Confronting US World Language Teacher Education

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Myriam Met

2010 Northeast Conference
Overview

Part I: Shuhan Wang (25 minutes): Macro level
   – Quick overview of 2010 STARTALK Programs
   – December 2009 National World Language Teacher Certification Summit
   – The WL Teacher White Paper
   – Other STARTALK Resources for Teachers

Part II: Mimi Met (25 minutes): Micro level
   – Welcoming LCTL Teachers: Views from the Schools

Part III: Q & A (25 minutes)
STARTALK in 2010

- 134 programs being awarded
- Student and Teacher Programs: Arabic, Chinese, Hindi, Persian, Swahili, Turkish, & Urdu
- Teacher Programs: Dari & Russian

http://www.startalk.umd.edu/
World Languages: A Teacher Shortage Area!

36 States and the District of Columbia identified foreign languages/world languages/languages other than English as teacher shortage areas.

NFLC/STARTALK Certification Summit Participants

Invitation Only: 100 participants

• 25 states plus DC sent teams (Policy makers, WL consultants, Certification officers, and/or Higher Ed representatives)
• government observers;
• business leaders;
• professional organizations

http://startalk.umd.edu/2009/meetings/certification/
One Product of the Summit:
A WL Teacher White Paper & Resource Guide

Tentative title:

*Developing Linguistically and Culturally Competent Citizenry for the US: Transforming a World Language Teacher Supply System for the Global Age*

Available in April/May 2010
Recognizing Changing Contexts: Local to Global, Global to Local

- An interconnected world
- A knowledge-based and service-oriented global economy
- Entrepreneurial innovation and creativity as premium
- Economic competitiveness
- National interests
- Social justice
- Diplomacy
20 of the Top 25 Industrialized Countries Begin the Study of a World Language in Grades K-5

<table>
<thead>
<tr>
<th></th>
<th>Lower Elementary School</th>
<th>Upper Elementary School</th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td>Beginning Age</td>
<td>5-7</td>
<td>8-10</td>
<td>11-13</td>
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<tr>
<td>Grade</td>
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<td>3-5</td>
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<tr>
<td>Number of Countries</td>
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<td>12</td>
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<td>1* US</td>
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</table>

Sources: Pufahl, Rhodes, & Christian, 2002; Li, 2007; Goto Butler, 2007; Gargesh, 2006; Eurydice, 2005; Russia-InfoCenter, 2006; Dixon, 2003
## World Language Education: EU Countries

<table>
<thead>
<tr>
<th>Number of Countries</th>
<th>Years of Study</th>
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<tr>
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<td>7</td>
<td>6</td>
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<td>21</td>
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Only 12 US States Require the Study of World Languages

<table>
<thead>
<tr>
<th>School Level</th>
<th>Number of States</th>
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<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>Middle School</td>
<td>1</td>
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<tr>
<td>High School Graduation</td>
<td>6</td>
</tr>
<tr>
<td>Elementary &amp; Middle School</td>
<td>1</td>
</tr>
<tr>
<td>Elementary, M.S. and H.S.</td>
<td>3</td>
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</tbody>
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Percentage of US Students Studying World Languages

Middle School: 14.7%
High School: 43.8%
Post-Secondary: 8.6%
Post-Secondary (advanced levels): 1.6%

Middle school & high school data: National Center for Educational Statistics (2000); Post-secondary data: Furman, Goldberg, and Lusin (2007)
WL Study Helps to Close the Global Achievement Gap

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

(Tony Wagner, 2008, p. 14)
Question:

If other nations in the world have invested in developing a linguistically and culturally competent citizenry and workforce, why hasn’t the United States?
The White Paper: Two Major Themes

• In order for the US to compete in the global market and in talent, innovation, creativity, and problem solving, we must expand our world language capacity.

