

The Case for Connecting Foreign and Heritage Language Education: Educating Persian Bilinguals in the U.S.



Iran Cultural and Educational Center
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Catherine Ingold, National Foreign Language Center

Overview

- ▶ Introduction
- ▶ Focus on Linkages: Foreign and Heritage Language Education
Terrence Wiley
- ▶ Foreign Language Education Survey: Nancy Rhodes
- ▶ Promising practices for Persian teaching: STARTALK
Catherine Ingold
- ▶ Q and A



Growth of Persian in the U.S. Population

Persian Spoken at Home Ages 5+				
1980	1990	2000	2007	2007-11
106,992	201,865	312,085	349,686	370,781

Sources: U.S. Census Bureau, 1980 and 1990 Census, Census 2000, and the 2007, and 2007-11 American Community Survey.

Distribution of Persian Speakers in U.S. Across Metropolitan Areas: 2007

Total number of Persian Speakers	Los Angeles	New York	Washington DC	San Francisco	Percent in all other areas
349,686	29.3%	9.1%	7.2%	6.1%	48.2%

Source: U.S. Census Bureau, 2007 American Community Survey.

English Speaking Abilities of Persian Speakers in the U.S. by Age

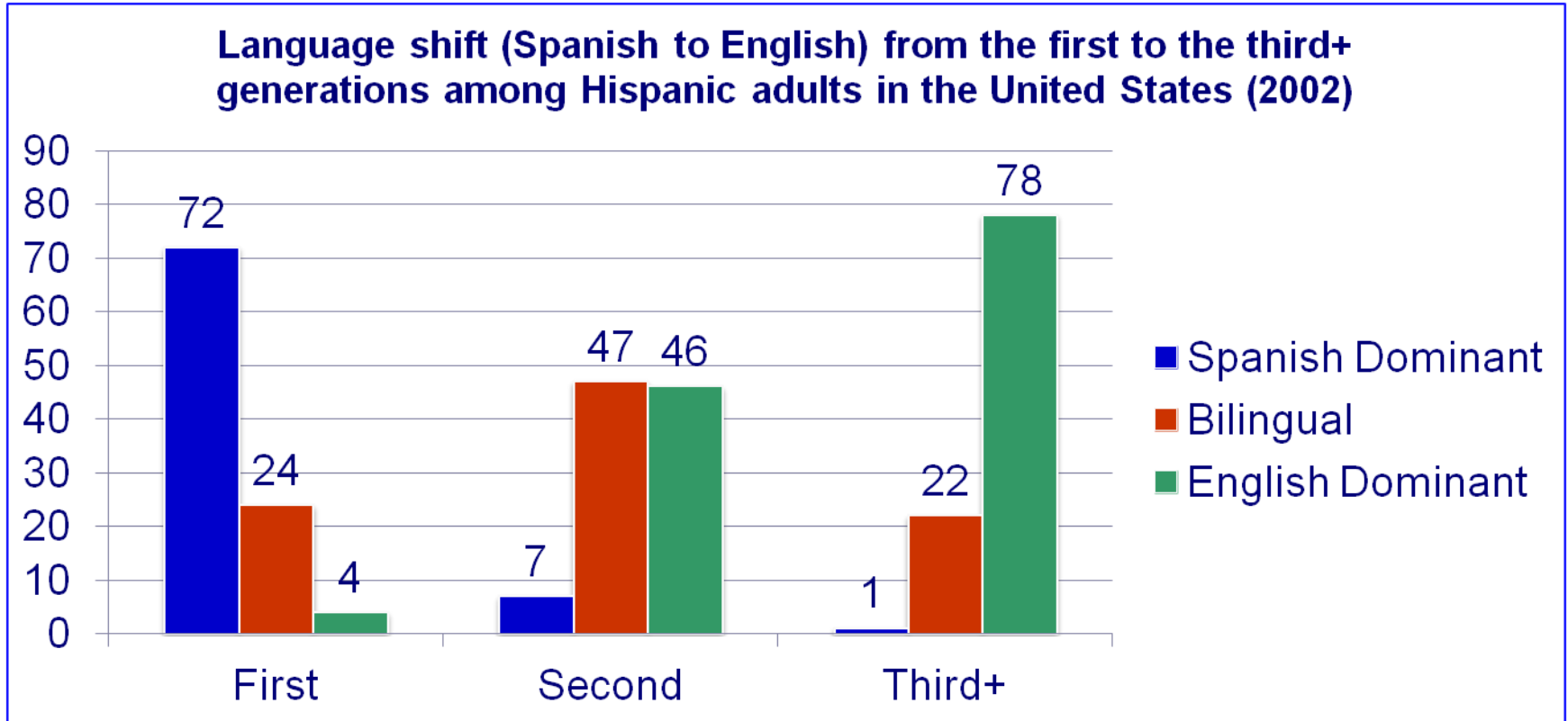
Age	Number	Speak Very Well	Speak Well	Speak Not Well	Speak Not At All
5 & Older	312,085	63.5%	22.7%	10.6%	3.3%
18+	258,010	60.0%	24.5%	11.7	3.9
Age 5 - 17	54,075	80%	15%	5%	0%
Source: 2000 U.S. Census					

