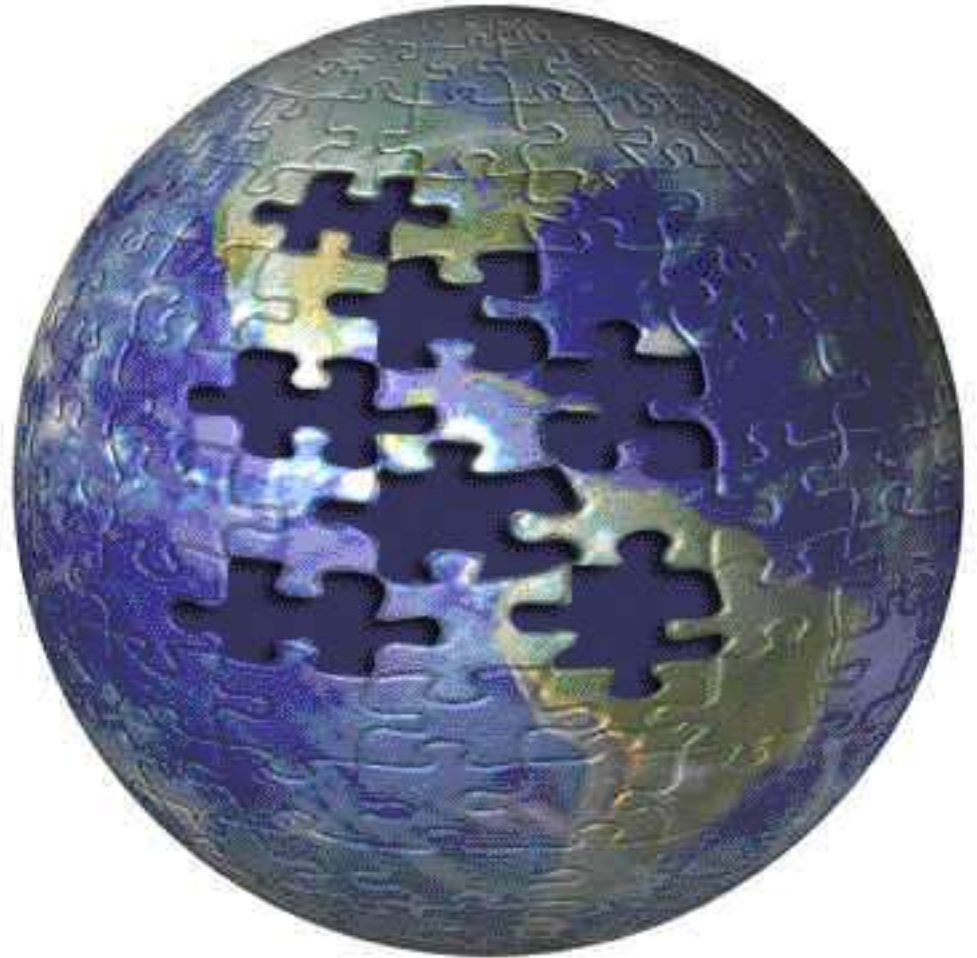


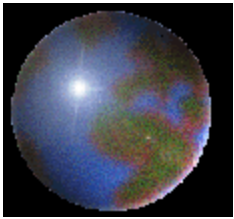
Speak up for Languages



*Gaelle Berg, Minneapolis
Public Schools*

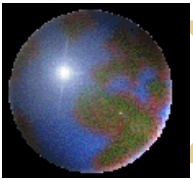
*Ursula Lentz, CARLA
MCTLC Presentation,*

October 9, 2007



Speak Up For Languages

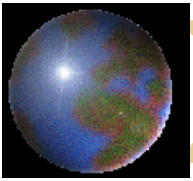
Why All Kids Need To Learn Other Languages



Speak Up For Languages

“Things don't just happen. They are made to happen.”

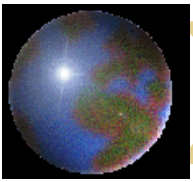
John F. Kennedy



Speak Up For Languages

"The transformation of personal power comes with the exercise of some quite simple and accessible political processes and leads to ultimate self-determination in the world around us."

- Samuel Halperin



Common Questions:

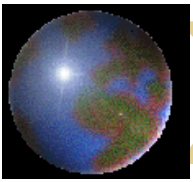
Doesn't everyone in the world speak English?

