Positioning the LCTLs with Paradigm Shifts in U.S. Education; The Leadership Challenge

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THE WARNING

There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves
Or lose our ventures.

(Julius Caesar, IV, iii)
“God laughs at men who complain of the consequences while cherishing the causes.”

(Jacques-Bénigne Bossuet: Seventeenth Century Theologian)
PARADIGM SHIFTS, IN SOCIETY (SOCIAL CHANGE ISSUES)

Globalization:
- Immigration
- Communication
- Trade
- Technology

National & Global issues
- Health
- Environment
- Wealth distribution
- Jobs
- Social media compounding ignorance
- Safety (terrorism, guns)
- Xenophobia, nativism
PARADIGM SHIFTS, IN LANGUAGE AWARENESS
NOW!
PARADIGM SHIFTS, IN LANGUAGE EDUCATION

**Responsibility**
- Universal & Equal Access for All
- All of America’s Languages

**Practice**
- Standards & Accountability (TLF)
- Technology (any time, anywhere)
- Individualization
- Cognition-based applications
- Immersions (1-way, 2-way)
- Life-long learning

**Policy**
- Federal → State responsibility (ECCA)
- Public awareness (AAAS Commission, ACTFL Lwl, polls)
- Rising demand & broader mandate: health, environment, social justice, education, science

*The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on. The genius of a good leader is to leave behind him a situation which common sense, without the grace of genius, can deal with successfully.*

(Walter Lippmann)
CHRONIC CHALLENGES

- **Universal Mindset:** ENGLISH!

- **Government:**
  - Federal: Plus ça change....
  - Other priorities: STEM, equal access
  - National security “roller coaster”
  - ESSA:
    - Return of Leverage to State Control
    - More work; less risk

- **Academe:**
  - Enrollments unchanged (% of total) in both K-12 and university

- **Industry:**
  - More itch but little scratch (Rivers data)
DEMAND FOR GLOBAL TALENT: RIVERS

- 33% of US mid and large size companies (3,000) have international operations and/or serve multicultural clientele.
- 93% seek “employees who can show they are able to work effectively with customers, clients, and businesses from a range of different countries and cultures.”
- 64% seek employees with multicultural experience.
- 49% seek employees with overseas experience.
- 55% track employee FL skills.
- 35% give advantage to multilingual candidates.
- 21% report difficulty in managing and integrating diverse teams due to a lack of global talent.
- 14% report a loss of business opportunities due to a lack of FL skills.
- Top business skills in demand for initial hires with Global Talent: sales, customer service, project management.
- 11% actively seek recruits with FL skills.
- 69% of respondents believe that higher education must do more to prepare students with Global Talent.
SO, WHAT IS DIFFERENT ABOUT THIS TIME?

CRISIS: Opportunity: Unprecedented
Danger: Solidify the status quo

- The “Wheel”
- Polls
- 20% non-English
- Fall 2016:
  - AAAS Commission
  - ACTFL Lead with Languages

It’s time for Leadership!!
LEADERSHIP MINDSET

Responsible:
- Individuals
- Organizations
- Profession

Collaborative
- America's Languages
- Language Enterprise

Proactive
- AAAS Commission on Language Education
- ACTFL Lead with Languages
- IIE Generation Study Abroad
- ACIE: Language Matters
LEADERSHIP AT ALL LEVELS

Language professionals lead organizations
- New generation
- Building and strengthening architecture
- Teachers, managers, policy makers, researchers

Language organizations lead profession
- Language-specific
- Field-specific
- Language general

Language Profession leads resurgence
- Commission recommends
- “Language Enterprise” advocates
“Leadership”
- Google: 180,000 entries for books on Amazon
- 1.7 million entries in Harvard University Library catalog (Faust)

Language Leadership:
- Individuals: Jefferson, Longfellow, Ticknor, Parker, Lambert, Wilga Rivers, Campbell, Walton, Alatis
LANGUAGE PROFESSIONALS AS LEADERS

• Knowledge
  • Contexts: History, National & international (political, social, economic)
  • Policy: Message & mechanisms (Baumgartner & Jones: Policy Monopoly)
  • Content: SLA, cognition, SA

• Skills (“Speaker of Words and Doer of Deeds”)
  • Communication/ Language & Leadership
  • Negotiation
  • Organizational

• Abilities:
  • Vision (see different), Courage (feel passionate), Energy (do hard)
  • Critical thinking, problem solving
  • Self-confidence
ASSOCIATIONS AS LEADERS

- MLA Leadership Academy (ADFL)
- ACTFL
  - Wilga Rivers/Florence Steiner Leadership in Foreign Language Education, Higher Education/K-12
  - Leadership Initiative for Language Learning: Summer Institute: Educator Effectiveness in Language Learning
- Japan Foundation LA "Japanese Language Education Leadership Workshop"
- Schools of Education (English) Educational Leadership programs
CONCLUSIONS, FOR NCOLCTL ORGANIZATIONS

ACTION, NOT WORDS!