What do we know from research on the intergenerational transmission /loss of Heritage & Community languages?

Major Representative Studies:

- **Alba et al. (2002)*** used the 2000 US Census to focus on children 6-15 in newcomer families.
 - **Findings:** The second generation was bilingual and had the ability to speak English well; the third generation rarely retained the HL, except in some border communities with proximity to Mexico or those Puerto Rican or Cuban American communities which have high population density.
- **Pew Hispanic Center (2004)*** used a telephone survey of adults 18+ (of Hispanics and Latinos from 19 countries) to assess “language dominance” based on speaking and reading abilities in English and Spanish.
 - **Findings:** There was a three-generational pattern of language shift similar to Alba’s findings and those of previous studies (see next slide).
- **Immigration & Intergenerational Mobility in Metropolitan LA (2005)*** This cross-generational study sampled nearly 5000 Mexican, Salvadoran, Guatemalan, Filipino, Chinese, Korean, Vietnamese and other immigrants. It focused on language speaking abilities and preferences.
 - **Findings:** Rapid language shift and loss in even the 1.5 generation (see table below and Rumbaut, 2009 ,for further discussion; *cited in Rumbaut, 2009).

Intergenerational Language Shift from Spanish to English



Source: Pew Hispanic Center (2004)

Cited in Rumbaut 2009

Decreasing Use of Heritage Languages



Non-English Language Use, Proficiency, and Preference, by Generation Cohort, Greater Los Angeles, 2004

Detailed Generational Cohorts*	Growing up spoke a non-English language at home %	Speaks non-English language very well %	Prefers to speak English only at home %	N
1.0 generation (arrived 13 or older)	97.4	86.9	17.7	256
1.5 generation (arrived 0-12)	92.9	46.6	60.7	1,491
2.0 gen., 2 foreign-born parents	83.5	36.1	73.4	1,390
2.5 gen., 1 foreign-born parent	46.5	17.3	92.5	428
3.0 gen., 3-4 foreign-born grandparents	34.3	11.9	97.0	67
3.5 gen., 1-2 foreign-born grandparents	18.7	3.1	98.3	289
4 th + gen., 0 foreign-born grandparents	10.4	2	99.0	859
Total	65.8	31.5	70.8	4,790

Source: Immigration and Intergenerational Mobility in Metropolitan Los Angeles (IIMMLA) Survey, Rumbaut *et. al.*, 2005
Cited in Rumbaut (2009) p. 47.

Conclusions and Implications of the Intergenerational Studies

- What is needed is confrontation with the denial of linguistic diversity [in this country] as an expression of the myth of the linguistically homogenous nation-state.
- Recognition of other languages and the resources of families and children is needed to promote the intergenerational transition and maintenance languages such as Persian.

Wiley, T.G. (2007). The foreign language 'crisis' in the United States: Are heritage and community languages the remedy? *Critical Inquiry in Language Studies*, 4(2-3), 179-205.