Why can't I say a word after two years of study?

Don't we need to focus on reading, writing, math and science?

How will learning a second language affect children's English language and literacy development?

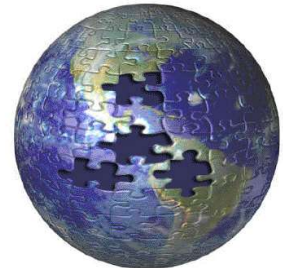
Can we afford to add another thing to the curriculum?

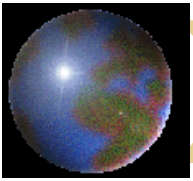


Why all kids need to learn languages

“Our successful participation in the global economy requires competency not just in math, science, and literacy, but also proficiency in foreign languages and intercultural competency in order to communicate across borders with potential friends and form partnerships.”

- Committee for Economic Development, 2006

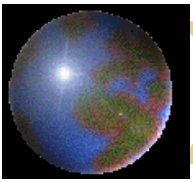




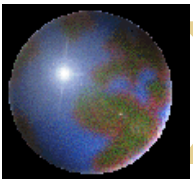
6*

*Number of fluent Arabic speakers in the US Embassy in Iraq.

*Source: *The Iraq Study Group Report: The Way Forward – A New Approach*, page. 92.



“It’s hard to represent America’s interests abroad when we can’t speak the language. While the US has a number of programs that are ideally suited to increasing American’s foreign language competency –Fulbright-Hays, the National Security Education Program, the Foreign Language Assistance Program, and Title VI of the Higher Education Act—federal support for them has lagged for years. Increased investment in these programs today will yield big and lasting dividends.”-American Council on Education

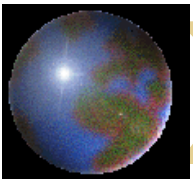


Doesn't everyone else speak English?

Only 9% of American adults say they are fluent in at least one other language.

Compared to 50% of Europeans who say they are fluent in at least one other language than their mother tongues.

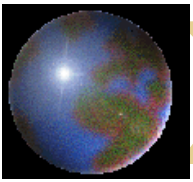




Doesn't everyone else speak English?

The old joke :

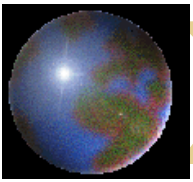
Someone who speaks three languages is trilingual. Someone who speaks two languages is bilingual. Someone who speaks only one language is American.



Doesn't everyone else speak English?

The average number of languages spoken by American business executives is 1.5, compared with an average of 3.9 languages spoken by business executives in the Netherlands.

Only about 25% of Americans have passports.

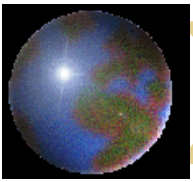


Doesn't everyone else speak English?

The world is very diverse:

“If we could shrink the Earth’s population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

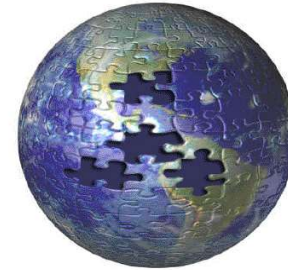


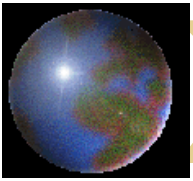


Just how diverse?

There would be

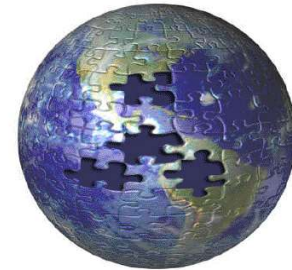
- 57 Asians
- 21 Europeans
- 14 North and South Americans
- 8 Africans
- 70 would be non-white, 30 white.
- 70 would be non-Christian, 30 Christian

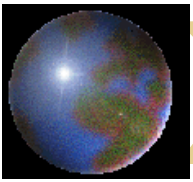




Global Village

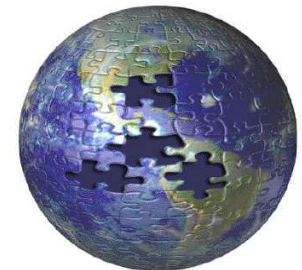
Fifty percent of the wealth of the entire world would be in the hands of only 6 people – all six would be citizens of the United States.

