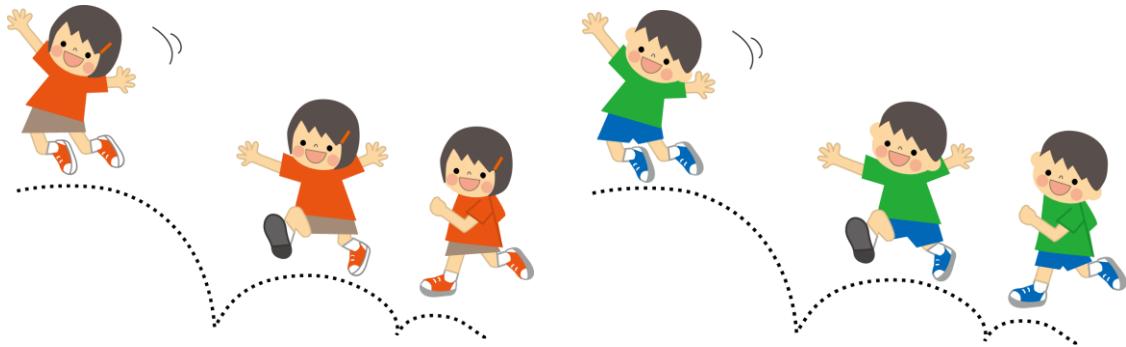




International Charter Academy of Georgia

Japanese to Speakers of Other Languages (JSOL):
A Guide for Administrators and Teachers of Japanese



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Mission:

International Charter Academy of Georgia (ICAGeorgia) aims to broaden the horizons of students in Georgia so that they may become global citizens who promote peace around the world.

Vision:

100% of non-native Japanese speakers who attend our program for 3 to 6 years will be able to live and thrive in Japan and likewise 100% of non-native English speakers who attend our program for 3 to 6 years will be able to live and thrive the United States.

Core Values:

Commitment, Responsibility, Accountability, Diversity, Leadership

ICAGeorgia Charter Goals:

- i. During each year of charter term, ninety percent (90%) of the Charter's School's students will participate in at least two grade-level cultural events focused on cultural experiences relevant to Japan and Japanese people
- ii. During each year of charter term, seventy percent (70%) of the Charter's School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in listening comprehension in Japanese as measured by ACTFL proficiency guidelines
- iii. During each year of charter term, seventy percent (70%) of the Charter's School's students who have completed one year at the Charter School will obtain a Novice-Mid rating or higher in speaking in Japanese as measured by ACTFL proficiency guidelines

Why Immersion?

Recent national studies reveal that foreign language instruction is rare in American elementary schools, and only fifteen percent of the nation's high school students study a language other than English. This is quite different in other countries where studying a second language is the norm. In Georgia, foreign language study is also limited, and yet, as the United States works to increase its influence and strengthen its economic position abroad, Americans who communicate in more than one language can gain personal, educational, and professional advantages. Preparing students for such opportunities is a major objective of the [International Charter Academy of Georgia \(ICAGeorgia\) Language Immersion Program](#).

About ICAGeorgia

ICA Georgia offers a Dual Language immersion program in both English and Japanese. This means that students spend part of their day immersed in Japanese-speaking classes and the rest of the day in English-speaking classes. Throughout the school day, during both Japanese and English immersion, students are exposed to a wide range of content learning areas, such as Math, Science, Social Studies, Art, Music and Physical Education.

In general, the percentage of Japanese to English instruction gradually shifts as our students get older. Specifically, kindergarten students are immersed in Japanese and English instruction at a ratio of approximately 80 to 20 percent. Grades 1st and 2nd are immersed 60 to 40 percent and Grades 3rd, 4th and 5th are immersed 50 to 50 percent.

We work hard to ensure that students attain a high level of Japanese instruction by using the Japanese Ministry of Education curriculum in the Japanese department. Additionally, English and Japanese teachers, including ESOL and JSOL teachers, collaborate across departments during team meetings and professional development to improve instruction and increase student achievement.

Why Japanese?