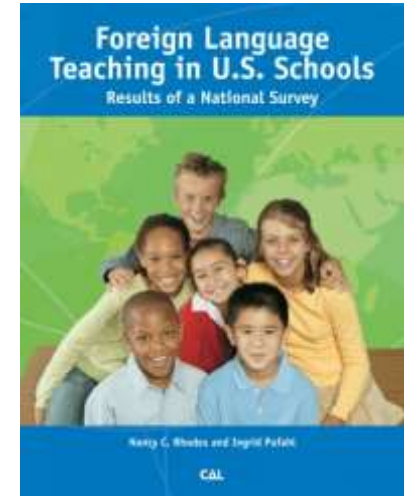
Conclusions and Implications of the Intergenerational Studies

- The CILS and IIMMLA data sets were merged in a secondary data analysis by Rumbaut (2009), who concluded:
 - *The analysis showed that even among the Mexican origin, the Spanish language ‘died’ by the third generation; all other languages died between the second and third generations (pp. 63-64).*
 - *The death of languages in the United States is not only an empirical fact, but part of a global process of ‘language death’ ... [A] foreign language represents a scarce resource in a global economy; immigrants efforts to maintain that part of their cultural heritage and to pass it on to their children certainly seem worth supporting. Indeed the United States finds itself enmeshed in global economic competition ... [t]he second generation, now growing up in many American cities could fulfill such a need (p. 64).*

Rumbaut, R. (2009), A linguistic graveyard? The evolution of language competencies, preferences, and use among young adult children of immigrants. In T.G. Wiley, J.S. Lee, & R. Rumberger (eds.) *The Education of Language Minority Immigrants in the United States* (pp. 35-71). Bristol: Multilingual Matters.

National K-12 FL Survey: Background

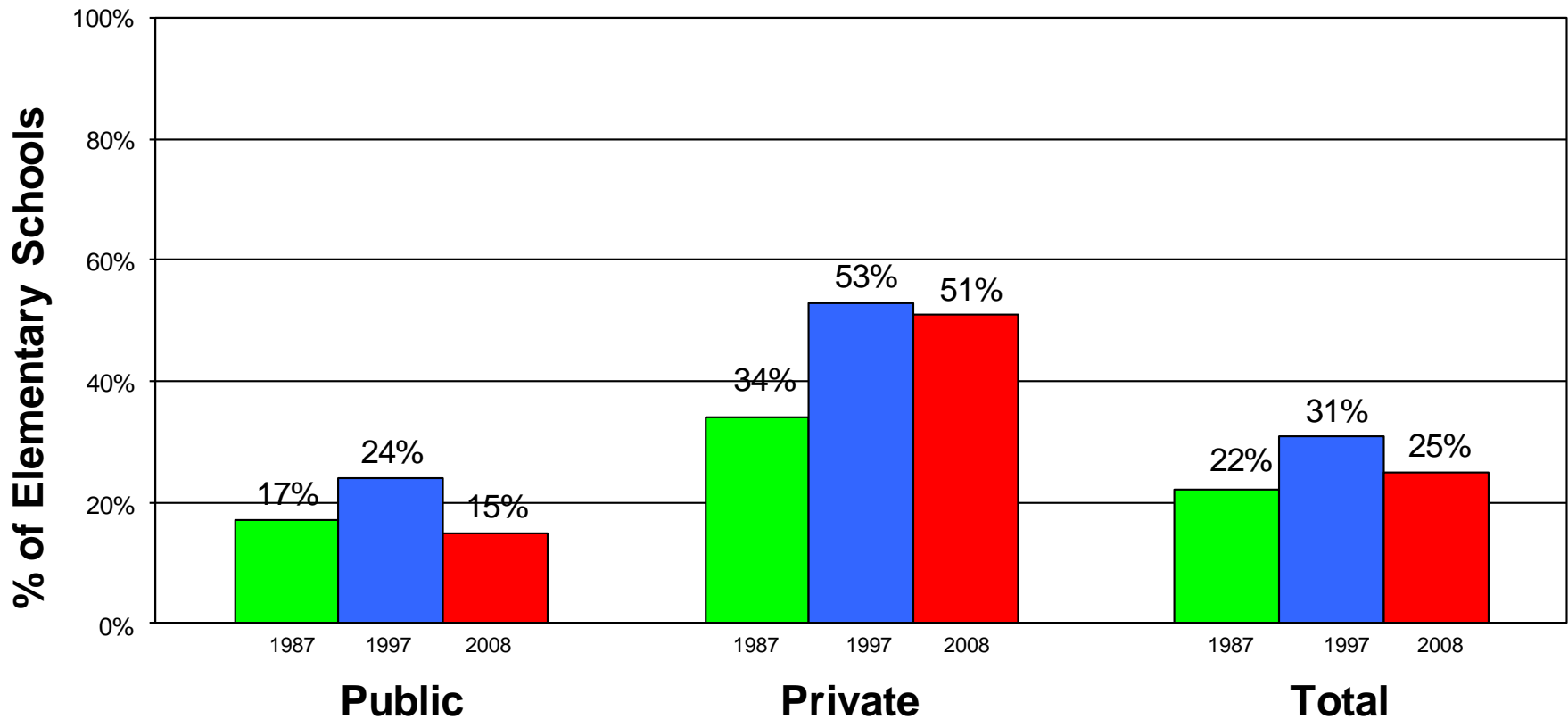
- ▶ **Survey conducted 2007-08**
- ▶ **Goal: Collect comprehensive data on foreign language instruction in elementary and secondary schools**
- ▶ **Focus on national and regional data**
- ▶ **Replicate 1987 and 1997 surveys**



