Advocating for World Language Programs

STARTALK Spring Conference
Atlanta, GA
May 4, 2012
Purpose of the Session

• Define effective advocacy
• Provide information on how advocacy can build your language programs
• Provide strategies on advocating
• Increase awareness of likely partners
Session agenda

• Defining Advocacy in STARTALK
  – STARTALK Experience
  – Howard Community College
  – Bangor Chinese School
Advocacy

• Definition: The act of pleading or arguing in favor of something, such as a cause, idea, or policy; active support.


• The Plan:
  – The problem
  – Desired outcome
  – Resources to implement the plan
  – Compromise solutions
Advocacy: National and Local Programs

- Bangor Chinese School
  - Chinese

- Howard CC
  - Arabic
  - Hindi
  - Persian
STARTALK: Managing for Quality

- Quality = ACTFL Standards + STARTALK-endorsed principles for effective teaching and learning
  - Integrating quality checks into all steps
  - Reflecting on what worked and what needed improvement
  - Incorporating feedback into the process and to stakeholders
Impact: Infrastructure for Critical Languages

• Increased number of highly effective teachers
• Improved resources for language instruction and assessment
• Innovative online resources for teacher development
Affective Impact: Students

• 96% enjoy learning languages
• 98% think it important to learn about other people and places
• 78% plan to continue studying the STARTALK language
Next Steps

• Continue to support successful programs
• Work with program directors to start critical language classes in their schools
• Demonstrate the impact of STARTALK to government funders
  – The program has met its goals
  – Focus on the impact generated by interest in STARTALK
EVIDENCE-BASED ADVOCACY FOR WORLD LANGUAGE PROGRAMS

Cheryl Berman
Director, World Languages
Howard Community College
Star light
Star bright
First star I see tonight...
OUTREACH

- Cultural Community Stores
- Public Schools
- Private Schools
- Home Schooled
- Social Media • Twitter • Facebook
- Word of Mouth
- Mailers
- On Campus
FACEBOOK

https://twitter.com/#!/hccSTARTALK

HCC STARTALK (@hccSTARTALK) on Twitter

Sign up for Twitter to follow HCC STARTALK and get the latest updates on linguistic programs and resources.

Ruddhi Athavale Wadadekar shared a link.

2 hours ago •

https://twitter.com/#!/hccSTARTALK

HCC STARTALK (@hccSTARTALK) on Twitter

twitter.com

Sign up for Twitter to follow HCC STARTALK and get the latest updates on linguistic programs and resources.

Ruddhi Athavale Wadadekar

Yesterday •

STARTALK

STARTALK is a government initiative to increase the number of Americans learning critical need languages. The STARTALK program provides training for high school students to learn Arabic, Korean, Chinese, Hindi, or Persian. HCC's STARTALK program is one of the most successful in the country.

One of STARTALK's benefits is the success rate of its participants. The program is designed to help students to reach their full potential in language learning.STARTALK students receive college credits from HCC and are prepared to enter the next level of language instruction during their senior year. The aim of the program is to be more than a language course.

Students applying for winter community colleges (CSC) and summer community colleges (CSU) must submit the following:

- STARTALK application for admission which can be signed by the student, parent, guardian, and school administrator.
- Official School Transcript
- Three recommendation letters
- Boundary analysis letter

Like • Comment • Share

Sarah Vogel • STARTALK Hindi 2011 HCC

September 14, 2011

When we started talking about Ancient India in World History and then went on to discuss the language I felt so special :)"
INTERNAL