The United States and Japan are respectively two of the largest economies in the world. Japan is the second leading market for American products, trailing only Canada. Japan buys more U.S. goods than France, Germany, and Italy combined. The U.S. is also the leading foreign investor in Japan along with being the number one world market for Japanese products. Japan is the second leading foreign investor behind the British in this country. Given the strong cultural links between the two countries, Japanese has proven to be a valuable language for study:

United States and Japan

- Japan is the biggest overseas trading partner with the U.S. (**233 billion dollars** a year)
- Trade between the U.S. and Japan equals almost **40% of total world trade**.
- U.S. companies dominate Japan's software market with 4 billion in sales annually.
- Japan is the biggest importer of U.S. agricultural, pharmaceutical, aircraft and semiconductors products. They are also major importers of U.S. natural resources, computers, seafood, telecommunications, and many other products.
- The U.S. imports Japanese automobiles, heavy equipment, engines, robots, consumer electronics, and many other quality goods.
- Japanese corporations are fixed in the U.S. economy. Companies like Toyota, Subaru, Sony, Toshiba, Yamaha, Honda, Fuji, Firestone, Mitsubishi, to name a few.

Georgia and Japan

- Georgia is regarded as the center of Japanese industry in the U.S. Southeast. Japanese-affiliated companies have invested \$10.4 billion in Georgia, where 547 Japanese-affiliated companies currently operate. These companies together employ nearly 37,000 Georgian workers
- Some major Japanese firms in Georgia include Kubota, Murata, Panasonic, Ricoh, TOTO, Toyo Tire, Yamaha, and YKK. In 2015, Georgia's imports from Japan amounted to \$4.61 billion, making Japan the 5th largest international importer, and Georgia's exports to Japan amounted to \$1.37 billion, making Japan the 6th largest export market.
- Over 50 Georgia companies have operations in Japan including Aflac, Coca-Cola, Delta Air Lines, NCR, Newell Rubbermaid, and UPS).

Japanese Language

- Japanese is a world business language that **few westerners speak effectively**.
- Very few Americans understand Japanese and Asian culture as a whole.
- Japanese is one of the fastest growing languages taught in U.S. schools.
- Many districts around the country teach Japanese at the high school level.
- **Most major universities around the country offer Japanese language programs.** This is where most people discover the value of being able to speak Japanese.

What is JSOL?

JSOL stands for Japanese for Speakers of Other Languages. It is the term used for the program that both identifies and provides services to students with Limited Japanese Proficiency (LJP). These students are identified as Limited Japanese Proficient, or LJP.

What is the Purpose of JSOL?

According to The Foreign Service Institute, Japanese is one of the most difficult languages for native English speakers to learn. Interestingly, native English speakers need close to four times the hours of study to reach the same level of proficiency in Japanese compared to category one languages like French or Spanish. Additionally, many ICAGeorgia families do not speak Japanese. Therefore, students in JSOL receive limited support from home. Consequently, LJP students need additional support from the school.

ICAGeorgia's JSOL program is designed to help non-native Japanese speakers adjust to Japanese immersion as well as increase their Japanese Language Proficiency in two ways: BICS and CALP. "BICS" stands for "Basic Interpersonal Communication Proficiency" and "CALP" stands for "Cognitive Academic Language Proficiency." The ultimate goal of JSOL is to prepare students to transition from the language of play and social interaction (BICS) to the language of the classroom and written assignments (CALP).

How Do We Identify LJP Students?

International Charter Academy of Georgia will not use surface identifiers to qualify students for JSOL services. Initially, we will use a Home Language Survey (HLS) (see appendix A) followed by a screener to identify potential LJP students. The HLS must be completed during registration for ALL new students who join ICAGeorgia.

Home Language Survey Administration

The Home Language Survey is a document completed by each student's parent/guardian. This survey asks families to provide the language that the child speaks in the home; the native language of the child; and the language the child speaks most often. If any of these inquiries indicate a language other than Japanese, the child will be screened for a Language Proficiency Level and may be placed in ICAGeorgia's JSOL program.

All students MUST complete the HLS upon initial registration. The HLS should not be included in any re-registration processes: Only the original HLS will be used to make decisions for the child, for this document is crucial for LJP identification. At times, parent responses on the HLS may be confusing or unclear. In this case, the school will follow-up to clarify and ensure accurate documentation.

The HLS document must be placed in every student's permanent folder. The registrar will habitually use the HLS to identify the home language of every student. If there is another language indicated on any of the student specific survey questions, a copy must be given to the JSOL teacher. The JSOL teacher will use the appropriate data to determine the Japanese Language Proficiency of a child. If the student's parents indicate that Japanese is the primary language, the process is complete after the survey data is verified and placed in the student's folder. The school will not make decisions about a student's Japanese Language Proficiency based on a student's or parent's oral proficiency, last name, or appearance. If, in the future, a question arises about the Japanese Language Proficiency of a student that was marked fully proficient on the HLS, the JSOL teacher may meet with parents to discuss the impact of these concerns on the academic progress of the child.