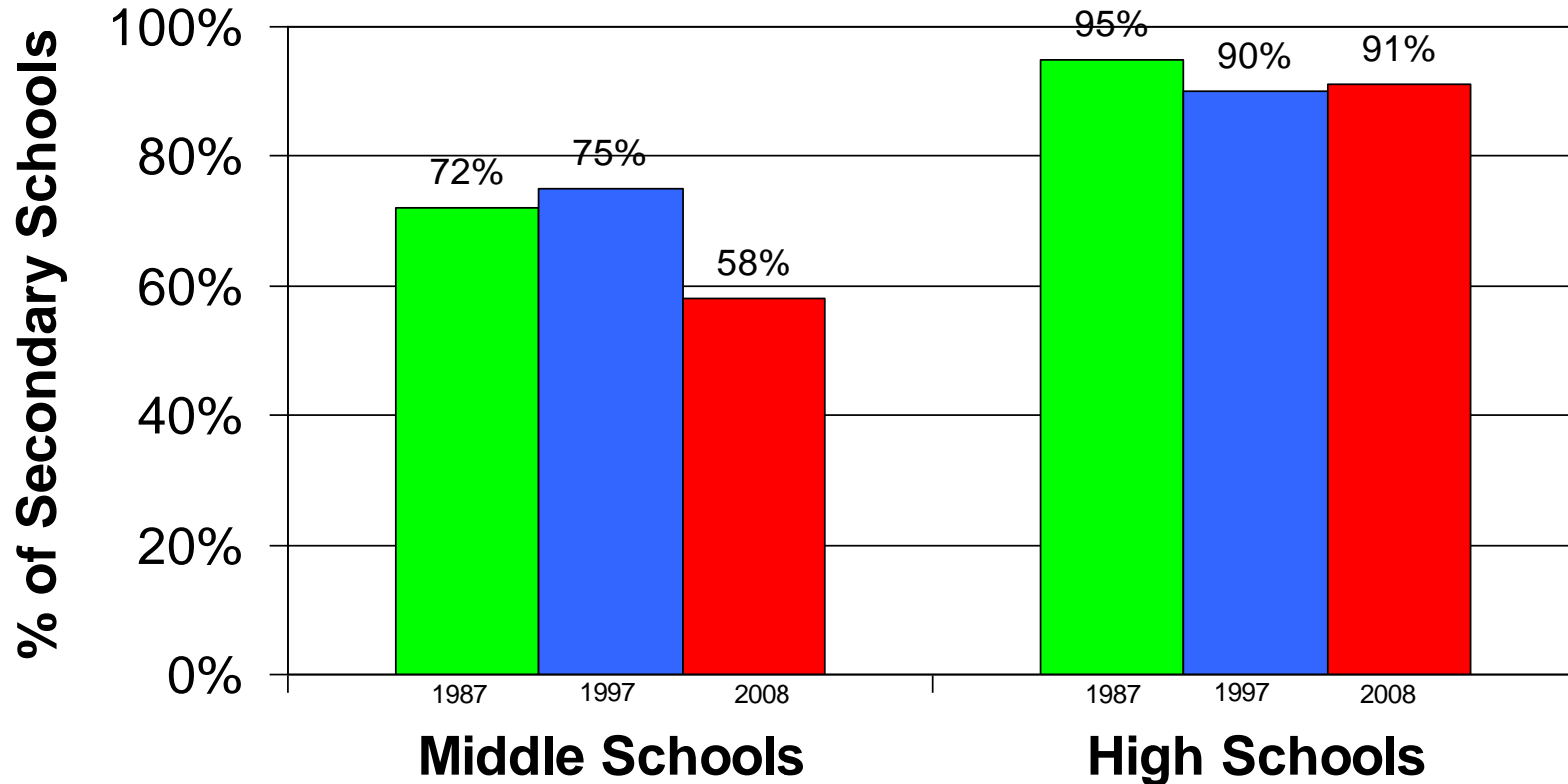
www.cal.org/flsurvey

Visit us online to learn more about the survey methodology, download an executive summary, read the statement by CAL's Board of Trustees on the critical need for