STARTALK Team

Academics
- Syllabus
- Hindi Textbook
- Teacher Training

Public Relations

Assessment
- Attitude and Motivation
- Culture Survey
<table>
<thead>
<tr>
<th>Term</th>
<th>STLK Headcount</th>
<th>STLK FTE</th>
<th>Total Term FTE</th>
<th>STLK % of Total Term FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007S2*</td>
<td>98</td>
<td>16.554</td>
<td>68.167</td>
<td>24.3%</td>
</tr>
<tr>
<td>2008S2*</td>
<td>72</td>
<td>18.423</td>
<td>56.333</td>
<td>32.7%</td>
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<tr>
<td>2009S2</td>
<td>69</td>
<td>7.847</td>
<td>61.900</td>
<td>12.7%</td>
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<tr>
<td>2010S2</td>
<td>64</td>
<td>6.384</td>
<td>64.000</td>
<td>10.0%</td>
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<tr>
<td>2011S2</td>
<td>75</td>
<td>9.842</td>
<td>77.933</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

*students were taking 8 credits instead of 4.
ARAB-101-01
SYLLABUS
SUMMER 2011

INSTRUCTOR: Tony Rahi
INSTRUCTOR'S AIDE: Aisaa Razeq
PHONE: (202) 360-2201
EMAIL ADDRESS: trahi@howardcc.edu
arazeq5005@howardcc.edu

COURSE DESCRIPTION
This five week (120 hours) intensive academic program will provide an introduction to the Modern Standard Arabic (MSA) for developing beginner-level proficiency. It focuses on building basic reading, writing, listening and speaking skills starting with the alphabet, basic vocabulary and sentence structure leading to a working knowledge of written and conversational Arabic in the context of common everyday interactions. The structure of this course is based on practical application and a high level of student participation. The course also offers a comparison of the Modern Standard Arabic (MSA) with some of the local spoken dialects.

COURSE OBJECTIVES AND GOALS
OBJECTIVES:
1. To acquire basic skills in the Modern Standard Arabic through:
   a. Mastery of the Arabic alphabet and pronunciation
   b. Reading comprehension (brief text of limited complexity)
   c. Writing composition (simple notes, letters and personal experience)
   d. Listening comprehension (understand basic spoken MSA, videos and songs)
   e. Dialogue (simple conversation such as greetings and social issues like family, home and work)
2. To develop language proficiency through the example of everyday real life scenarios
3. To raise awareness of notable cultural aspects during social contact
4. To offer an informed perspective of contemporary dialects and to distinguish spoken from formal Arabic
5. To cultivate the students' sense of appreciation for the Arab region's rich history, society and culture

GOALS:
Students Can:
1. Greet other travelers along the Silk road, tell them where they are from and what they are doing as a traveler along the Silk Road.
2. Ask and answer questions about their family, the location of places in their community at home as well as familiar places along the Silk Road.
3. Indicate the day, the time and their usual daily activities as they journey along the Silk Road.
4. List what they do in their free time, highlighting personal interests, hobbies, sports
5. Buy and sell as they travel using money (counting) and quantities.
6. Report to others on the weather as they move along the Silk Road though mountains, deserts, etc.
STARTALK 2012 Attitudes/Motivation Survey Arabic Pre-test

* First Name:  

* Last Name:  

* HCC Student ID:  

* Hi STARTALK Student!

Below you will find a number of statements with which you may agree or disagree. Please check one choice for each statement according to the amount you agree or disagree with that statement.

There is no right or wrong answer!

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I wish I could speak many foreign languages perfectly.</td>
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<td>2. My parents try to help me to learn Arabic.</td>
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<td>3. I don't pay much attention to the feedback I receive in my Arabic class.</td>
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<td>4. I don't get anxious when I have to answer a question in my Arabic class.</td>
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<td>5. Learning Arabic is really great.</td>
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<td>6. If the USA had no contact with Arabic-speaking countries, it would be a great loss.</td>
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<td>7. Studying Arabic is important because it will allow me to be more at ease with people who speak Arabic.</td>
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<td>8. I have a strong desire to know all aspects of Arabic.</td>
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<td>9. Studying foreign languages is not enjoyable.</td>
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<td>10. I never feel quite sure of myself when I am speaking in our Arabic class.</td>
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<td>11. Knowing Arabic isn't really an important goal in my life.</td>
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<td>12. I hate Arabic.</td>
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<td>13. I feel very much at ease when I have to speak Arabic.</td>
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<td>14. I wish I could read newspapers and magazines in many foreign languages.</td>
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<td>15. My parents feel that it is very important for me to learn Arabic.</td>
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<td>16. I don't bother checking my assignments when I get them back from my Arabic teacher.</td>
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<td>17. I feel confident when asked to speak in my Arabic class.</td>
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</tbody>
</table>
Hello STARTALK Student!