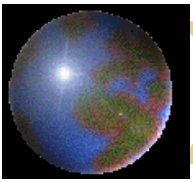




Global Village

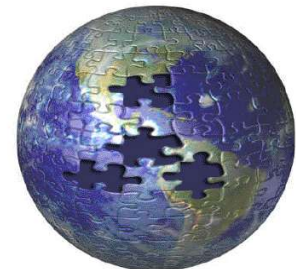
Seventy would be unable to read.
Fifty would suffer from malnutrition.
Eighty would live in substandard housing.
Only one person would have a college education.

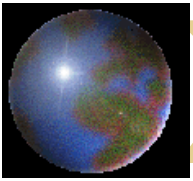




When one considers our world from such an incredibly compressed perspective, the need for tolerance and understanding become glaringly apparent.”

(Reprinted with permission from First Guaranty Bank and Trust)

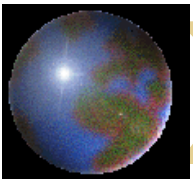




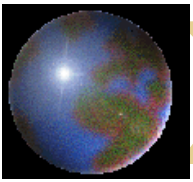
Why all kids need to learn languages

“The day has long past when a citizen could afford to be uninformed about the rest of the world and American’s place in that world. CED therefore believe it is critical to ensure that all students become globally competent citizens who will lead our country in the twenty-first century.”

Council for Economic Development, 2006



“Education reform forces meant to hold states accountable for student achievement in reading, math, and science are encouraging schools to devote more time to those subjects and effectively narrowing schools curricula. Many schools do not give all children the opportunity to learn languages or international topics. While it is important to master these subjects, schools must move beyond them if their students are to be prepared for a global society.” – CED, 2006



Why all kids need to learn languages

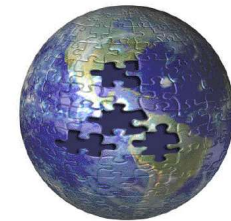
The 2007 Phi Delta Kappa / Gallup Poll of the Public's Attitudes Toward the Public Schools highlights the public's interest and concerns in five areas:

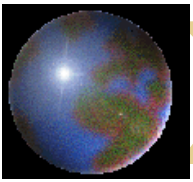
NCLB

Testing

Special Needs

Globalization





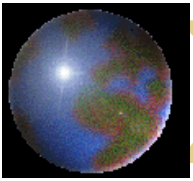
Why all kids need to learn languages

In the area of Globalization, the PDK/Gallup Poll 2007 reveals:

Nearly 6 in 10 Americans think that students need to spend more time learning about other nations and cultures

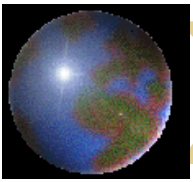
Nearly **9 in 10** Americans **believe that all children should become proficient in a second language in addition to English**

7 in 10 believe that foreign language instruction should begin in elementary schools



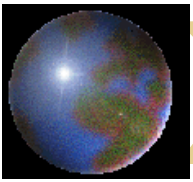
How do we prepare students to be inter-culturally competent?

Students need to not only compete with but collaborate with people from around our world - our global community.



“Learning world languages prepares students for global understanding and living in a multicultural, multilingual world. Study of and through another language provides essential communication skills and enhances learning through improved cognitive development, transferable reading skills, reinforcement of other subject areas, cultural literacy, sensitivity, and tolerance for diversity.”

- Joint National Committee for Languages, 2007



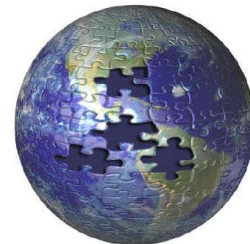
Where do we stand in Minnesota?

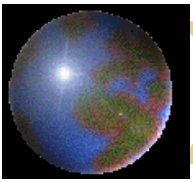
In the nation and in Minnesota

approximately one-fourth of seventh to twelfth grade students study a foreign language (it comes out to about 24%)

fewer than one-in-ten college students enroll in a foreign language class.

78% of enrollment are in introductory level courses.



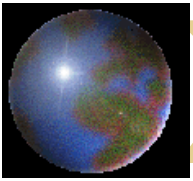


Where do we stand?

40% of students say they are taking languages to meet the college entrance requirement of two years of a language in high school.

While many students take more language, enrollment drops dramatically after the introductory courses – in both HS and colleges.

