

Advocacy 101:

-- Making Connections with the World Community: Working at the Local Level and Beyond, Tying Students of Color to the German Classroom

-- Making Connections through the Advocacy of World Languages and German

By Anita Ratwik

Audience: K-16 Teachers, Parents

Objective: To provide tools, information, suggestions, and resources for those advocating for the study of German for all students, particularly those students currently under-represented in the German classroom

Introduction

This section is divided into five parts. Although these overlap with each other, they do provide some measure of arbitrary organization to this topic. Resources and materials, including web links, referred to in each section, are at the end of the article, listed by section. There are references to Minnesota, but the situations and information are similar in many states. This is a work in progress and we encourage you to submit your own resources to this list.

I. Advocacy begins in the Classroom

The first section deals with the individual classroom because the classroom has the most powerful and lasting impact on people who make many, if not most of the decisions relative to world language programs on every level.

II. Advocacy on the Individual Level

The second section is about advocating for world languages by individuals to students, parents, decision makers, administrators, legislators, and other interested people.

III. Major Changes Impacting World Language Programs and Our Response to them as Advocates

The third section provides some insights into issues and changes in the minds of decision makers that we, as advocates, need to be aware of as we try to influence their decisions and solicit their support. This section begins with a list of changes we face and the impact changes have on us and on our efforts to advocate for world languages and German for all students.

IV. World Language Learning for All Students

The fourth section addresses the issue of recruiting/advocating world languages for ALL students, followed by

V. German for All Students

The last section focuses on why we choose German and German for ALL students. This portion of the ALD website is a work in progress and others are invited to add resources that are missing here, as we continue to develop and strengthen all aspects of this website.

I. Advocacy begins in the Classroom

Absolutely key in advocating for world languages is the individual world language classroom. The experience people have had with the foreign language classroom in the past has created the foundation for their beliefs about world languages today; they ask why one needs to learn a language, who should learn a language, what happens in a world language classroom, what we teach, and what students learn. World language teachers may think that what happened in a classroom thirty to forty years ago is outdated as a reference point, but most people still cling to that outdated knowledge base.

What those of us within the world language teaching profession think is not relevant here. Almost every time we speak with legislators, administrators, and people in general, their first response is to refer to their own world language experience in a classroom, followed by that of their children. The impressions formed from the world language classroom thirty to forty years ago still remain the most common reference point for our audience, and we need to bear that in mind when addressing them. Too many times the classroom has not changed much between their school days and that of their children. This reference point frequently works against us, but it is our own profession and colleagues, and maybe even we, who are responsible for fostering this misperception.

As a profession, our own history and current situation contradicts what we preach today. We say ALL students should learn a world language, but when we look at our classes nationally, we see fewer students of color or from diverse backgrounds in the beginning levels, and even less in advanced levels, than their numbers represent in the school student population. Our administrators know this and it hurts our credibility. We have to prove to our

administrators and parents that we are serious about teaching all students, in making changes, that we know how to and can accomplish this.

We must incorporate newer teaching methods, strategies, and familiarize ourselves with newer research, so that we can question more traditional practices and change what we are doing in our classrooms in an informed fashion. We need to learn new ways of relating to our students, new ways of seeing them, learn what their interests are and their needs. We need to learn what engages them and incorporate their interests into our lessons. (See some resources listed below!)

THEREFORE the statement “Advocacy begins in the classroom”! The world language classroom will be the strongest and loudest voice for world languages for all students, and it has to demonstrate how it can be a successful, relative, important and valued experience for all students. In order to do that, we need to work on changing the world language classroom experience, particularly for students from groups traditionally underrepresented in our classrooms. (See suggestions to guide changes below and at the end of the article!)

Advocacy begins in the classroom—some questions:

What would the classroom look like in ten years, if all students were successfully learning a world language?

What would have to change to accomplish this? How will it happen?

If the growth of world language instruction depended upon what happened in your classroom, what would you want your classroom to look like?

What would have to change for that to happen? How will you go about it?

If you were able to retain ALL students that start your class, what strategies did you use to accomplish such retention? What would have to change for that to happen? How will you go about it?

