Evidence-Based Advocacy for World Language Programs

Northeast Conference on the Teaching of Foreign Languages
April 21, 2012
Purpose of the Session

• Define effective advocacy
• Provide information on how advocacy can build your programs
  – Fauquier County Public Schools
  – Howard Community College
  – Rutgers University
• Provide strategies on advocating
• Increase awareness of likely partners
Session agenda

• Defining Advocacy in STARTALK
  – STARTALK Experience
  – Fauquier County Public School Experience
  – Howard Community College Experience
  – Rutgers University Experience
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
STARTALK
Goals

• To increase the quality and supply of teachers of critical languages throughout the nation
• To stimulate significant increases in the number of students enrolled in the study of critical languages
• To improve the quality and effectiveness of critical language curriculum

Source: ODNI, 2009
What is STARTALK?

- Language learning for more students
  - K-16
  - Geographically diverse
  - Opportunities for long-term articulation
- Professional development for teachers
  - Language-specific training
  - Blend of theory & practice
STARTALK Languages

2007 – Arabic & Chinese
2008 – Hindi, Persian, & Urdu
2009 – Swahili & Turkish
2010 – Dari & Russian
2011 – Portuguese
2012 – all ten
Advocacy: National and Local Programs

- Fauquier County PS
  - Arabic
  - Turkish

- Howard CC
  - Arabic
  - Chinese
  - Hindi
  - Persian

- Rutgers U
  - Chinese
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
If you build it, they will come

Building Word Language Programs in the Public School System:
The Fauquier County Experience

Laura M. Hoover, Instructional Supervisor for ESL/Foreign Language
FCPS STARTALK

• An assignment...a dream...
Our Summer Programs
Arabic & Turkish

• 2009 – 38 students
  – Grades 4 – 8, 2 week program
• 2010 – 59 participants
  – Grades 5 – 10, expanded to 3 weeks
• 2011 – 78 participants (projected 60)
  – Grades 3 - 10
• 2012 – projected enrollment 112
  – Grades 3 – 11
Interactive Classroom Activities –
Authentic Materials, Arts and Recreation
THEME BASED CURRICULUM

• 2010 Planning a Holiday Party
• 2011 Treasure Hunt
• 2012 Treasure Hunt Continued...
Program Focus

• Student Centered Learning

• Staying in the Target Language
FIELD TRIPS!

- Dar Al Hijrah Mosque  
  - Falls Church, VA

- Freer Gallery
  - Washington, DC

- Turkish Embassy  
  - Washington, DC

- The Mediterranean Bakery
• Lunch
• Transportation
FLEX Programs through the school year

- After School programs
- 16 week sessions for Phase 1, 2, and 3
- Curriculum written by our STARTALK teachers
- Turkish and Arabic taught by FCPS STARTALK teachers
- Enrollment increases each year
Moving towards adding less commonly taught languages to our High School Program

1 Student Enrolled in Arabic after STARTALK 2009 (Virtual Virginia)

29 enrolled in Arabic for 2012-13 school year
IF YOU BUILD IT...

THEY WILL COME!
Star light
Star bright
First star I see tonight...
HCC
World Languages
OUTREACH

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

StArtalk Hindi 2011 HCC

Sarah Vogel

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 :)

Like · Comment · Share

Erin Carnell

August 10, 2011

really missing StArtalk Hindi 2011 HCC right now :/ We had sooo much fun that is making the rest of my summer feel even more lame then it is :

Like · Comment · Share

Om Shanti Om dance photo in HCC's weekly newsletter !!

STArtalk Hindi 2011 HCC

August 5, 2011

Like · Comment · Share

STArtalk Hindi 2011 HCC

Aakash Gheewala

July 27, 2011

you still never taught me how to say adventure time in Hindi!!! comment on how to say it please! :D

Like · Comment · Share

STArtalk Hindi 2011 HCC

July 27, 2011

We'll stay little longer tomorrow, till 1.30/2.00 pm. The Smith theatre will be available at 12 nm and we need to

Like · Comment · Share
HERE YOU GO! The STARTALK 2012 @ HCC application deadline is April 18th. It's not too late to apply today!

HCC STARTALK (@hccSTARTALK) 14m
Working on making STARTALK 2012 even better than last year!

HCC STARTALK (@hccSTARTALK) 4 Apr
@PFDSalina we can't wait for another STARTALK summer!