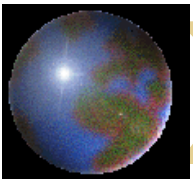
Two years of language amounts to about 300 hours of instruction, which is woefully inadequate to develop an usable level of proficiency



Where do we stand?

In a Washington Post poll, adults responded to the question “What subject do you wish you had taken more of in high school?”

The answer “***more foreign language***” was second only to “more math”.



Why can't I say a word after two years of language study?

Shift of focus from:

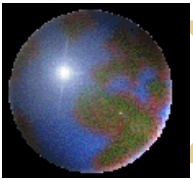
Knowing about the language

Academic context

To:

What learners know and can do with the language

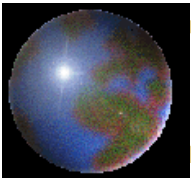
Real-life scenarios



Best Practices

Not their parents' language class

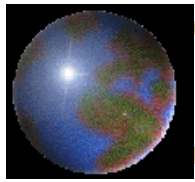
National Standards for Language Learning in
21st Century focus on three modes of
communication within an authentic context.



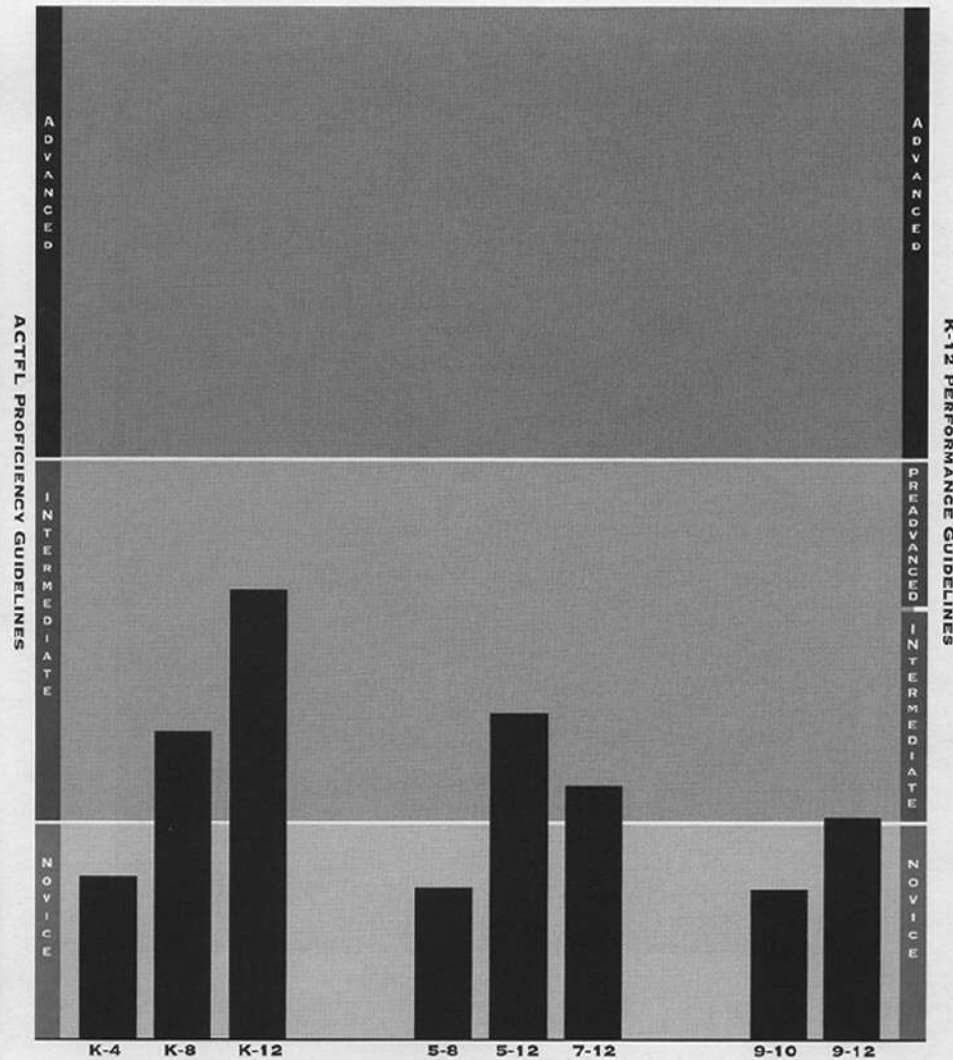
Accountability/Assessment at the Core



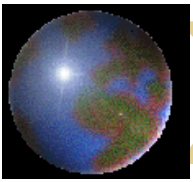
Reproduced with permission. © 2002 Wisconsin Department of Public Instruction.



