to begin with an initial student cohort of two classes of Dual Language students, the following implications are probable:

During the first year of implementation, the current World Language teacher (who is also elementary certified and OPI tested) could replace a monolingual Kindergarten teacher. In the second year of implementation, one Mandarin-speaking (OPI tested), elementary certified teacher will replace one monolingual first grade teacher; and in the third year of implementation, one Mandarin-speaking (OPI tested), elementary-certified teacher will replace one monolingual second-grade teacher. The non-Mandarin-speaking teachers who will be released from Nishuane can be moved to other buildings within the district, as staffing allows. In the absence of ample retirements or resignations, non-tenured kindergarten, first and second grade monolingual teachers may need to be excessed.

INITIAL STUDENT COHORT

In order to maintain the integrity of the Dual Language program, it is highly recommended that the Board of Education begin with at least two sections of participating Kindergarten students at the same school, in this case Nishuane. Every successive year, those students will move up, and two additional sections of Kindergarten will be added. Within three years of implementation, Nishuane School would have a robust Kindergarten through grade two Dual Language program. The benefit of two sections per grade is that the students who participate in the program will be able to mix with other students from the alternate class, as to give them some social flexibility. Additionally, the program's overall success can be affected by attrition if only one class participates. For example, if there are only twenty students participating in year one, and two of them move away, ten percent of the entire program is no longer participating. The recommendation of starting with a minimum of two kindergarten classes will help guard against the reality of attrition, although not entirely.

COMMITMENT OF PARTICIPATING FAMILIES

One research-based non-negotiable factor for successful language acquisition in a Dual Language setting is the duration of time that a student participates in the program. In other words, students and families who sign up to be in this program must make a commitment to remaining in the program for as long as it offered. Obviously, it is difficult for families to look into the future with regard to where they may be living in three years' time, but to the extent that it is possible, families should commit to participation in the program. The only way that students will reap the benefits of the Dual Language program is through maximum exposure.

FULL FACULTY/STAFF DUAL LANGUAGE PROFESSIONAL DEVELOPMENT

In addition to providing professional development for the teachers within the Dual Language program, it is of critical importance that all classroom teachers, special area teachers, paraprofessionals, and administrators also receive staff development on the benefits of Dual Language education, the different models of dual language programs, as well as how to support dual language learners. If the program is going to be successful, every professional within the building must understand Dual Language education and support it. A successful Dual Language program cannot exist separate from the rest of the school. Special area teachers, office personnel, and lunch aides must be educated about the program and be given strategies to help students in all contexts to meet with success. More classroom specific professional development for dual language teachers and special area teachers should be provided on concepts that are specific to second language acquisition (such as comprehensible input, sheltered instruction, TPR-S). As this schoolwide professional development is delivered over months and years, and as the program expands with more students each year, it is possible that the magnet theme for Nishuane School could become one of Dual Language Immersion.

CURRICULUM PLANNING/WRITING IN ADVANCE OF PROGRAM IMPLEMENTATION

In order to establish a strong Dual Language program that successfully meets the needs of its students, it is recommended that there be extensive curriculum planning and writing one year in advance of the start of program implementation. The development of thematic, developmentally appropriate, yet appropriately engaging units of study is essential. Specific concepts, structures, and vocabulary in both languages should be identified within the units of study. During this curricular preparatory time, teachers should also develop appropriate assessment instruments and accompanying rubrics in both languages. The curriculum must be a mirror image of the regular education program curriculum, however, ample time must be spent identifying which units of student will be delivered in which language, over how much time, and what specific language will be used when delivering each unit so that there is a seamless and fluid continuity of instruction even when students are moving between two classrooms and two languages.

During the time when curriculum and environmental planning are taking place, it is recommended that all Dual Language Kindergarten teachers visit at least one fully operational Dual Language program. Princeton's Community Place School is a Spanish/English program which may be a wonderful place to start.

COMMON PLANNING TIME FOR DUAL LANGUAGE TEACHERS

During the curriculum planning phase, it is highly recommended that the schedule allow for continuous shared planning time between English and Mandarin homeroom teachers. Without time to coordinate lessons, English and Mandarin teachers may duplicate lessons or omit important ones. On-going common planning is critical to the success of the Dual Language program.

SELECTING A MODEL: 50/50

Based on the context of the Montclair Schools, it is recommended that a 50/50 Dual Language model be implemented. This means that students will be learning through Mandarin for fifty percent of the time and students will be learning through English for fifty percent of the time. Students will be learning Language Arts, Reading, Science, Social Studies, and Mathematics in both languages for equal amounts of time. In a 50/50 model, students develop literacy in both languages simultaneously, whereas in a 90/10 model, students first develop literacy in the second language (Mandarin).