II. Advocacy as an Individual

No matter what you are advocating or to whom you are advocating something, one must be aware of one’s own attitude and use just plain common sense. Put yourself in the position of your audience: what basic things make someone most effective in gaining your attention and support? The handout, “Tips for Advocating for World Languages,” available at (<http://www.mctlc.org/newvisions/advguide.html>) and at the end of this

article, is the basis for this section and contains a summary of what we need to remember as we approach other people about world languages learning. However, I want to add the following points.

- Learn what “resonates” with your audience: What will hook them to your issue? You need to get their attention, for them to realize that your goal will also help *them* reach *their* goals. You need to know what their goals are, and demonstrate to them how what you want will help them meet their goals.

Example: If they want to raise their math test scores in their schools, start teaching world languages. Then give the information about the results in Louisiana, (Article listed below) and/or the many other studies that show these results.

- When advocating for your issue, program, agenda, etc., find something that you and your audience agree on and work from there. If you cannot agree on whether or not to have a full time world language coordinator in your state, maybe you can agree on the importance of international education.

The section of resource articles at the end of this article is intentionally broad. The range of people and situations we will be addressing also have a broad spectrum of priorities and level of understanding regarding world languages and culture. For example, materials aimed at parents of college bound students most likely would not be the same as for administrators in a district where raising test scores for all students is the top priority. Although some articles could be useful for various people, you need to use reference materials that will appeal to the priorities of your specific audience. Don't just try to convince them of your viewpoint, tell them why world languages will help them meet their priorities. Remember, this is not about you, but your audience.

The areas that currently seem to be the highest priority just now are, in varying order depending upon the audience:

1. Developing cognitive abilities and raising test scores of all students
2. Developing skills to cope today and in the future with a multicultural society where we, the different constituents of this society, see each other as different

3. Teaching skills that will enable our students to compete successfully in a global world when they leave school, i.e., a "world class education"
4. To learn world languages to meet the needs of our national security just as "Sputnik" did in the 1950's.
5. To meet the world language requirements of secondary and post secondary schools.

Which of these priorities is the most important to the person or group you are addressing? To you? Find and use a quote or an article which addresses this issue. You may use a quote and reference the source, hand out the whole article and highlight the most appropriate portion or develop your own library of background knowledge. The resources at the end of this article will be helpful to you.

There is a final point that needs to be included when talking about advocating for world languages and for your own classes. It seems lately that when two or more language teachers get together their conversation revolves around a series of topics including cuts to language programs, how over worked and overwhelmed they are, and all the negatives that their world language programs and teachers have been responding to. These topics either start or finish many conversations and usually end with an equally long list of "We can't do _____". Fill in the blank with whatever task, idea or plan of action was being put forth.

We cannot let ourselves be caught up in the futility of why something can't happen. If we start from this point, it will sap our energy, set up a defeatist attitude, and stop creative thinking in its tracks. It accomplishes nothing positive and is just plainly a "turn off." People really don't want to be part of such a conversation for very long and even steer clear of others who constantly focus on such topics.

Do businesses sit around a boardroom discussing why they can't do something? No, they discuss what needs to be done, what they want to do and how they will do it. They create a strategy, they plan, and they move forward. They talk about what WILL happen and HOW they will do it.

Marcia Rosenbusch, who initiated the idea for *New Visions*, now *New Visions in Action* (NVIA), says she started NVIA because she had heard one too many such conversations and decided it was time to do something more than just complain and not have a plan to change any of these issues. We need to learn from her.

It is about what you want to happen and what you will do to make it happen. If you find yourself thinking why it can't happen, you need to retrain yourself to focus on what needs to happen, what you want to do, and how you will do it. Frankly, we need our energy to go into creating change, we need to be aware of protecting ourselves and our colleagues from such defeatist conversations

III. Major Changes Impacting World Language Programs, the People to whom we Advocate, and Our Response as Advocates to these Changes

The Big Picture **Its Impact on the Foreign Language Classroom**

Agents of Change

National Level

Globalization of all aspects of society

- Business/Foreign Trade
(Commerce Department)
- Government/foreign policy with all countries (State Department)
- Immigration
- Military actions
(Department of Defense)
- Congressional legislation

Emphasis on "Global Education"