Visual Representation of Anticipated Performance Outcomes As Described in the ACTFL Performance Guidelines for K-12 Learners¹



¹ Descriptors are based on information gathered from foreign language professionals representing a variety of program models and articulation sequences. Descriptors are appropriate for languages more commonly taught in the United States. Descriptors assume a sustained sequence of Standards-based, performance-outcome, language instruction.

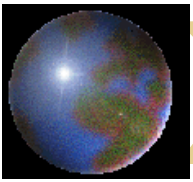


Describing levels

Intermediate-Low is considered the level at which learners can create with language.

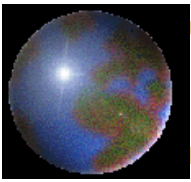
Requires three, generally four years of continuing language study

“Come early and stay late” for higher levels of proficiency.



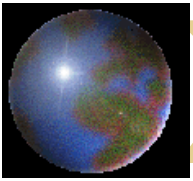
Proficiency levels needed in the Work World

Proficiency Level	Functions	Corresponding Jobs	Who has this proficiency?
Superior	<i>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.</i>	Interpreter, Accountant, Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment.
Advanced High	<i>Narrate and describe in past, present and future and deal effectively with an unanticipated complication.</i>	University professor of foreign languages	Students with master's degrees or doctorates
Advanced Mid		Doctors, Sales representative, Social worker	
Advanced Low		Customer Service, Police officers, teachers	

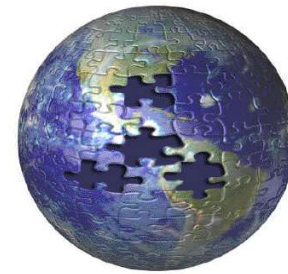


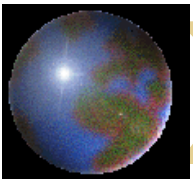
Proficiency levels needed in the Work World

Proficiency Level	Functions	Corresponding Jobs	Who has this proficiency?
Intermediate High	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions.	Aviation personnel, Telephone operator, Receptionist	Graduates with FL degrees who have not lived in target language speaking countries
Intermediate Middle		Tour Guide, Cashier	After 6 years of middle/high school, AP
Intermediate Low			After 4 years of high school
Novice High	Communicate minimally with formulaic and rote utterances,		
Novice Middle			After two years of high school.



How do we improve what has come to be called the “cultural illiteracy of a majority of U.S. students and give them a global vision?”

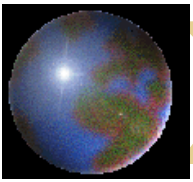




Start language learning early

Begin to learn early in grade school. Longer study = more proficiency.

At middle or high school, students can continue learning the same language or change to another of interest. Learning a language builds language learning abilities and makes it easier to learn additional languages!



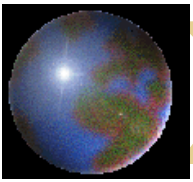
Start language learning early

Elementary programs are key

to developing students' second language acquisition ability;

to fostering positive, receptive attitudes about language and culture.

“Without long-sequences (5-6 years) of language study, success on AP exams in world languages remain possible for only an elite, select group of our student population.” -The College Board , 2005 White Paper

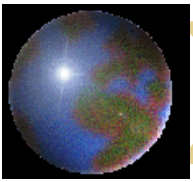


Don't we need to focus reading, writing, math and science?

Languages impact academic achievement

Research in Louisiana shows 2nd grade students learning a language scored higher on state tests when adjusted for all including socioeconomic variables

Taylor-Ward, C. (2003). The Relationship between Elementary School Foreign Language Study in Grades Three through Five and Academic Achievement on the Iowa tests of Basic Skills (ITBS) and the Fourth-grade Louisiana Educational Assessment Program for the 21st Century (LEAP 21) Test



Languages impact academic achievement

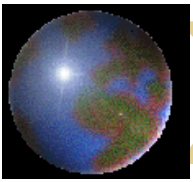
Elementary students studying languages outperformed those who did not study languages:

Outperformed on language arts and math tests, regardless of race , gender, or academic level