Japanese Proficiency Screener

The testing instruments used to place JSOL students at ICAGeorgia are the JSOL and ACTFL screeners. These tests are administered to students whose HLS indicate a language other than Japanese. The JSOL/ACTFL Screener test items are written from the model performance indicators based on ACTFL levels of proficiency and teacher expertise. Tests are divided into five clusters based on experience:

- 1) Novice Low
- 2) Novice Mid
- 3) Novice High
- 4) Intermediate Low
- 5) Intermediate Mid

EXPERIENCE	SPEAKING	LISTENING
Novice Low <Year 0 to 1> Preproduction - Students communicate with gestures and actions and begin to build listening comprehension and vocabulary. This stage includes a silent period during which students sort out the structures of the language.	Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.	At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.
Novice Mid <Year 1 to 2> Early production - Students speak using one and two words or short phrases and continue to build receptive vocabulary and listening comprehension.	Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to	At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

	<p>handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.</p>	
<h2>Novice High</h2> <p><Year(s) 2 to 3></p> <p>Speech Emergence - Students speak in longer phrases or short, complete sentences while continuing to expand language skills.</p>	<p>Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.</p>	<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra linguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>
<h2>Intermediate Low</h2> <p><Year(s) 3 to 4></p> <p>Beginning Fluency - Students engage in simple, functional conversation in the classroom</p>	<p>Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of</p>	<p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though</p>

<p>setting. They state simple facts and describe things using limited adjectives.</p>	<p>the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.</p> <p>Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.</p>	<p>comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p>
<p>Intermediate Mid</p> <p><Year 4 and up></p> <p>Intermediate Fluency - Students engage in conversation and produce a connected narrative. They use language creatively for their own purposes while developing higher levels of language use and expanding receptive vocabulary.</p>	<p>Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and</p>	<p>At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts</p>

	<p>lodging.</p> <p>Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.</p> <p>Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.</p>	typically understood by Advanced-level listeners.
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All new JSOL students must be tested within the first **30 days of school** at the beginning of the school year and within **ten days** should a student enter any other time throughout the school year. When Japanese proficiency testing is complete, the JSOL teacher will work with the Data Specialist to notify parents of their child's results. A copy of the results will be kept in the student's records.

Testing Plan Committee

Each grade will have a testing plan committee which will be comprised of an administrator, JSOL and general education teacher. The testing committee members will decide students' appropriate JSOL placement.

JSOL Classification Criteria

In general, students who score “Intermediate Mid” in both speaking and listening on the Japanese Proficiency Screener may exit JSOL. If a student scores “Intermediate Low” in both listening and speaking may also qualify to exit. However, students who score within this range will be assessed using a variety of assessments including but not limited to report card grades, teacher input and ACTFL results. The testing plan committee will discuss this child’s possibility to exit JSOL.

If a child meets the exit requirements, they will be coded as exit, and the parents will be notified. If the proficiency score is Intermediate Low or lower, then the student is still a JSOL learner. If the proficiency score Intermediate Mid, the student is no longer considered to be a JSOL learner and they will be exited.

The following are the performance targets and description of the JSOL levels of proficiency by cluster:

<Year 0 to .5>

PRE-PRODUCTION:

Students communicate with gestures and actions and begin to build listening comprehension and vocabulary. This stage includes a silent period during which students sort out the structures of the language.

NOVICE LOW LEARNING TARGETS:

- I can read 0-23 basic Hiragana letters.
- I can understand simple instructions.
- I can say simple greetings.
- I can build vocabulary (e.g., colors, foods, animals, objects etc.)

JSOL Level of Proficiency	
Proficient [PR]	The student can use a small number of repetitive words and phrases for common objects and actions, to provide basic information, demonstrate an understanding of some isolated words and has demonstrated 50% of the novice low speaking and listening learning targets and is ready to progress to the year .5 to 1 learning targets.
Approaching Proficiency [AP]	The student can use a small number of repetitive words and phrases for common objects and actions, to provide basic information, understand some isolated words and has demonstrated 40% of the novice low speaking and listening learning targets. Additional instruction may be needed to meet the 50% proficiency goal.
Developing [D]	The student can use a limited number of repetitive words and phrases for common objects and actions, to provide basic information, understand some isolated words and has demonstrated less than 40% of the novice low speaking and listening learning. Additional instruction is needed to meet the 50% proficiency goal.
Needs Improvement [N]	The student has demonstrated less than 35% of the novice low speaking and listening learning targets and is not ready to progress to year .5 to 1. An SST/RTI referral is recommended.

<Year .5 to 1>

PRE-PRODUCTION:

Students communicate with gestures and actions and begin to build listening comprehension and vocabulary. This stage includes a silent period during which students sort out the structures of the language.