• In order to expand our world language capacity, we must transform our world language teacher supply system.
Observed Trends and Innovations in World Language Education in the US

• Greater awareness of the need for a linguistically and culturally competent citizenry
• Increasing popularity of immersion and early language learning programs
• Expanded offerings of online or distance learning language programs
• STARTALK, FLAP grants & Flagship programs generating enthusiasm for the study of less commonly taught languages
Implications:
We Need An Expanded and Diverse World Language Teacher Force

Examples:
• Traditionally taught language teachers, especially Spanish
• Elementary and immersion WL teachers
• Teachers of Less commonly taught languages
• Online, blended learning, and distance learning teachers
We Must Transform Our Current Teacher Supply System

- **Increase the supply**: more world language teachers to meet the needs of different programmatic demands

- **Enhance the effectiveness**: effective world language teachers in all classrooms
Transformational Strategies

- Short-term
- Long-term

A Paradigm Shift
WL Teacher Supply System
Continuum of Teacher Development & Life Cycle of a WL Teacher

- Teacher Recruitment
- Aspiring individuals
  - Induction, Prof. Developmt & Life Long Learning
- Teacher candidates/Apprentices
  - Teacher Preparation
- Practicing/Master/Teacher trainers
- Novice teachers
  - Certification/Licensure
Short-Term Solution: Guest Teachers

- 26 states plus the District of Columbia use guest teachers from foreign countries
- China, Spain, and France are the top three countries of guest teacher origins, followed by Mexico, Taiwan, and Germany

Long-Term Strategy 1: Recruit from New Pools of WL Teachers

- Graduates of teacher education programs
- Interested students who would like to be WL teachers
- Educated native and heritage language speakers
- STARTALK pools
- Mid-career changers with language proficiency

How to meet their needs & provide support?
Long-Term Strategy 2: Create WL-Specific Alternative Certification Routes (ACR) Programs

• Market-driven
• Driving factors – school requirements and teacher candidate requirements
• Efficient models
• Results in tailor-made programs designed to meet specific needs for specific teachers in specific areas
• Multiplicity of program models

Adapted from: Alternative Teacher Certification: A State-by-State analysis 2009
http://www.ncei.com
Research from ACR Programs

• Zero difference from traditional certification after 2 years of teaching

• #1 variable in developing competence to teach: Clinical experience, more valuable than courses

• #2 variable: Working with other teachers and colleagues

• #3 variable: Content and subject matter support

(National Center for Alternative Certification, http://www.ncei.com)
STARTALK Evidence (1):
Key Elements of Effective Teacher Development Programs

• Engage in practice teaching and/or micro teaching
• Observe master teachers in actual classrooms and via video clips
• Collaborate with student program
• Blend theory and practice
STARTALK Evidence (2): Examples of Teacher Competency

- Pedagogical/descriptive linguistics/culture
- Standards-based curriculum design
- Communicative teaching methods
- Assessment skills
- English for professional purposes
- Classroom management, US educational system and culture
- Appropriate paths to certification
Long-Term Strategy 3: Form Partnerships

• **States:** Resolve portability of certification across state lines or develop multi-state/national beginning teacher certification recognized by partnering states

• **Teacher preparatory programs:** Expand capacity, develop and share different modules/courses for teacher development

• Develop online or blended learning programs
Conclusion of the WL Teacher White Paper

1. Transform the WL teacher supply system by building on a new conceptual framework
2. Increase the supply and effectiveness of WL teachers
3. Determine the input for beginning WL teachers
4. Determine the acceptable output for teacher competency
5. Form partnerships to increase portability of teacher certification
6. Make recommendations to key stakeholders
White Paper Resource Guide

Sections include:

• The benefits of knowing another language and culture
• International WL education comparison
• State by state survey on WL education & teacher supply
• The definition & assessment of language proficiency skills
• Characteristics of effective language programs
• Recognized National teacher standards
• Extensive resource lists
Other STARTALK Resources

Teacher Development Collections
Available in Spring 2010

- 10 Classroom Videos
- 12 institutions
- Online Multimedia Teacher Development Workshops

http://www.startalk.umd.edu/
Welcoming Teachers of LCTL’s Views From The Schools
The Role of Culture

- Building respectful relationships
- Honoring what teachers bring to their work
- Being sensitive to unintentional messages
Context Variables and Teacher Success

- School level (elementary/middle/high school)
- School climate
- Principals, supervisors, and department chairs
- Peers and colleagues
Teaching and Culture

• Definitions of ‘teaching’ and ‘learning’

• Backward design implications:
  – Differing interpretations of course outcomes?
  – What is a good test?

• Expectations about centrally-determined curriculum and teacher autonomy

• Expectations about the roles and responsibilities of teachers and students
Questions or Comments?

Thank you!

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