Lower socioeconomic students performed just as well

Outperformed non-language students on every subtest of state assessment

<http://nnell.org/nnellresourcesadvocacypkt.htm>



ACT Scores: National

2007 composite 21.2

Career and course aspirations

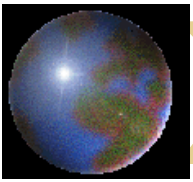
Foreign Languages: 23.6

Engineering: 22.7

Letters: 24.5

Sciences: 23.7

Source: <http://www.act.org/news/data/07/data.html>



ACT Scores: Minnesota

2007 ACT composite scores of students with educational or career interest in:

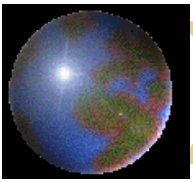
Foreign languages 24.0

Engineering 24.5

Letters 25.3

Sciences 24.9

Source: <http://www.act.org/news/data/07/data.html>



SAT: National

Four or more years of language study raised SAT scores

Average - Critical Reading: 502 Math: 515

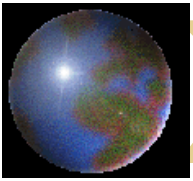
Students with 4+ years of:

Sciences - Critical R: 550 Math: 580

Foreign Language - Critical R: 565 Math: 579

Art & Music - Critical R: 534 Math: 541

Math - Critical R: 542 Math: 581



SAT: Minnesota

Average - Critical Reading: 596 Math: 603

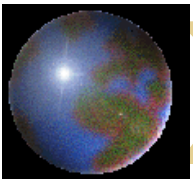
Students with 4+ years of:

Sciences - Critical R: 614 Math: 646

Foreign Language - Critical R: 617 Math: 622

Art & Music - Critical R: 614 Math: 610

Math - Critical R: 614 Math: 646

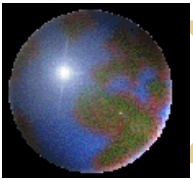


Languages impact academic achievement

- o Take as much language as possible in high school. Selective colleges recommend 3- 4 of world language study.

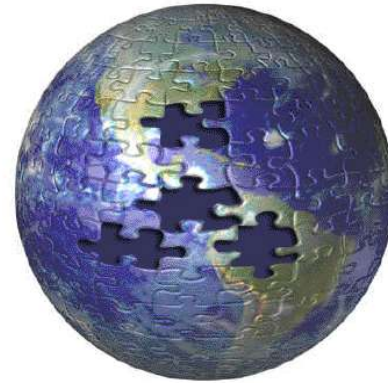
Talk to HS counselors about how to fit four years of language into the HS schedule.

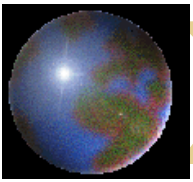
Students who studied another language for four years in high school perform better on college placement tests and can earn college credits.



Can We Afford to Add One More Thing to the curriculum?

Can we afford not to?





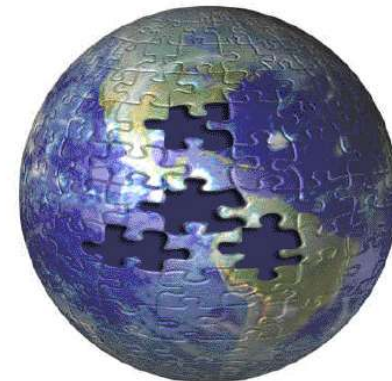
Languages add value to our diplomacy

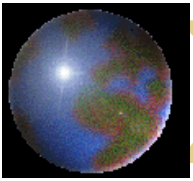
Through the learning of other languages,
students open a window to the world

Learn a new way of thinking

See the world with a new set of eyes

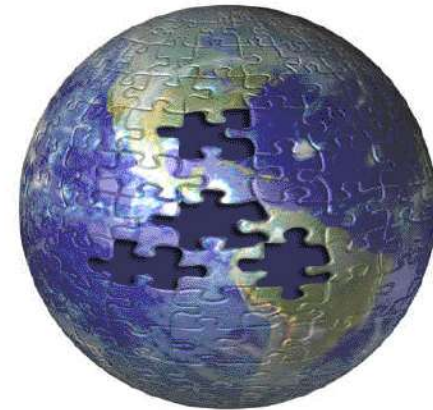
Open their minds

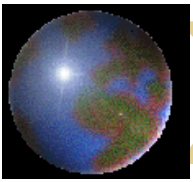




Languages add value to our diplomacy

How can we teach more languages to more students at more levels so that they are as at home in countries around the world as they are in their own neighborhoods?