NOVICE LOW LEARNING TARGETS:

- I can read 24-46 basic Hiragana letters.
- I can understand simple instructions.
- I can say simple greetings.
- I can use picture cards to build and identify vocabulary (e.g., colors, foods, animals, objects etc.)

JSOL Level of Proficiency	
Proficient [PR]	The student can use a small number of repetitive words and phrases for common objects and actions, to provide basic information, demonstrate an understanding of some isolated words and has demonstrated 100% of the novice low speaking and listening learning targets and are ready to progress to the year 1 to 2 learning targets.
Approaching Proficiency [AP]	The student can use a small number of repetitive words and phrases for common objects and actions, to provide basic information, understand some isolated words and has demonstrated 80% of the novice low speaking and listening learning targets. Additional instruction may be needed to meet the 100% proficiency goal.
Developing [D]	The student can use a limited number of repetitive words and phrases for common objects and actions, to provide basic information, understand some isolated words and has demonstrated less than 80% of the novice low speaking and listening learning. Additional instruction is needed to meet the 100% proficiency goal.
Needs Improvement [N]	The student has demonstrated less than 70% of the novice low speaking and listening learning targets and is not ready to progress to year 1 to 2. An SST/RTI referral is recommended.

<Year 1 to 2>

EARLY PRODUCTION: - Students speak using one and two words or short phrases and continue to build receptive vocabulary and listening comprehension.

NOVICE MID LEARNING TARGETS:

- I can read 46 basic Hiragana plus modified forms (20 dakuon, 5 handokuon, 36 yoon, 1 sokuon etc.) and 46 basic Katakana.
- I can write 46 basic Hiragana.
- I can understand classroom instructions.
- I can answer simple questions.
- I can build on previously learned vocabulary using picture cards and Japanese textbooks.

JSOL Level of Proficiency	
Proficient [PR]	The student can use words, phrases, and occasional sentences to provide basic information and with repetition understand some simple questions and statements.

	They have demonstrated 100% of the novice mid speaking and listening learning targets and are ready to progress to the year 2 to 3 learning targets.
Approaching Proficiency [AP]	The student can use words, phrases, and occasional sentences to provide basic information and with repetition understand some simple questions and statements. They have demonstrated 80% of the novice mid speaking and listening learning targets. Additional instruction may be needed to meet the 100% proficiency goal.
Developing [D]	The student can use a limited number of words, phrases and occasional sentences to provide basic information and has limited understanding of simple questions and statements even with repetition. They have demonstrated less than 80% of the novice mid speaking and listening learning targets. Additional instruction is needed to meet the 100% proficiency goal.
Needs Improvement [N]	The student has demonstrated less than 70% of the novice mid speaking and listening learning targets and is not ready to progress to year 2 to 3. An SST/RTI referral is recommended.

<Year 2 to 3>

SPEECH EMERGENCE:

Students speak in longer phrases or short, complete sentences while continuing to expand language skills.

NOVICE HIGH LEARNING TARGETS:

- I can read and write all basic and modified forms of Hiragana and Katakana.
- I can read 50% of 1st grade level Kanji.
- I can understand classroom instructions.
- I can speak in sentences.
- I can build vocabulary using Japanese textbooks.

JSOL Level of Proficiency	
Proficient [PR]	The student can use familiar words and phrases on familiar tasks, topics, and activities; elaborate; use phrases and short, simple sentences to provide basic information; beginning to combine words and phrases to create original sentence; and understand simple questions and statements. They have demonstrated 100% of the novice high speaking and listening learning targets and are ready to progress to the year 3 and up learning targets.
Approaching Proficiency [AP]	The student can use familiar words and phrases on familiar tasks, topics, and activities; elaborate; use phrases and short, simple sentences to provide basic information; beginning to combine words and phrases to create original sentence; and understand simple questions and statements. They have demonstrated 80% of the novice high speaking and listening learning targets. Additional instruction may be needed to meet the 100% proficiency goal.
Developing [D]	The student can use a limited number of use familiar words and phrases on familiar tasks, topics, and activities; elaborate; use phrases and short, simple sentences to provide basic information; beginning to combine words and phrases to create original sentence; and understand simple questions and statements. They have demonstrated less than 80% of the novice high speaking and listening learning targets. Additional instruction is needed to meet the 100% proficiency goal.

Needs Improvement [N]	The student has demonstrated less than 70% of the novice high speaking and listening learning targets and is not ready to progress to year 3 and up. An SST/RTI referral is recommended.
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<Year 3 and up>

BEGINNING FLUENCY:

Students engage in simple, functional conversation in the classroom setting. They state simple facts and describe things using limited adjectives.