Standards/Accountability movement in education,

No Child Left Behind Legislation
World languages a core subject

State Level-

Legislation

- Cuts in Education Funding
- Emphasis on test scores, development of standards
- School Districts develop own WL standards, two years of one wl must be offered
- Omission of World Languages as a core academic subject
- Alternative teachers' pay, site-based management

Local Level

Funding cuts
Emphasis on test scores, NCLB
Administrators don't want to deal with more standards/needs on students
Local control/site-based management

Response: World Language Profession

National Level

American Council on the Teaching of Languages and Cultures

(www.actfl.org)

-promotional materials developed by ACTFL include references to these needs

-Partners with the Dept. of Defense on the National Language Conference, 6/22-24/04

-2005 Year of Languages

-2006: Discover Languages, Discover the World

ACTFL Standards for Foreign Lang.

NBC, NAEP, NCATE

Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) lobbying Congress
(www.languagepolicy.org)

Many national groups advocating WL for ALL students, starting early
New Visions in Action
(<http://www.nflrc.iastate.edu/nva/>)

State Level

Minn. New Visions

Minn. Council on the Teaching of Lang. and Cultures

-www.mctlc.org/newvisions

-advocacy

-Minn. International Educ. Summit

Local Level

Teachers advocating for wl

Teachers NBC,

develop curriculum to meet the needs of all students

The Big Picture – Changes

There are many facets to advocating an issue to people. When we are addressing people to advocate for world languages, we are only a piece of their day, or their agenda, or their schedule, and usually not one of their priorities. We need to be aware of how they, too, are reacting to the many changes now occurring in education. There are a number of forces driving change in world language learning and education today in the U.S. Let us look at the big picture and break it down until we see how all these changes have an impact on us and our audience, like “Planning Backward” for our class lessons. This is a huge and complex topic. Many of the people in our audience will tend to react to these changes by being “chronically overwhelmed.” We need their support now and cannot wait until they are better able to deal with new ideas and change, but we also need to realize what is happening when we meet with such people. We need to keep our message simple, clear, direct, and find some point that will “resonate” with them.

Within various professional communities such as in the government in Washington, D.C. and in businesses involved in exporting and importing, there is a growing awareness of the globalization of the world today. Global education, international education, other combinations of terms express this and the need for our students to be educated in such a way that they will be able to successfully make a transition into this world, and productively meet the needs of this global society in the 21st century.

International companies have typically hired native speakers or trained their own personnel. Companies such as 3M now also provide language lessons for the families of their personnel going abroad. Business has not looked on world language teachers as partners, but simply overlooked us, because our students do not have the language skills or cultural knowledge they need. Starting language training at a young age would enable students to reach levels that approach those needed by business. International business helps drive an awareness of globalism and has an impact on us daily, including our pocketbooks, but we need to engage them as partners and work toward meeting their needs and those of our students. Last year’s, 2005’s, trade deficit was over \$600 billion dollars and this year’s deficit is on track to go over \$700 billion. We need to compete more effectively to change that. We know that world language teachers are part of that change.

Departments of the U.S. government, i.e., the State Department, the Department of Defense, and the Commerce Department, are acutely aware of their need for people who have language capabilities and knowledge of the cultures of countries worldwide. The Department of Defense (DOD), and other departments can no longer meet their needs by recruiting college students and training personnel at their Language Institute in Monterey, California. In June 2005 they spearheaded a national conference in Maryland called the National Language Conference that brought the big hitters together to start the process of identifying what needed to happen for the U.S. to develop greater language capability and awareness. The white paper from that conference is on the ACTFL and JNCL websites listed at the end of the article. It calls for a National Language Authority Coordinator, appointed by the President. This person would oversee a National Language Coordination Council. At the conference, they realized that they could not reach their goals without developing a system where the students in the U.S. begin language learning at a young age, as is done in so many other countries of the world. The Department of Defense has continued to work closely with ACTFL and JNCL to increase funding and move the action plans developed at this conference forward. The Department of Defense has instituted a new plan, the Plan to Improve Foreign Language Expertise, where ALL officers must reach language capability in a world language other than English, in order to be promoted. The State Dept. has instituted a policy where senior personnel must reach the superior level of language competence in two languages, not just one, in order to be considered for positions and/or promotions.