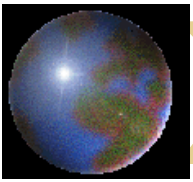


Languages add value to our diplomacy

We have an obligation to empower others with the gift of languages

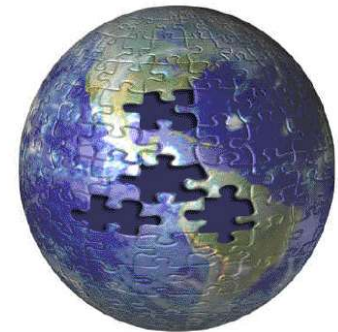
Build respect and break the cycle of fear and ignorance

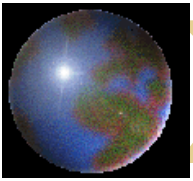
Build hope for the future so that our children can enjoy a more tolerant , enriched, and respectful world of tomorrow



Sen. Hagel (NE) and Sen. Feingold (WI) (S. Res. 104 – 2005)

- Participate in exchanges
- Study or volunteer abroad
- Work with immigrants or refugees
- Host foreign students
- Participate in sister-city programs
- Learn a world language



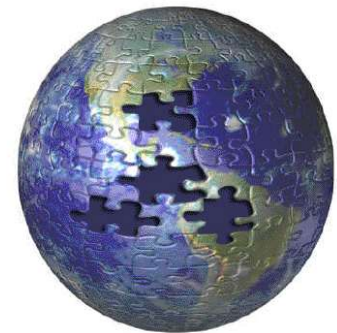


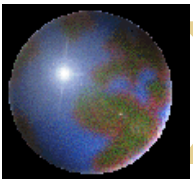
A Call to Action for National Foreign Language Capabilities:

Build language and cultural understanding
capability;

Develop language and cultural competency;

Develop language skills in a wide range of
critical languages

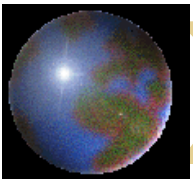




A Call to Action for National Foreign Language Capabilities:

Strengthen programs and tools in foreign languages and cultures; and
Integrate language training into career fields and increase the number of language professionals.

www.nlconference.org
click on "Papers"; then "White Paper

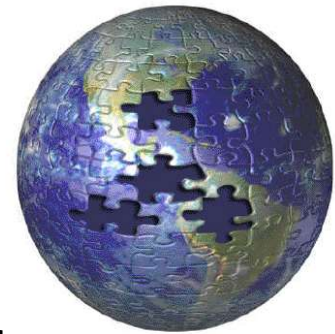


US Defense Department: Defense Language Transformation Roadmap

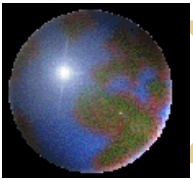
For officers and for enlisted ranks

Identify language assets

Recognize need for understanding of other cultures



www.languagepolicy.org/dodlangroadmap.pdf



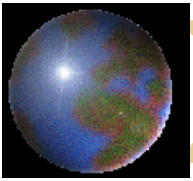
Languages add value for heritage cultures

Minnesota's 2000 Census: Heritage Language Speakers

9.3% of Minnesota residents speak a language other than English at home

(390,000 people out of Minnesota's total of 4.2 million people, over age 5)

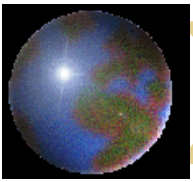
http://www.mla.org/census_main



Minnesota's 2000 Census: Heritage Language Speakers

an increase of 72% between 1990 and 2000 of
Minnesota residents who speak languages
other than English at home

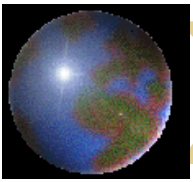
http://www.mla.org/census_main



Minnesota's Heritage Languages

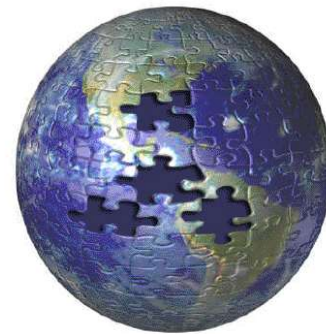
Spanish, Hmong, German, African languages, Vietnamese, French, Scandinavian languages, and Chinese (over ten thousand speakers each)

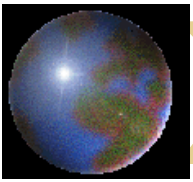
Russian, Laotian, other Slavic languages, Native North American languages, Arabic, Cambodian, other Asian languages (more than five thousand speakers each)



Languages add value through diverse perspectives

Students understand other peoples' point of view and broaden their own perspectives of the world.