HCC STARTALK (@hccSTARTALK) 3 Apr
@HowardCommCollege

HCC STARTALK (@hccSTARTALK) 2 Apr
HCC STARTALK is a government initiative to increase the number of Americans learning critical need languages. Apply today!

HCC STARTALK (@hccSTARTALK) 1 Apr
GlobalLeaders STARTALK is a government initiative to increase the number of Americans learning critical need languages. Apply today!

HCC STARTALK (@hccSTARTALK) 30 Mar
Follow our journey as we learn Chinese! STARTALK is a government initiative to increase the number of Americans learning critical need languages. Apply today!

HCC STARTALK (@hccSTARTALK) 29 Mar
Time is running out! Apply now! howardcc.edu/administration/app...
INTERNAL

- STARTALK Team
- Public Relations
- Academics
  - Syllabus
  - Hindi Textbook
  - Teacher Training
- 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>
</tr>
<tr>
<td>2009S2</td>
<td>69</td>
<td>7.847</td>
<td>61.900</td>
<td>12.7%</td>
</tr>
<tr>
<td>2010S2</td>
<td>64</td>
<td>6.384</td>
<td>64.000</td>
<td>10.0%</td>
</tr>
<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: Aiza Razeq
PHONE: (202) 560-2201
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>Number</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Moderately Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I wish I could speak many foreign languages perfectly.</td>
<td></td>
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<td>2</td>
<td>My parents try to help me to learn Arabic.</td>
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<td>3</td>
<td>I don't pay much attention to the feedback I receive in my Arabic class.</td>
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<td>4</td>
<td>I don't get anxious when I have to answer a question in my Arabic class.</td>
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<td>5</td>
<td>Learning Arabic is really great.</td>
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<td>6</td>
<td>If the USA had no contact with Arabic-speaking countries, it would be a great loss.</td>
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<td>7</td>
<td>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</td>
<td>I have a strong desire to know all aspects of Arabic.</td>
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<td>9</td>
<td>Studying foreign languages is not enjoyable.</td>
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<td>10</td>
<td>I never feel quite sure of myself when I am speaking in our Arabic class.</td>
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<td>11</td>
<td>Knowing Arabic isn't really an important goal in my life.</td>
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<td>12</td>
<td>I hate Arabic.</td>
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<tr>
<td>13</td>
<td>I feel very much at ease when I have to speak Arabic.</td>
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<tr>
<td>14</td>
<td>I wish I could read newspapers and magazines in many foreign languages.</td>
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<tr>
<td>15</td>
<td>My parents feel that it is very important for me to learn Arabic.</td>
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<tr>
<td>16</td>
<td>I don't bother checking my assignments when I get them back from my Arabic teacher.</td>
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<tr>
<td>17</td>
<td>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.
STARTALK 2012 Instructional Aide Weekly Survey

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 - Vinne Rege
- [ ] Arabic 101 - Rahim Salih
- [ ] Arabic 101 - Shaghaf Hazimeh
- [ ] Chinese 101 - Lily Tsai
- [ ] Chinese 101 - Yulan 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>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>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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<tr>
<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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<tr>
<td>I know each of the students and their names.</td>
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<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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<td>I think the instructor values me for my skills.</td>
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</tbody>
</table>

Please complete the following statements.
Systems

- Home School
- Universities
- Government
  - NSLI
  - Boren Scholarships
- Private
- Public
ADVOCACY AND
THE RUTGERS UNIVERSITY EXPERIENCE

Mary Curran, PhD
Rutgers, The State University of New Jersey
NECTFL
April 21, 2001
THE END OF THE STORY
ADVOCACY?
KEY CONSIDERATIONS

- Needs Assessment
- Patience
- Dedication
- Flexibility
- Hard work
- Trust
- Evaluation
ACTIONS

- Listen
- Give
- Promote
- Invite
- Thank
- Celebrate
- Educate
- Evaluate
OUTCOMES

- Numbers of Teachers and Students Reached

- New Programs
  - English Program for District Parents
  - Chinese Summer Programs
  - Chinese After School Programs
OUTCOMES

- Numbers of Students Reached
- New Programs
  - English Program for District Parents
  - Chinese Summer Programs
  - Chinese After School Programs
PARTNERSHIPS
OUTCOMES

- Numbers of Students Reached
- New Programs
  - English Program for District Parents
  - Chinese Summer Programs
  - Chinese After School Programs
- District Changes
  - Identity
  - Relationship with Rutgers, GSE