INTERMEDIATE FLUENCY:

Students engage in conversation and produce a connected narrative. They use language creatively for their own purposes while developing higher levels of language use and expanding receptive vocabulary

INTERMEDIATE LOW AND MID LEARNING TARGETS:

- I can read and write all basic and modified forms of Hiragana and Katakana.
- I can read 100% of 1st grade level Kanji.
- I can understand instructions and conversations between teachers and other students.
- I can speak in sentences.
- I can build vocabulary using Japanese textbooks.

JSOL Level of Proficiency	
Proficient [PR]	The student can use a variety of words and phrases on familiar tasks, topics, and activities, and can elaborate a little; can string together simple sentences to express their thoughts and combine words and phrases to create original sentences. They have demonstrated 100% of the intermediate low speaking and listening learning targets and may be ready to exit JSOL.
Approaching Proficiency [AP]	The student can use a variety of words and phrases on familiar tasks, topics, and activities, and can elaborate a little; can string together simple sentences to express their thoughts and combine words and phrases to create original sentences. They have demonstrated 100% of the intermediate low speaking and listening learning targets and may be ready to exit JSOL. They have demonstrated 80% of the intermediate low speaking and listening learning targets. Additional instruction may be needed to meet the 100% proficiency goal.
Developing [D]	The student can use a limited variety of words and phrases on familiar tasks, topics, and activities, and can elaborate a little; can string together simple sentences to express their thoughts and combine words and phrases to create original sentences. They have demonstrated less than 80% of the intermediate low speaking and listening learning targets. Additional instruction is needed to meet the 100% proficiency goal.
Needs Improvement [N]	The student has demonstrated less than 70% of the intermediate low speaking and listening learning targets and is not ready to exit JSOL. An SST/RTI referral is recommended.

Resources

- [Sand Lake Elementary Japanese Immersion](#)
- [American Council on the Teaching of Foreign Languages](#)
- [The Japan-American Society of Georgia](#)
- Ms. Noriko Harada, ICAGeorgia Lead Teacher and JSOL Consultant

- Tara Ranzy, ICAGeorgia Former Principal and Superintendent
- Ms. Megumi Saito, ICAGeorgia Lead Teacher and JSOL Consultant
- Annie Varghese, ICAGeorgia ESOL Coordinator and Consultant
- [Japan-America Society](#)
- [Foreign Service Institute \(FSI\)](#)

Additional Information

Language Difficulty Ranking

The Foreign Service Institute (FSI) has created a list to show the approximate time you need to learn a specific language as an English speaker.

Category I: 23-24 weeks (575-600 hours)

Languages closely related to English

Afrikaans, Danish, Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish

Category II: 30 weeks (750 hours)

Languages similar to English

German

Category III: 36 weeks (900 hours)

Languages with linguistic and/or cultural differences from English

Indonesian, Malaysian, Swahili

Category IV: 44 weeks (1100 hours)

Languages with significant linguistic and/or cultural differences from English

Albanian, Amharic, Armenian, Azerbaijani, Bengali, Bosnian, Bulgarian, Burmese, Croatian, Czech, *Estonian, *Finnish, *Georgian, Greek, Hebrew, Hindi, *Hungarian, Icelandic, Khmer, Lao, Latvian, Lithuanian, Macedonian, *Mongolian, Nepali, Pashto, Persian (Dari, Farsi, Tajik), Polish, Russian, Serbian, Sinhala, Slovak, Slovenian, Tagalog, *Thai, Turkish, Ukrainian, Urdu, Uzbek, *Vietnamese, Xhosa, Zulu

Category V: 88 weeks (2200 hours)

Languages which are exceptionally difficult for native English speakers

Arabic, Cantonese (Chinese), Mandarin (Chinese), *Japanese, Korean

Note:

* Languages preceded by asterisks are usually more difficult for native English speakers to learn than other languages in the same category.

Appendix A

Georgia Department of Education
ESOL, JSOL & Title III Unit
Sample Required Home Language Survey

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she speaks and understands English and Japanese. This survey assists school personnel in deciding whether your child may be a candidate for additional English or Japanese language support. Final qualification for language support is based on the results of English and Japanese language assessment.

Thank You

Student Name (required information):

Language Background (required information):

1. Which language does your child best understand and speak?

2. Which language does your child most frequently speak at home?

3. Which language do adults in your home most frequently use when speaking with your child?

Language for School Communication:

4. In which language would you prefer to receive school information?

Signature of Parent/Guardian/Other

Date