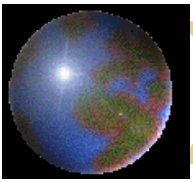


Languages add value through diverse perspectives

ACTFL National Standards: Culture

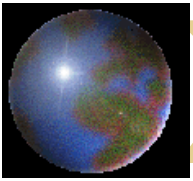
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

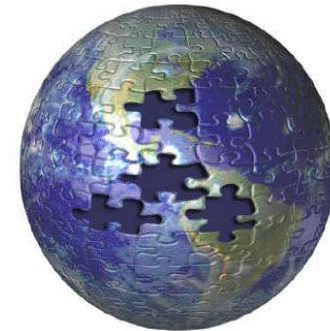


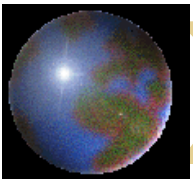
Languages add value to our economy

- o Top Ten countries that Minnesota exports to (in order):
 - o Canada, Ireland, Japan, Netherlands, United Kingdom, Germany, Mexico, France, China, South Korea, Belgium, and Hong Kong.
 - o More than \$9 Billion dollars a year
- Knowing another language = earning more \$\$ in business, sales, diplomatic and military careers.



*How do we produce confident,
competent language users to
interact in the global community?*



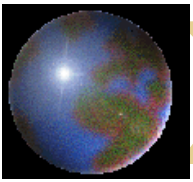


Where's the growth?

In the number of languages taught in our schools

In the number of years that students study a language

In the grade levels in which students can study languages



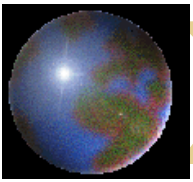
Policy and Practice Supports needed

A well-marked route: clear and accessible *paths* to language proficiency

Few bumps in the road: cumulative language learning that is supported for long sequences

Aligned policies from all sources that affect language learning to work toward common goals .

— Donna Christian, Center for Applied Linguistics



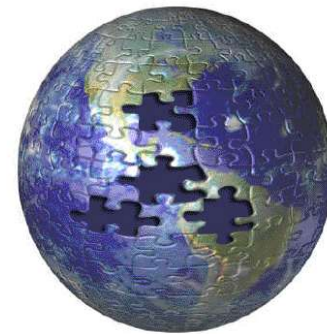
Policy and Practice Supports

Achievement of our language goals requires support from education and language policies at all levels (federal, state, local) to foster the ongoing development of second language and heritage language proficiency in all ways possible.

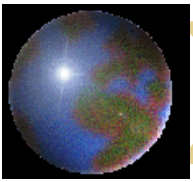
Legislation

Regulations

Appropriations

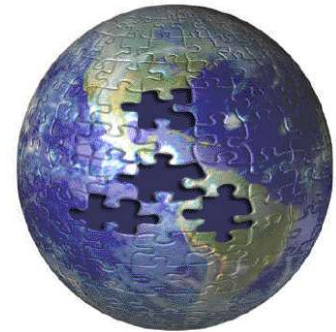


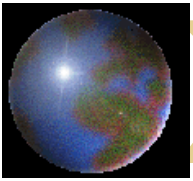
— Donna Christian, Center for Applied Linguistics



Speak up for languages

Help youth discover language learning - a tool that will help them to become better communicators in their mother tongue, more inter-culturally competent ready to compete with and collaborate with peoples from around the world





How do we do this?

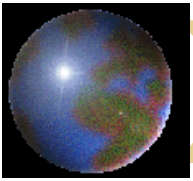
Joint National Committee for Languages

<http://www.languagepolicy.org/>

ADVOCACY MADE EASY

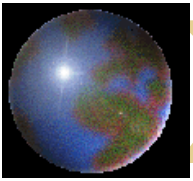
Tips for Conducting a Public Advocacy Workshop

<http://www.languagepolicy.org/advocacy/>



Speak up for languages





Thanks!

to Paul Sandrock, WI DPI for sharing parts
of his presentation to MCTLC 2005.