• Need for leadership in language profession clearer than ever
• Every member and organization must be part of whole profession (see the broad picture)
• NCOLCTL organizations:
  • Must value leadership (Recognition awards)
  • Must build next generation of leaders
    • Mentorships
    • Leadership seminars, academies
  • Must assume leadership roles in language profession
Contact

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BACKUP SLIDES
INNOVATION:

Academic Fields traditionally Focused on

• humans vs. technology
• academic sector vs. industry, government, heritage, overseas
• core vs. shared, outsourced, warehoused, reach-back, localized
• learning vs. use
• groups vs. individuals
• teaching more than learning
• supply vs. capacity
INNOVATION

New Foci for Field Capacity

• Core: specification of available human talent (program outputs: numbers, levels, etc) and technology
• Multipliers:
  • Shared: certification & accreditation
  • Outsourced: standards & tests of performance
  • Localized: standards; linguistic descriptions of localities
  • Warehoused: flexible training opportunities for time-restricted adults; adult learning
• Reach-back: Data bases of materials, experts, corpora, etc & availability
2nd Language Exposure & Global Awareness

Usable Occupational & Personal Language Skills

Global Professional Practice

Expertise

- Distinguished (4)

- Elevates on standards (3 & above)

- Advanced Language programs
- In-country immersions

- Basic, intermediate, & heritage language programs
- Study tours and other short-term immersions

- Language & culture seeding programs
- International social studies

- Colleges & Universities
- Distinguished (3 & above)

- Heritage Language Schools
- Grades 7-12
- Community Colleges
- Intermediate/Advanced (1+/2)

- Grades PK-6
- Heritage schools
- Novice (0+/1)

- Graduate education
STRATEGIC PLANNING EXAMPLE: INVESTMENT TARGETS

Dependent upon confidence levels of predictions

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Infrastructure

- Technologies
- Study Abroad
- Teacher Development
- Publications
- Materials Production
- Assessment & Testing
- Heritage Community
- Outreach

Flagship Programs

Foundation

- Expertise
- Research
- Graduate Programs
- Field Organizations
  with:
  - Strategic Plans & Policies,
  - Collaborative & Integrative
  - Mechanisms
  - Standards

Programs
FIELD-SPECIFIC ARCHITECTURE

- One or multiple organizations (ACIE, AATSEEL, CZ, POL, etc.)
- Difference from Generic Language Organizations (MLA, JNCL, ACTFL, etc)
  - Specific focus on a language or region
  - Includes programs and students
  - Can be evaluated for GPRA-like goals: output, outcomes, impact

Downside:
- “Rice Bowls” (naturally self-interested, often with zero-sum funding mentality)
- “On own two feet” (less inclined for collaborative field and national efforts)
PROPOSAL

• Commissions can recommend, foundations and government may fund, industry will support, but who is to lead? Who else but the language profession itself? We must strengthen our organizations and they must mobilize this new energy towards one goal: to make language education in this country available to all. And our organizations must do it together, in a manner that is cohesive, comprehensive and collaborative.

• Now is the time for the profession to position itself to respond to the recommendations of the AAAS commission and to take the lead in proactive implementation. First, the mindset has to be one of responsibility and accountability: we are not waiting for others to lead. Second, each language organization should look to build or strengthen its structure and functions, to make sure that its constituencies (teachers and students) are receiving the full range of services they deserve and that their members are motivated to act, optimistically. Third, organizations should conceive of themselves as part of a whole, the language profession, not “commonly” vs. “less commonly,” or K-12 vs. higher education, or any such like. Fourth, the language education sector should reach out to government, industry, NGO and heritage communities in a common effort: the “Language Enterprise.” Finally, and perhaps most importantly, organizations should nurture new generations of leaders, as any successful effort to make language an integral part of every child’s education in the US will take years of focused and unrelenting effort.