foreign language education in the United States, or order a copy of the survey report.

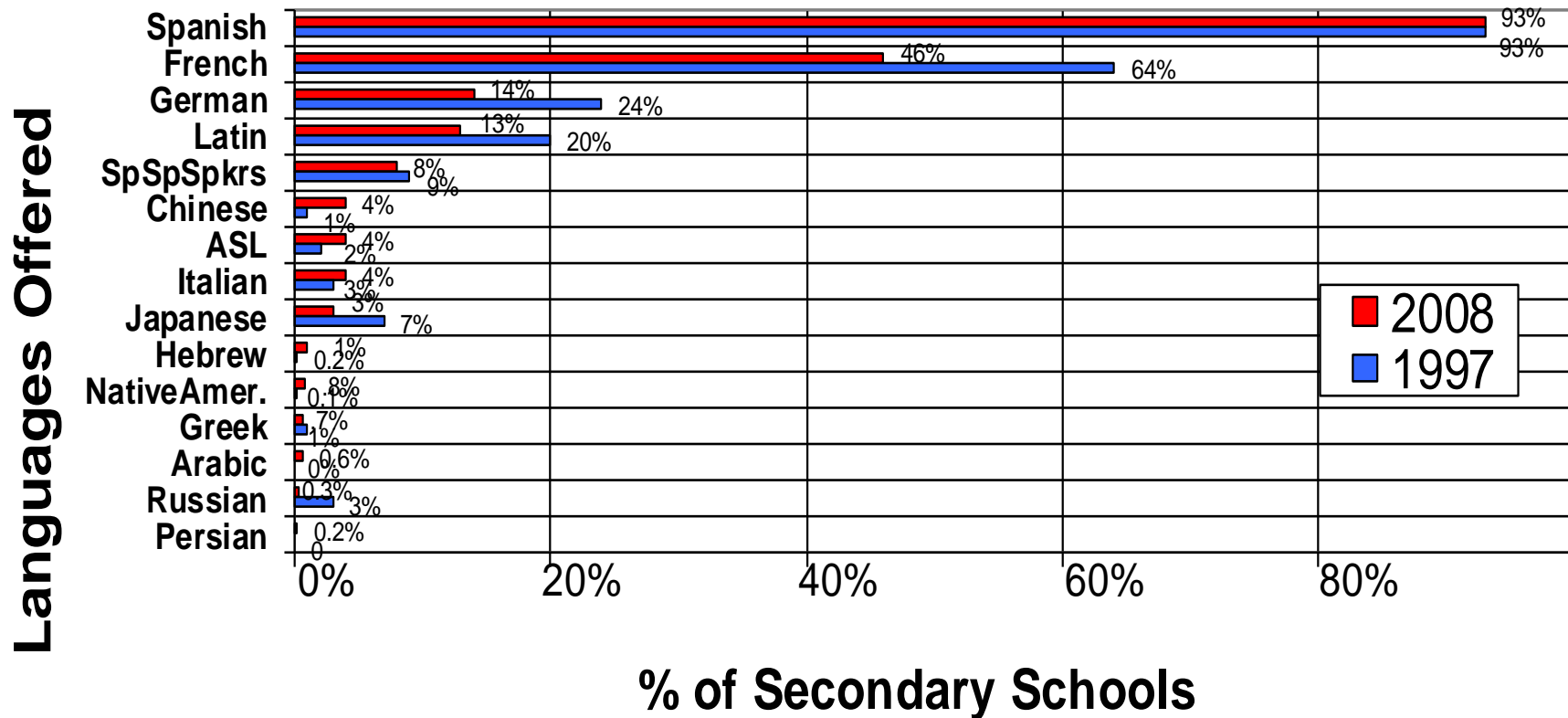
US Elementary Schools Teaching Foreign Languages (Public, Private, Total) (1987, 1997, 2008)