JNCL- Joint National Committee on Languages- J. David Edwards, the chief lobbyist and the name you hear the most, is always in the middle of legislation regarding world languages in Washington. The updates, current news reports, and information are always on their website, on your sheet. It also has information, such as Advocacy 101, etc. to help you. In spite of the needs identified by the Department of Defense, State Department, Commerce Department and the Department of Education, it takes a tremendous amount of lobbying for any of the bills for money for world languages to pass. There is a disconnect in Washington, just as there is in our state legislatures, when it comes to understanding the needs and benefits, and funding of world languages learning. They need our help. Cynthia Wierzbicki, JNCL, said that just 50 letters to a legislator is considered a really good turn out, and that often when they speak with congressional

legislators, they are told that no one has contacted them about any of the legislation for world language learning. We hear the same thing from our state legislators.

Another area that is an agent for change is the tremendous awareness of “Global Education,” International Education,” preparing our students for the 21st century, but often there is no mention of world languages as being part of that. We have to make people aware of that connection. It is a “no-brainer” to us, but decision makers frequently make remarks about education for the 21st century, but then act as if our schools are preparing students for life a hundred years ago. We still need to continually reinforce the connection to world languages. Frequently, these decision makers have grown up monolingually, have not seen the necessity for other languages because of the hegemony of English.

Reforms in education have typically started at a national level, then spread. That has been the path of recent educational reforms also. One of the most profound changes in our profession has been the call to teach ALL, ALL students a world language. This goal is cited in the mission statement or position paper of numerous national organizations, just a few of which are listed below. It is also called for in the *No Child Left Behind Legislation* by being listed as a core academic subject.

Part of educational reform is the move from teachers being responsible for what they presented their students, to being held accountable for what their students can do with the information taught, how well they perform on “the test.” Our entire profession is now organized around the performance of a student and being able to meet the needs of all students. All the pieces are coordinated—for students, ACTFL’s *Standards for Foreign Language Learning* in the 21st Century, ACTFL’s *Proficiency Guidelines*, and NAEP-*National Assessment of Educational Progress*, for student teachers, NCATE-*National Council for Accreditation of Teacher Education* and for current teachers, *National Board Certification* (NBC).

STATE LEVEL- Minnesota, but similar to most states

At the state level there are decisions that have an impact on our classrooms, many to a greater degree than changes at the national level. State educational funding cuts have hurt us deeply. Emphasis on test scores and NCLB cut into world language programs, in spite of their being a core subject under NCLB.

Minnesota New Visions in Action is trying to help teachers promote world languages. We learned very quickly that the legislators and the administrators, everyone, threw up their hands and rolled their eyes at the mention of another mandate, or requirement on the schools and staff. We also learned that we had to find a different tack that would “speak” to these decision makers to support more world languages learning.

Look at our sheet! The Big Picture, it is all related and all of it has an impact on us. Nothing is isolated. The national level is saying one thing and pushing for more world languages. That requires us to deal with those changes, but then on the other hand at the state and local level, we have to fight to be taken seriously, as well as dealing with other challenges and changes. The changes we are now seeing in education are as big as those over a hundred years ago. This period of change will continue for years.

We all react to change in different ways, for some it causes stress, for some it causes shock, fear. Some people embrace it and move forward. We need to be alert to how our audience is responding to these changes, because it will change how they respond to our issue when we speak with them.

One of the most dramatic changes in our field is the goal of teaching ALL students world languages, which we will discuss more in the section IV next.

IV. World Languages for ALL Students

What reasons do we cite for students to learn a world language? At the high school level? At the junior high? In the elementary levels? Whom do we see when we list these benefits? The websites and studies listed below are full of reasons why all students benefit from learning a world language. They include cognitive, academic and societal advantages. If those reasons are all valid for students that are college bound, or the students best equipped to be successful after high school, don't the rest of the students in our schools need these benefits, skills and advantages also?

Myriam Met's article, "[Why Language Learning Matters](#)," (see below!), touches on the inequity of the typical lack of world language programs in less affluent areas, that results in these students also losing out on the

cognitive, academic, and societal benefits gained from learning world languages.