Now that you have spent a few weeks in the program we would like to ask you a few questions about cultural awareness in three different contexts (school, world outside, and workplace). Here you can record information about cultural behavior that you noticed or learned during the past few weeks in the program. You can also note cultural attitudes and behavior that you don’t fully understand at this time.

If you haven’t noticed cultural behavior relating to that context, please type "NONE" in line 1 of the question.

**First Name:**

**Last Name:**

**HCC Student ID:**

**In the school:**

Cultural attitudes and behavior that I have noticed and can now understand

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Thank you for all your hard work with STARTALK!

We value your feedback on the program and will use it to make improvements throughout the summer and in the future. In answering the following questions please consider what you've done in the PAST WEEK ONLY.

Your individual responses will be kept completely confidential and will not be shared with your instructor. Instead it will be combined with responses by other instructional aides and looked at as a whole. Your honest feedback is much appreciated!

**1. Name**

**2. What class(es) are you helping with?**

- [ ] Hindi 101 - Vinnee Rege
- [ ] Arabic 101 - Rahim Salih
- [ ] Arabic 101 - Shagha'f Hazimeh
- [ ] Chinese 101 - Lity Tsai
- [ ] Chinese 101 - Yulian Lili
- [ ] Chinese 102 - Alice Zhang

**3. Please indicate to what degree you agree or disagree with the following statements.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 - Completely disagree</th>
<th>2 - Somewhat disagree</th>
<th>3 - Somewhat agree</th>
<th>4 - Completely agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My role this week was made clear to be by the instructor.</td>
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<td>I feel that I'm involved.</td>
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<td>The students have been asking me questions.</td>
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<td>The students understand why I'm in the class.</td>
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<tr>
<td>I feel part of the Chinese/Hindi/Arabic team.</td>
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<td>I know each of the students and their names.</td>
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<tr>
<td>I feel appreciated.</td>
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<td>I can speak freely to the instructor with ideas, suggestions, and concerns.</td>
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<tr>
<td>I think the instructor values me for my skills.</td>
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</tbody>
</table>

Please complete the following statements.
OUTREACH

SYSTEMS

INTERNAL

STARTALK
Start Talking!
REACHING INTO A BROADER COMMUNITY:
A FORMULA FOR EXPANDED AWARENESS OF PROGRAMS AND ORGANIZATIONAL FOUNDATION BUILDING

The Chinese Language and Culture Center of Maine
Bangor Chinese School

Jing Zhang and Suzhong Tian
IT IS SAID THAT ONE PICTURE IS WORTH A THOUSAND WORDS. 
SO, LET ME THEN SHOW YOU A PICTURE!
OUR ORGANIZATION, THE CHINESE LANGUAGE AND CULTURE CENTER OF MAINE IS LIKE A TREE. THE ROOTS OF THIS TREE ARE OUR PARTNERSHIPS AND ASSOCIATIONS. THEY INCLUDE:

- WORKING CONNECTION WITH LOCAL PUBLIC AND PRIVATE INSTITUTIONS
- JOINT EDUCATIONAL PROJECTS WITH STATE UNIVERSITIES
- LIAISON WITH STATE EDUCATION DEPARTMENT
- JOINT PROJECTS WITH THE CITY COUNCIL AND LOCAL POLITICAL LEADERSHIP (E.G., SISTER CITY PROJECTS)
Our organization, the *Chinese Language and Culture Center of Maine* is like a tree. The trunk is our organization’s and its missions and dedicated people. These include:

