
OFLTA Winter Workshop

— Take A Stand: —
Lead With Languages

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Congressional Study Request:



Diplomatic and National Interests

Productivity of future generations

Ensure excellence in language and international education and research

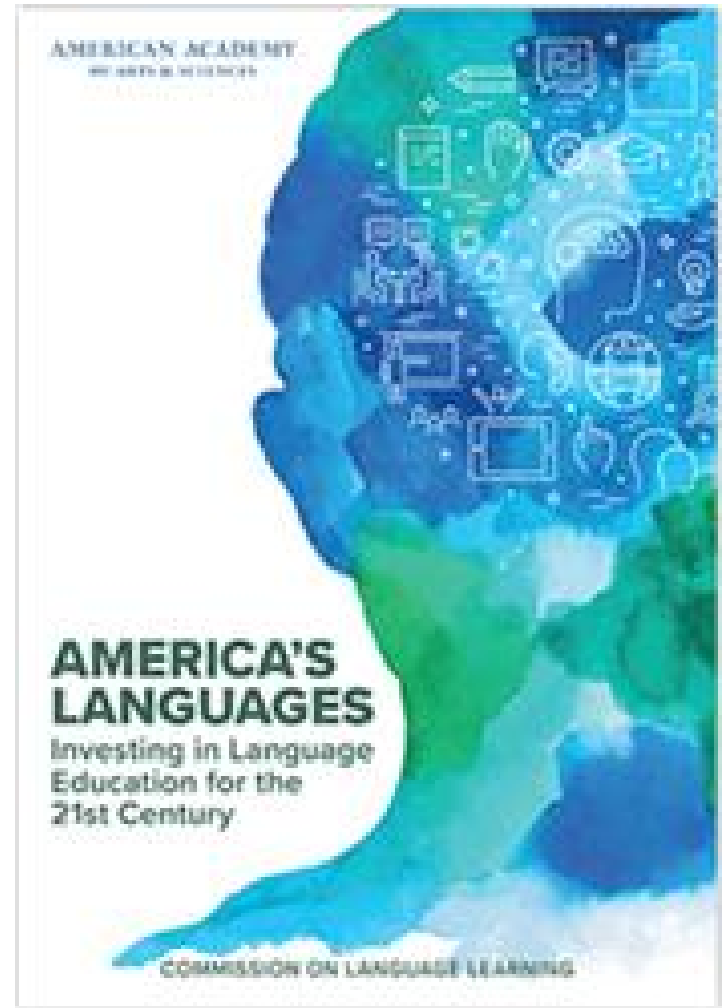
Influence of language learning on economic growth

<https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/State-of-Languages-in-US.pdf>

**AAAS Report
Released:
February 28, 2017**

**5
Recommendations**

https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/language/Commission-on-Language-Learning_Americas-Languages.pdf



- Increase the number of language teachers at all levels of education so that every child in every state has the opportunity to learn a language in addition to English.
- Supplement language instruction across the education system through public-private partnerships among schools, government, philanthropies, businesses and local community members.
- Support heritage languages already spoken in the United States, and help these languages persist from one generation to the next.
- Provide targeted attention to Native American languages as defined in the Native American Languages Act.
- Promote opportunities for students to learn languages in other countries by experiencing other cultures and immersing themselves in multilingual environments.

ACTFL: Lead with Languages



www.leadwithlanguages.org

What are the goals for Lead with Languages?

Increase enrollment and language options in world language programs at all grade levels

Strengthen and expand language programs and their funding

Engage leaders from business, education, government and other stakeholders

Build awareness among heritage populations

Educators Rising - ACTFL



<https://www.actfl.org/assessment-professional-development/educators-rising>

ACTFL is partnering with Educators Rising to directly address and combat the current world language teacher shortage in the United States. The aim of this program is to help teachers expose their students to the incredible possibilities that teaching a world language can bring.



EDUCATORS RISING



ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

INSPIRATION

Ignite student interest in language teaching as a career

Discover from current teachers and students why they chose their path

PATHWAYS

Explore the rewarding possibilities of being a cultural ambassador to the next generation

Introduce students to our professional network and support system

PRACTICE

Engage students' imagination and creativity

The opportunity to experience the classroom from "the other side"



There is power in teaching.

ACTFL is partnering with Educators Rising to directly address and combat the current world language teacher shortage in the United States. The aim of this program is to help teachers expose their students to the incredible possibilities that teaching a world language can bring. Get started exploring a career in language teaching today with our "Get Inspired" modules below!



Contact ACTFL | Frequently Asked Questions

Teacher Video Library



Teacher Shortage Areas Map (2017-2018)





GET INSPIRED

READY-TO-GO MODULES

FOR THE NEXT GENERATION OF WORLD LANGUAGE TEACHERS.

MODULE 1

DISCOVER
YOUR WHY

Understand via multiple perspectives why people become interested in education as a career and apply it to their personal reasons for wanting to become a teacher and/or administrator.

MODULE 2

DISCOVER THE
PROFESSION, pt. 1

Think more concretely about "what teachers make" and about the ample support that already exists for language teachers.

MODULE 3

DISCOVER THE
PROFESSION, pt. 2

Explain what advocacy is, and identify local, state, regional and national opportunities for leading with languages.

STUDENTS WILL BE ABLE TO...



