

HOUSE No. 3760

The Commonwealth of Massachusetts

PRESENTED BY:

Alan Silvia

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act providing for early education of foreign languages.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Alan Silvia</i>	<i>7th Bristol</i>	<i>1/17/2019</i>
<i>Carole A. Fiola</i>	<i>6th Bristol</i>	<i>1/28/2019</i>
<i>Paul A. Schmid, III</i>	<i>8th Bristol</i>	<i>1/18/2019</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>1/26/2019</i>
<i>Rebecca L. Rausch</i>	<i>Norfolk, Bristol and Middlesex</i>	<i>1/31/2019</i>
<i>Stephan Hay</i>	<i>3rd Worcester</i>	<i>1/31/2019</i>

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By Mr. Silvia of Fall River, a petition (accompanied by bill, House, No. 3760) of Alan Silvia and others that the board and commissioner of Elementary and Secondary Education establish an early education foreign language program in public schools. Education.

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-First General Court
(2019-2020)**

An Act providing for early education of foreign languages.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 Section 1. The General Court declares and finds that:

2 (i) Pre-k, kindergarten, and elementary students in the commonwealth will benefit from
3 learning at least 1 language other than English (LOTE) and understanding of another culture in
4 order to successfully confront the challenges of the world of today and tomorrow.

5 (ii) Students must compete in the global economy and work with people of diverse
6 cultures abroad and at home. The World-Readiness Standards for Learning Languages sets forth
7 the central role of world languages in the learning career of every student. The five goal areas of
8 the standards establish an inextricable link between communication and culture, which is applied
9 in making connections and comparisons and in using this competence to be part of local and
10 global communities.

11 (iii) One goal of this chapter is to provide foreign language programs in the pre-k,
12 kindergarten and elementary school programs.

13 (iv) Children of low-income districts deserve to have the skills to succeed in the global
14 world as well as those of more affluent areas. According to research and the guidelines of the
15 American Council on the Teaching of Foreign Languages, students who begin study of LOTE at
16 an early age and who continue that study for a long sequence of years have the best chances of
17 attaining intermediate proficiency in that language.

18 Section 2. (a) The board and commissioner of elementary and secondary education shall
19 establish a foreign language pre-k, kindergarten and elementary school program in public
20 schools that are consistent with models provided by the Massachusetts Foreign Language
21 Association.

22 (b) The foreign language program shall: (1) consist of at least 3 to 5 sessions per week;
23 (2) be in duration of at least 10 minutes per session for pre-k; 20 minutes per session for grades
24 kindergarten through second; and 30 minutes in duration for grades 3 through 6; and (3) utilize
25 foreign language elementary school certified teachers and to require ongoing and age-appropriate
26 assessments.

27 (c) The curriculum shall be content coordinated with overall coordination with the school
28 district's foreign language program.

29 (d) Funding for this program shall be provided to: (1) hire foreign language elementary
30 certified teachers; (2) purchase instructional materials; and (3) incorporate other forms of support
31 to ensure that the program is sustainable and successful.