Imagine giving polio vaccine, or measles vaccine, etc. only to the richest children, to children who have the best access to health care. We describe all the advantages and needs for world languages, but withhold them from a huge percentage of our students for whom these benefits and advantages are crucial.

The College Board, AP Central has a strong statement on equity and the need for college bound students of color to have access to and be learning world languages at

<http://apcentral.collegeboard.com/article/0,,150-157-0-2200,00.html>

A colleague had been telling her school board and administrators for years that the schools in the poorest parts of their town also had the fewest world language programs, despite the advantages of learning a world language. One day she plotted the world language offerings, by school, on a city map. When the administrators and board members saw that the world language offerings were clustered in the more affluent areas of the city, they were embarrassed. It had brought home the question of equity loud and clear. Such patterns of access to world language training are a question of equity, ethics and the will of the decision makers.

V. Recruiting students for German

Administrators and parents today are frequently clamoring for Chinese. But the reasons given for learning Chinese usually include reasons that are equally valid for learning German. Germany is the fifth largest trading partner of the U.S.. Germany is also a major trade partner for many states. Every state has a trade office, with a website that will include information or even graphs showing their major trading partners. If Chinese is needed for trade, so is German.

There is great attention today on the need for languages seen as critical to our current security and economic needs. We support that, but the reality is that in Minnesota we have over 2200 highly qualified teachers of German, French and Spanish, at the elementary and secondary level, but fewer than 25 teachers of Chinese, and only a couple of teachers of Arabic. It will take

years to train teachers of Arabic and other languages critical today, and just as long to train more teachers of Chinese.

Ambassador Michael Lemmon, Dean of the U.S. State Department's School of Language Study in the Foreign Service Institute in 2004, currently at the National Defense University, addressed the national conference of foreign language teachers in November 2004. The State Department and the military are looking for students who have already learned one or more languages. These students are able to learn another language much faster than students who have not had any prior world language training. Students need to be learning a language now, not waiting until a teacher of a particular language is ready years from now. The broader public needs to understand this. As teachers of Chinese and other languages become available at the elementary and secondary level, our students need the opportunity to learn these languages also.

SECTION 1- RESOURCES and REFERENCES

Good Resources related to making changes within your classroom

What to teach? *Standards for Foreign language Learning in the 21st Century*
ACTFL (www.actfl.org)

How to teach? National Board Professional Teaching Standards (NBPTS)
Standards- World Languages Other than English
www.nbpts.org/pdf/ecya_wloe.pdf)

What should students be able to do -ACTFL – *Performance Guidelines for K-12 Learners* (www.actfl.org)

Understanding by Design

Grant Wiggins, Jay McTighe, Merrill Prentice Hall with ASCD
(www.merrilleducation.com) ISBN 0-13-093058-X

Teacher's Handbook, Contextualized Language Instruction, 3rd Ed
Judith Shrum, Eileen Glisan Thomson/Heinle (www.thomson.com/learning)
ISBN 1-4130-0462-8

Languages and Children, Making the Match, 3rd Ed.
Helena Curtain, Carol Ann Dahlberg, Pearson Education
(www.pearsonatschool.com) ISBN 0-205-36675-9

(May also be ordered from the AATG store- www.aatg.org)

ACTFL – New Visions in Action, Curriculum, Instruction, Articulation, Assessment Strand – Criteria to Evaluate Program Models for Diverse Students. (http://www.nflrc.iastate.edu/nva/newsite/ciaa/ciaa_resourc.html) This is a three- page list of characteristics that are helpful as a resource when designing classrooms that successfully meet the needs of all students.

Ruby Payne materials- (<http://ahaprocess.com/>) Good information/ideas for all students, not just those targeted by her materials

Action Research – Creating Change in your Classroom. This is a powerful tool to enable you to evaluate some activity or practice in your classroom. It can also help you understand why or if some practice or activity is successful in reaching your goals. (This article is attached to the end of this section –page 19)

SECTION TWO- RESOURCES AND REFERENCES

How to Advocate: Handouts/ websites that are helpful

The following website, from Minnesota New Visions in Action includes many articles that are helpful in advocating for world languages, including the following four resources.