It is recommended that participating students have two teachers: one who teaches using Mandarin and one who teaches using English. Time with each teacher can be divided by half-day (Mandarin in the morning, English in the afternoon), full day (A day, B day) or by full week (A week, B week). In order to truly deliver a 50/50 program, special area teachers (physical education, art, music, technology/media) should be hired (through retirement, attrition or relocation to another building) who are able to deliver curriculum in Mandarin, utilizing appropriate second-language acquisition strategies.

PREPARATION AND SEPARATION OF THE LEARNING ENVIRONMENTS

In addition to planning the curriculum in advance of program implementation, so too must the physical learning environment be prepared. Based on current research on Dual Language education, it is highly recommended to create two separate learning environments, one English and one Mandarin (Thomas and Collier, 2012). The separation of the two linguistic environments is considered to be one of the most important factors in the overall success of the program.

Each teacher will have their own classroom (Mandarin environment and English environment) and students will move between the two environments on alternating days or weeks. Teachers will create an environment in which the language that they teach remains pure; in other words, all utterances from the teacher in the Mandarin environment will be in Mandarin and all utterances from the teacher in the English environment will be in English. Student utterances should be encouraged in the target language. The teacher will guard against code-switching (her own) within the classroom. The teacher will provide a literacy-rich environment using only the designated language. All materials will be in the target language of that classroom. Students will be encouraged to make utterances in the selected language when in that classroom through a high volume of linguistic input from the teacher throughout the day.

It is also recommended that every detail of the physical environment be investigated and purchased well in advance of program implementation. Finding age-appropriate materials to stock a Kindergarten classroom with Mandarin-only materials will take much time. Teachers will need to be consistent as to

whether pinyin will accompany the characters when labeling the room, and whether traditional or simplified characters will be displayed. Consistency from one classroom to the next within the program is essential.

STAFFING THE DUAL LANGUAGE PROGRAM

Securing appropriate personnel for the Dual Language program will prove challenging. It is recommended that the teachers (K,1,2) who are hired to deliver this program meet the following requirements: Teacher **must** hold an elementary certificate for the state of NJ, teacher **should** be ESL (English as a Second Language) endorsed, teacher **must** be native speaker of Mandarin **OR** have academic knowledge and fluency of the language AND possess a superior rating on the ACTFL OPI (Oral Proficiency Interview).

TRANSITION TO MIDDLE SCHOOL

Upon completion of a K-5 Dual Language Program, students should be able to continue their study of Mandarin at one of the middle schools with a specialized program. The program at the middle school will have to be less than 50/50, as middle school scheduling cannot generally accommodate a Dual Language approach; however, some or one core class(es) could be offered in Mandarin, as could elective courses, enabling students to continue to make progress in the target language.

FIGURE 1

Group I Languages: *Afrikaans, Danish, Dutch, French, Haitian Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish*

← **Aptitude for Language Learning** →

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
8 weeks (240 hours)	Intermediate Low	Intermediate Mid	Intermediate High
16 weeks (480 hours)	Intermediate High	Advanced Low	Advanced Mid
24 weeks (720 hours)	Advanced Mid	Advanced High	Superior

Group II Languages: *Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu*

← **Aptitude for Language Learning** →

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Intermediate Low	Intermediate Mid/High	Intermediate High
24 weeks (720 hours)	Intermediate High	Advanced Low/Mid	Advanced Mid/High
44 weeks(1320 hours)	Advanced Mid/High	Advanced High/Superior	Superior

Group III Languages: *Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer, Lao, Nepali, Pipilino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese*

← **Aptitude for Language Learning** →

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Novice High	Intermediate Low/Mid	Intermediate Mid/High
24 weeks (720 hours)	Intermediate High	Advanced Low	Advanced Mid/High
44 weeks(1320 hours)	Advanced Mid	Advanced High	Superior

Group IV Languages: *Arabic, Chinese, Japanese, Korean*

← **Aptitude for Language Learning** →

Length of Training	Minimal Aptitude	Average Aptitude	Superior Aptitude
16 weeks (480 hours)	Novice High	Intermediate Low	Intermediate Low/Mid
24 weeks (720 hours)	Intermediate Low/Mid	Intermediate Mid/High	Intermediate High
44 weeks(1320 hours)	Intermediate High	Advanced Low	Advanced Mid/High
80-92 weeks (2400-2760 Hours)	Advanced High	Superior	Superior

Source: Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service, 1982. ILR ratings have been converted to reflect the equivalent ACTFL ratings.