- Year-long Chinese language instructions to all age and all levels
- Bangor Chinese School and Portland Chinese School
- Three Federal funded programs: two STARTALK (s) and NSLI-Y
- Annual Trip to China with students, educators and business people
- Assist MDOE set up Chinese program for Maine schools
- Exchange program with oversea partners for officers, teachers and students
- Chinese teacher training in compliance with State certification requirements
- Culture services and holiday celebrations
- Annual Maine Chinese Conference
- Standard Chinese test-YCT and HSK
- Help Maine schools and cities build up sister-school/city
Part of Board Members and Advisors
Finally the tree’s leaves. These are:

- Increased global competency
- Improved understanding between two of today’s great nations
- The diverse coloration of the leaves during our fall Chinese Conference represents all our goals of increased tolerance and human understanding
PARTNERSHIP WITH LOCAL K-12 SCHOOLS AND UNIVERSITIES

INSTITUTES

Husson University
University of Maine
Lee Academy
Orono High School
John Bapst High School
MT. Ararat High School
Hamden Academy
Bangor School Department
Portland Schools

All schools that currently offer Chinese programs

BENEFITS

Share resources: space, professional skills, academic credits
Joint programs: Study in China, summer programs and Afterschool programs “North Start” and annual Chinese Conference
Sponsorship
State Education Department

In my own experience, there has never been a request made by our organization to the State Education Department for expertise, information and cooperation that has gone unmet. They have always stood in support of our student language programs, and our efforts to help Maine teachers of Chinese.
Joint projects with City Government

- Sister-city project (Bangor-Harbin)
- July 13, 2009, City Proclamation citing our program as an exemplary educational program
- Student exchange Harbin and NSLI-Y (American Councils)
- Business & professional exchange programs
- “Business Talk” Skype chat between Bangor manufacturers and Chinese building programs in Harbin, i.e. pre-stressed wood products, large-scale construction items, tidal power equipment, Maine seafood
HEILONGJIANG EDUCATION DELEGATION

VISITED BANGOR (FEB, 2012)

- INCREASED CLASS REGISTRATIONS IN CHINESE!
Federal Government

- Congressional delegation
- The University of Maryland
  - We enjoy being a member of STARTALK family
- American Councils and US State Department
- ONR management and indirect cost negotiation
- Foreign Agricultural Service (FAS) of the United States
  - Michael Riedel, Officer of FAS, is studying Chinese at the Bangor Chinese School.
STARTALK Programs

Bangor Chinese School

The Future Speaks Chinese
"China, in particular is an important nation to understand. It is an ever-emerging economic player, even as its culture - with thousands of years of history - is transforming as a result."

—— Gov. John Baldacci
Working with Parents
- “North Star” Maine Elementary After School Chinese Program (Tripartite project) is expanding
PORTLAND CHINESE SCHOOL

-BANGOR CHINESE SCHOOL IN ITS PORTLAND CAMPUS WILL ADD 15-20 JOBS IN AREA

[Image of a person holding a sign with Chinese characters]
Consul General (NYC) and Hanban

- Match Maker of oversea partnership
- Guide of Confucius Classroom establish
- Other resources
International Organizations and NGOs

- Partnership: CLCCM- Exchange Department of Heilongjiang and local schools; CLCCM-Hubei Polytechnic University
Local Media

-Free advertisement huge influence

http://www.bangorchinese.com/NEWS.HTML
ENGAGE THE PARTNERSHIPS
Xie xie - 谢谢!

Thanks!

We would love to talk to you. We may be reached at:

Jing Zhang, Executive Director
Chinese Language and Culture Center of Maine
53 Cumberland St.
Bangor, ME 04401
Phone: 207 990-0710
Email: jingzhang@bangorChinese.com
Sharing Time

BRAINSTORMING WHAT WORKS
CREATING A STORY FOR YOUR
PROGRAM QUERIES