US Middle and High Schools Teaching Foreign Languages (Total) (1987, 1997, 2008)



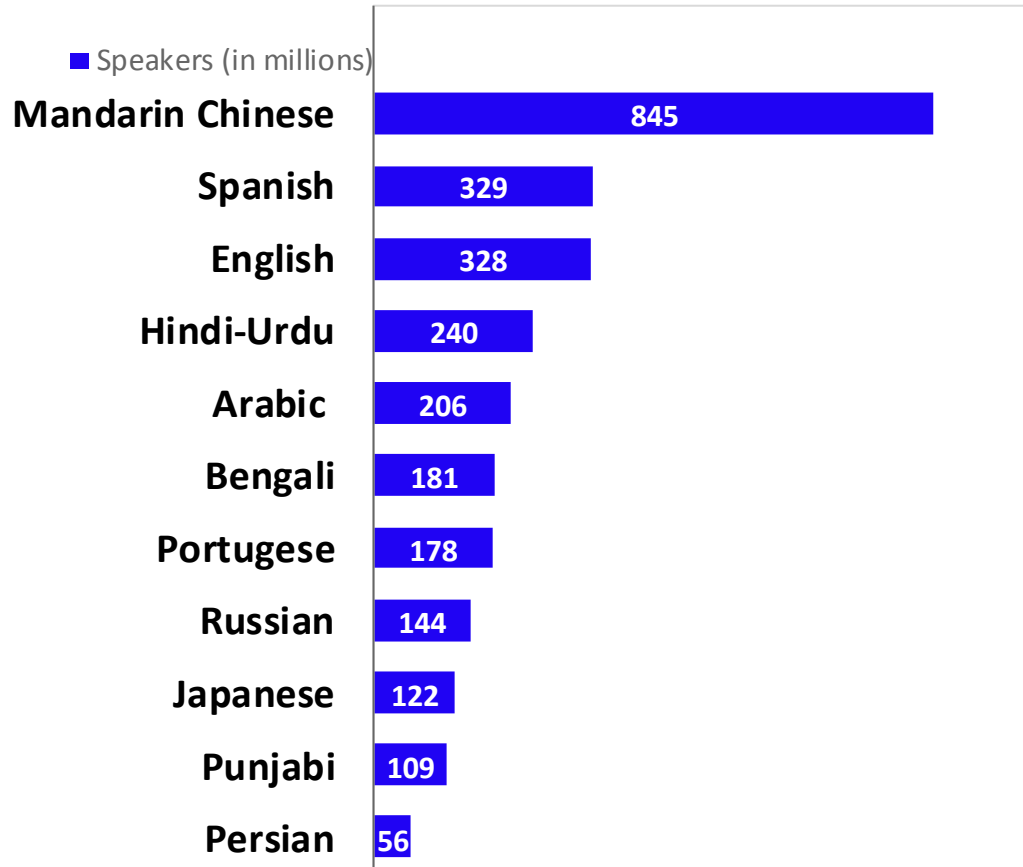
Foreign Languages Offered by Secondary Schools With Foreign Language Programs (1997, 2008)



What Languages Are We Teaching?