GET INSPIRED

READY-TO-GO MODULES

FOR THE NEXT GENERATION OF WORLD LANGUAGE TEACHERS.

MODULE 4

DISCOVER
YOUR IMPACT

MODULE 5

BE A ROLE MODEL

STUDENTS WILL BE ABLE TO...

Witness the impact teaching has on a small (community) and large scale (society) in order to formulate actions to make an immediate impact in their community.

Develop an idea of what makes a positive role model in the classroom, and successfully complete a classroom observation.

Advocacy

— Why do we advocate? —

Talking Points

- Shortage of World Language Teachers
- Programs Close
 - Retirement
 - New Assignment
 - Quit education
- Funding - Programs Close
- Enrollment Numbers Dwindle

A Model for Advocacy

— World Language Program at —
Westmoore H.S.

Talking Points

- Themed weeks (art, music, poetry, film)
 - Different activities for each level
 - Cooperation across languages
 - Play and create with language
 - Personal exploration
 - Displayed

Music Week

- Level I
 - Spanish - Prince Royce “Stand By Me” & Leslie Grace “Will You Still Love Me Tomorrow”
 - French - Magic System “Feel the Magic in the Air” & Stromae “Papaoutai”.
- Level II
 - Spanish - Pop Music (J Balvin & Pablo Alboran)
 - French - Amadou et Mariam “Dimanche à Bamako” & Zaz “Je veux”.

Music Week

- Level III
 - Spanish - “Me Voy” (Julieta Venegas)
 - French - Current unit of study (Edith Piaf “La Foule” in comparison with Joey Starr “L’Arène”)
- Level IV
 - Spanish - Political (Ana Tijoux)
 - French - Same as French III

Art Week - the same for all languages

- Level I
 - Self Portrait/Mosaic
- Level II
 - Mural
- Level III
 - Surrealism - Spanish only/French III does French IV
- Level IV
 - Graffiti/Tattoo

Poetry - the same for all languages

- Level I
 - Acrostic & Diamante
- Level II
 - Calligram & Riddle
- Level III
 - Black Out - Spanish only/French III does French IV
- Level IV
 - Study & Memorize

Short Film Festival

- Film Categories:
 - News Report- reporting on events that have happened in the past, weather report, talking about outdoor activities
 - Music Video- original lyrics sung to a popular tune
 - Commercial- advertising a service, product, destination, or activity
 - Movie Trailer- advertising a movie in the target language
 - Skit- original sketch or idea, game show, scene from a book read in class, soap opera, or scene from a popular TV show (Level III, IV, V only)
 - Documentary- reporting on an event or person (Level III, IV, V only)
- Length: Levels I and II 1-2 minutes Levels III, IV, V 3-5 minutes

Talking Points

- Administration and Counselor luncheon
 - Pre-Enrollment push (Jan/Feb)
 - Advocate for programs
 - Desa Dawson, by invitation only

Talking Points

- World Language Promotion Day (Jan/Feb)
 - Pre enrollment push with students
 - Study Abroad
 - Job Opportunities
 - Benefits of AP/CLEP and other entrance exams
 - Heritage Class
 - Latin
 - Sign Language

Talking Points

- World Language Fun Day (May)
 - Latin Insults
 - Arts & Crafts
 - Soccer
 - Short Film
 - Cultural Quiz
 - Musical Chairs

Talking Points

- Weekly Collaboration
 - Vertical & Horizontal
 - Accountability
 - Pacing
 - Share Ideas (and Files/Documents)
 - Support

Recruitment

— For elementary, middle school —
and junior high

Talking Points

During the school year:

1. Establish good rapport with counselors and principals
2. Dispel myths
 - a. NJHS better suited for Latin
 - b. Spanish easier/more important than French
 - c. Students will never need French (b/c we live in Oklahoma)
3. [Recruitment letter](#)

During Enrollment time:

1. Posters
2. Enrollment night - [Flyer](#)
3. Enrollment (students and counselors)
4. Announcement (school website and in-school)

Facts/Information to Include

[Global Report Oklahoma](#)

[International Businesses in Oklahoma](#)

The Teacher Effect

Talking Points

- A Good Attitude
- Promote Proficiency Based Learning
 - Disconnect between levels II and III
 - Disconnect between levels III and IV
- Getting Parents On-Board
- Collaboration

The Numbers Don't Lie

| | Moore HS #1 | Moore HS #2 | Westmoore |
|--------------------|-------------|-------------|-----------|
| Pre AP Spanish III | 35 | 22 | 76 |
| AP Spanish IV | 6 | 4 | 72 |
| AP Spanish V | 0 | 0 | 12 |
| Pre AP French III | 8 | 8 | 18 |
| AP French IV | 1 | 0 | 7 |
| AP French V | 0 | 0 | 1 |
| Pre AP Latin III | 10 | 1 | 11 |
| AP Latin IV | 0 | 0 | 7 |

Talking Points

- Member of your Professional Organization(s)
- Seek out and attend PD opportunities
- Write grants for classroom materials, conferences and travel experiences
- Continue to work on your practice
- Teach for Proficiency
 - Beyond level 2 knowledge
 - Intermediate Low - Advance High

Talking Points

Where is Oklahoma on the Legislative Front?

How does it impact my classroom? Teaching assignment? Program?