<http://www.mctlc.org/newvisions/legcontents.html>

1. Tips for Advocating for World Languages

<http://www.mctlc.org/newvisions/advguide.html>

2. The articles listed below are particularly helpful. "[Why Language Learning Matters](#)" by Miriam Met (2001) Educational Leadership. ASCD: Alexandria, VA. (<http://www.mctlc.org/newvisions/legcontents.html>)

3. Louisiana Elementary School Foreign Language Study, Executive Summary" (Fall 2004) in Learning Languages. National Network for Early Language Learning: Winston-Salem, NC.
http://64.233.167.104/search?q=cache:8GTAP12gO_EJ:etd02.lnx390.lsu.edu/docs/available/etd-1103103111054/unrestricted/01FrontMatter.pdf+%22Carolyn+Taylor%22+%2B+%22Foreign+Language%22&hl=en&ie=UTF-8)

4. Foreign Language Education [For ALL \(!!!\) Students](http://www.mctlc.org/newvisions/legcontents.html)
(<http://www.mctlc.org/newvisions/legcontents.html>)

Promoting a Language Proficient Society: What You Can Do.

ERIC Clearinghouse on Languages and Linguistics #ED441349
Title: ERIC Digest. Authors :[Marcos, Kathleen M.](#); [Peyton, Joy Kneeft](#);
Is available at <http://www.cal.org/ericcl/digest/0001promoting.html>

Tips for Advocates (Article can be found at the end of this section- page 26)

What Teachers Can Do to Advocate for World Languages (Article can be found at the end of this section- page 26)

This website contains tips for actually talking with others about world languages <http://www.mctlc.org/newvisions/advocating.html>

ERIC Clearinghouse on Languages and Linguistics #ED441349
Title: Promoting a Language Proficient Society: What You Can Do. ERIC Digest. Authors :[Marcos, Kathleen M.](#); [Peyton, Joy Kneeft](#); Gives list of things that people at all levels can do to promote world language learning, including how to write letters, speak with someone, etc. Available at <http://www.cal.org/ericcl/digest/0001promoting.html>

www.languagepolicy.org

[Joint National Committee for Languages and the National Council for Languages and International Studies \(JNCL-NCLIS\)](#)

This national member organization promotes the idea that all Americans must have the opportunity to learn and use English and at least one other language. The JNCL-NCLIS website features information about pending legislation related to language learning and international studies, press releases on what is happening on Capitol Hill, funding opportunities and more. The site also includes information on mounting a letter writing and advocacy campaign for foreign languages under the menu item, Advocacy 101.

Central States Conference of ACTFL – advocacy site with many helpful links. <http://www.centralstates.cc/17states.html>

National Network for Early Language Learning (NNELL) has a good section on advocating for elementary world language programs
www.nnell.org

Background articles for IV. World Language Learning for All Students:

Organizations/well known people calling for World Language Education for ALL students. There are many organizations calling for world languages for all students at the national level, although their state level organizations may not be particularly helpful in working toward this goal.

The articles listed below are particularly helpful.

"[Why Language Learning Matters](#)" by Miriam Met (2001) Educational Leadership. ASCD: Alexandria, VA.

(<http://www.mctlc.org/newvisions/legcontents.html>)

The College Board, AP Central. Their statement at this site speaks to equity and the need /importance for college bound students of color to have access to and to learn foreign languages.

<http://apcentral.collegeboard.com/article/0,,150-157-0-2200,00.html>

Annotated Bibliographies

Research in Support of Elementary School Foreign Language Learning
The bibliography, compiled by Carol Ann Pesola and Helena Curtain, includes research that shows the benefits of early language learning. The bibliography is divided into two parts:

<http://www.cal.org/earlylang/benbil.htm>

<http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3653>

The Effect of Second Language Learning on Test Scores, Intelligence and Achievement--An Annotated Bibliography

Prepared by Elizabeth L. Webb, Program Specialist for Foreign Languages and International Education

Georgia Department of Education: Cooper, T. C. (1987). Foreign Language Study and SAT-Verbal Scores. The Modern Language Journal, 71/4, 381-387. <http://www.mctlc.org/newvisions/legscores.html>

President Bush launches the National Security Language Initiative (NSLI)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4249>

US Department of Education, No Child Left Behind legislation lists foreign languages as a core subject.