Most Commonly Spoken Languages (as Native Language) in the World

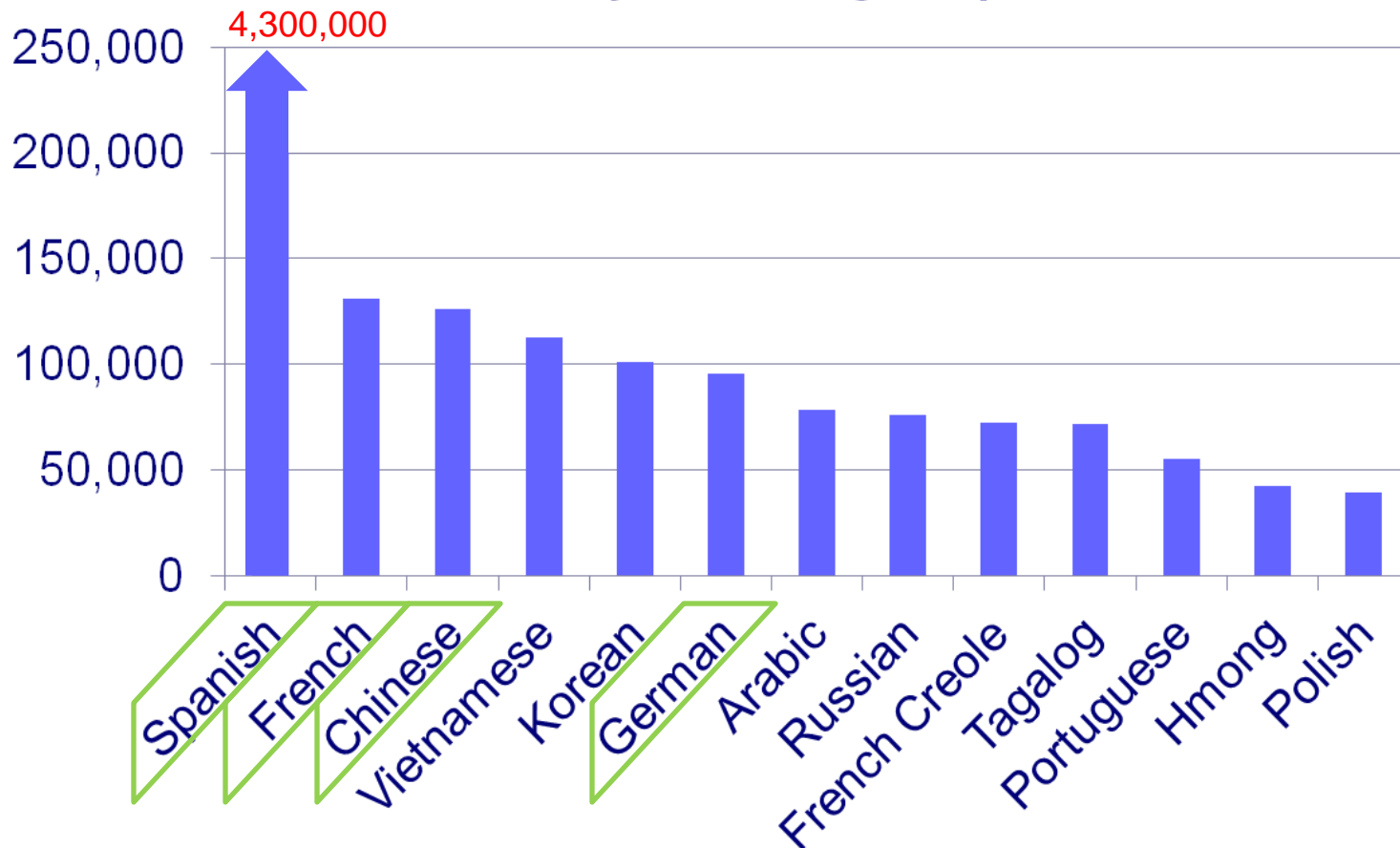


Most Commonly Taught Languages in the U.S.

Spanish
French
German
Latin
Chinese
American Sign Language (ASL)
Italian
Japanese
Hebrew
Native American Languages

Top Languages Spoken in the Home in the U.S.

Secondary School Age Population



Languages outlined in green are among the top languages taught in secondary schools.

Sources: U.S. Census Bureau 2005-2009 American Community Survey 5-Year Estimates, "Language Spoken at Home" (raw data) and N. Rhodes & I. Pufahl (2010) *Foreign Language Teaching in U.S. Schools: Results of a National Survey*.

Role of Heritage Languages in U.S. Schools

- ▶ Heritage languages can play broader role in our education system
- ▶ By age 5 – the proficiency of heritage language speakers far exceeds that of high school or college foreign language students
- ▶ Successful model: two-way immersion
Promote high academic achievement, first and second language development, and cross-cultural understanding for all students





Handwritten notes on a whiteboard:

12 14 $+$

10

12

$129 \div 12 = 10$

70 10

4 4

Opportunity for summer Persian study

The Critical Language Scholarship (CLS) Program offers fully-funded summer language institutes in 13 critical languages for U.S. university students and is sponsored by the U.S. Department of State.

- ▶ Students from all academic disciplines, including business, engineering, law, medicine, science, social sciences, arts and humanities are encouraged to apply.
- ▶ Persian: Advanced beginning, intermediate and advanced levels
- ▶ <http://www.clscholarship.org/>
- ▶ Deadline November 15, 2013

About CAL

- ▶ The Center for Applied Linguistics (CAL) is a private nonprofit organization dedicated to the study of language and culture and to the application of research on language and culture to educational and social concerns.



www.cal.org

- ▶ Established in 1959 with a grant from the Ford Foundation, CAL has earned a national and international reputation for its contributions to the fields of
 - ▶ bilingual education
 - ▶ English as a second language
 - ▶ foreign language education
 - ▶ Literacy
 - ▶ dialect studies
 - ▶ language policy
 - ▶ refugee orientation, and
 - ▶ the education of linguistically and culturally diverse adults and children.
- ▶ CAL's mission reflects an ongoing commitment to improving communication through better understanding of language and culture.



Iran Cultural and Educational Center 25th Anniversary



PERSIAN AT THE NATIONAL FOREIGN LANGUAGE CENTER

Catherine Ingold, Director



STARTALK



What is STARTALK?

- STARTALK is a government-sponsored program to encourage the study of 10 critical languages and Persian is one of them.
- The program is designed for students K-16 and teachers of those critical languages.
- STARTALK programs take place in the summer. They have an outcomes-driven design, standards-based curriculum and learner-centered approach.

Student and Teacher Persian Programs

Persian STARTALK Programs	Student Programs		Teacher Programs		Totals
	Programs	Location(s)	Programs	Location(s)	Programs
2008	2	CA	2	DC, WA	4
2009	4	CA, WA	4	CA, DC, NY, PA	8
2010	3	CA	6	CA, DC, NY, PA, VA	9
2011	5	CA, MD	5	CA, NY, PA	10
2012	5	CA, MD	9	CA, DC, IN, NY, VA	14
2013	2	DC, MD	13	CA, DC, IN, MN, NY, VA	15

STARTALK

- For more information about STARTALK use: www.startalk.umd.edu
- For sample resources from STARTALK Persian programs (lesson plans, assessment tools, curricula, etc.) use: <https://startalk.umd.edu/materials>
- For online video collection for teacher development use: <https://startalk.umd.edu/teacher-development/videos>

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