(11) CORE ACADEMIC SUBJECTS- The term core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
<http://www.ed.gov/legislation/ESEA02/pg107.html#sec901>

American Council on the Teaching of Languages and Cultures “2005-2015: Realizing Our Vision of Languages for All” Audrey L. Heining-Boynton, Editor, ISBN 0-13-196347-3
www.ACTLC.org

National Network for Early Language Learning, Position Paper on early language learning for all
http://www.nnell.org/nnell_position.php

Center for Applied Linguistics / Report “FOREIGN LANGUAGE TEACHING: What the United States Can Learn From Other Countries” Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian
Available at either of these sites
<http://www.cal.org/ericcll/countries.html> , summary
http://www.nnell.org/nnell_position.php

Center for Economic Development
Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security which focuses on improving language and international education in the U.S. for all students.
http://www.ced.org/projects/educ_forlang.shtml

Association for Supervision and Curriculum Development (www.ascd.org)
Educational Leadership, (Their journal) Vol. 62, No. 4, December 2004 /January 2005
(http://www.ascd/publications/ed_lead200412/cutshall.html)

North Carolina State Board of Education “*Balanced Curriculum*” Paper
<http://www.ncpublicschools.org/curriculum/downloads/balancedcurriculum.pdf>

The Asia Society/ www.asiasociety.org
International Education, States Prepare for the Global Age

<http://www.internationaled.org/statespreparefortheGLOBALAGE.htm>

Educating Leaders for a Global Society

<http://www.internationaled.org/educatingleaders.htm>

National Association of Secondary School Principals – NASSP Bulletin,
January 2000, “Foreign Language for a Global Tomorrow”

(http://www.nassp.org/s_nassp/sec_abstracts.asp?CID=42&DID=42)

COUNCIL FOR BASIC EDUCATION NEWS RELEASE

Academic Atrophy: The Condition of the Liberal Arts in America’s Public
Schools” <http://www.c-b-e.org/news/nr040308.htm>

National Association of School Boards of Education

“The Complete Curriculum” October 2003, Ensuring a place for the arts and
foreign languages in American's schools

http://www.nasbe.org/archives/10_21_1_03.html - is a summary of the
article. The full 32 page article can be ordered at the web address below

http://www.nasbe.org/merchant2/merchant.mvc?Screen=PROD&Store_Code=N&Product_Code=TCC&Category_Code=MNR

NAFSA, Association of International Educators

“Securing America’s Future: Global Education for a Global Age” November
2003 Can be downloaded at

http://www.NAFSA.org/public_policy.sec/public_policy_document/study_a_broad_1/securing_america_s_future

“Do We Have the Will to Educate All Children?” Asa Hilliard III, Education
Leadership, September, 1991, pages 31-36

“Lessons Learned: Model Early Foreign Language Programs” Douglas F.
Gilzow and

Lucinda E. Branaman, ISBN1-887744-63-0, www.cal.org Describes seven
elementary foreign language programs that also teach all students.

Resources for V. German for All Students

There are many resources for German for students and we will not list them here, but assume that a German teacher already has these materials. We will list just the following resource from Goethe Institute because their materials are particularly multicultural and up to date. They reflect and speak to a diverse group of students.



Goethe-Institute USA

“Pro-Deutsch – Promoting Your German Program” New huge advocacy binder includes great resources for every aspect of advocating for German. Good multicultural representation of German students. Topics include: Foreign language learning today, Why learn another language, Why learn German, Resources, and Advocacy. It is a revision of the “Werbemappe”

<http://www.goethe.de/ins/us/prj/pdt/enindex.htm>

Pro-Deutsch as a (hardcover) binder can be ordered for \$10.00 from: AATG 112 Haddontowne Circle #104, Cherry Hill, NJ 08034-3668, Tel. 856-795-5553

The Alle Lernen Deutsch Website, listed below, has many resources listed that reflect a diverse population both in German and in the US. Many of these materials also work well when advocating or recruiting/retaining students of color learn German.

<http://ald.aatg.org/>

<http://ald.aatg.org/resources/>

<http://ald.aatg.org/resources/general/links/>

<http://www.isoplan.de/aid/index.htm>

<http://www.Berlin.de/lb/intmig/publikationen/religion/kalender.html>

http://www.beys.de/berlinertulpe/content/content_10.htm

www.hamburger-tulpe.de -good multicultural pix

***ACTION* Research - Creating Change in your Classroom**

As the name implies, it is research intended to provide you with information you can use to address some need or goal you have identified in your

classroom. You can use action research to make your classroom a more productive place for your students to learn.

STEPS:

1. Brainstorm about your classroom. What can you think of that needs to be changed? Especially with regards to your students' language proficiency or performance?
2. Write a list of things you would like to improve or change in your classroom.
3. Decide on one item on this list to develop into an action research project.
4. Brainstorm as many ideas as you can to address and change the issue you chose in number three. Make a list.
5. Decide on one idea that would be doable and realistically improve the situation you chose to address.
6. Plan what you will need to do to make this plan operational, i.e. develop your "action plan."
 - A. Do you need some background or help to develop your plan? Classes? Conferences? Books? A mentor? Identify and plan how you will do that.
 - B. Identify and set your long term, intermediate and short term goal or goals.

How will you know that you have achieved them? What records will you need to keep in order to compare 'before' and 'after'?

How will you set that up? Don't be afraid to set your goals high, but be realistic. You will achieve more by setting your goals high, even if you do not achieve them, than you will by setting your goals too low and reaching them. If you are doing this as part of a formal staff development plan such as Q Comp, and your work will be reviewed by your peers, you will be expected to set meaningful goals, not just fill out some paperwork. Your credibility is important. If your school is part of a program such as Q Comp, your work will be part of the data decision makers will look at to determine the success or value of the Q Comp plan.

- C. Develop your calendar, plan backwards, when do you want the pieces of your action plan in place?
- D. Brainstorm/research classroom activities you will use to help you achieve your goal. How will you do them? When? Do you have some backup activities?

7. Start. Do it. If you do this diligently, you will see changes in your classroom.

Tips for Advocates

Know What You Want the Legislators to Remember: This is the most important item you need to figure out

Be Brief and to the Point: Be as concise as you can when explaining complicated points. Make every statement count.

Be Accurate: Legislators need to know they can depend on your information; don't exaggerate the consequences or the benefits.

Don't Fudge: If you don't know the answer, say so, then go and find it.

If You Promise Something, Follow Through: Even if you think they won't remember and don't really care.

Be Polite and Respectful: Don't argue, just make your points. Be on time for meetings.

Listen to their Concerns: Respond politely, ask questions to clarify. Find a solution if possible.

Compromise if You Can: If you can make a friend by agreeing to a small change, do it.

Never Threaten: No matter how mad someone makes you or how disappointed you are in someone's actions.

Your Credibility is Crucial. Your Reputation is All You Have.

What will they take away from their encounter with you?

What Teachers Can Do To Advocate for World Languages

National and State Level

1. Create a calendar—do one thing a month to advocate for world languages
2. Make a list of your congressional and state legislators, with their addresses
3. Create a sample letter to which you can make quick appropriate changes and mail off quickly throughout the sessions, as needed.
4. Invite a legislator or administrator or decision maker to visit your class. Develop relationships with all your legislators.
5. Join and be active in MCTLC. Also MnNew Visions, if possible.
6. Work together on an advocacy project. Check out the 2005 Year of

Languages (now 2006: Discover Languages, Discover the World) website for ideas. (www.yearoflanguages.org)

7. Your ideas _____

Local Level

1. Contact service groups and solicit their support for world languages and international education.
2. Develop ties with local businesses that export/import and see how you can help one another.
3. Your ideas _____

School/Classroom Level

1. Welcome/recruit/retain all students to your classroom.
2. Develop a curriculum that addresses the needs of all students and enables them to be successful. Model this attitude for administrators, other teachers, counselors, students and parents. Convey that all students need world languages.
 - Develop an action research project based on your class
 - Videotape yourself and students during the class.

- See how you can benefit/make use of new state programs for your professional development.
 - 3.** Invite legislators, decision makers, administrators to your classroom. Sell world language learning.
 - 4.** Develop a service learning project that will highlight use of world languages
 - 5.** Be a team player.
 - 6.** Your ideas
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