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NFLC research on language learning and language teaching

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Interagency Language Roundtable
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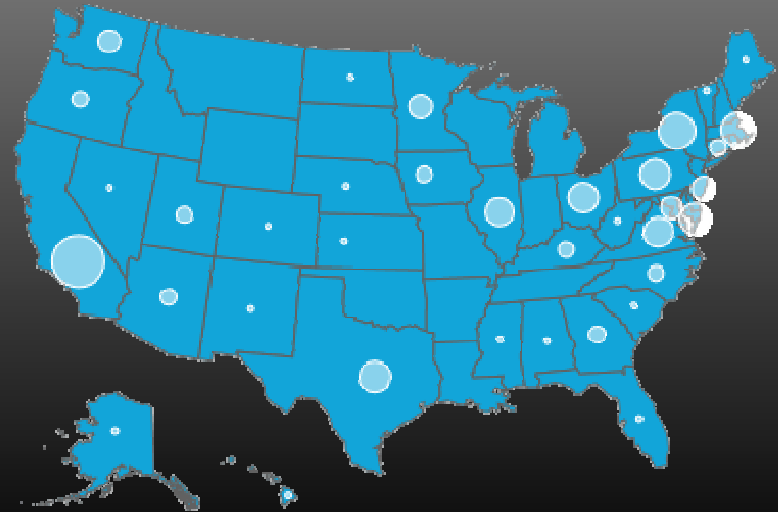
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NFLC research on language learning and language teaching

- Research related to STARTALK
- Need for language learning
- Language learning technology
- Teaching methods



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Annual surveys

- Who are our participants?
- What impact are our programs having on the community?

Special surveys

- What impact have our programs had on participants?
- What impact have our programs had on critical language programs in schools?



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STARTALK annual participant surveys: Who are our participants?



Gather data about student participants and teacher participants in STARTALK programs: their demographic backgrounds, their language (and teaching) background, and their evaluation of their summer program.

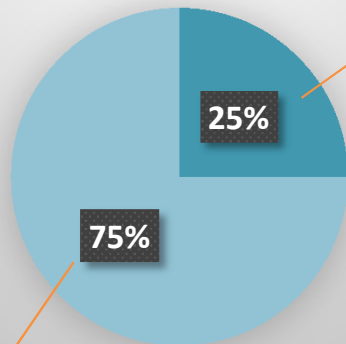
In 2017:

- 5,606 **students** were enrolled in STARTALK programs
- 1,002 **teachers** were enrolled in STARTALK teacher development programs



STARTALK 2017 participant surveys

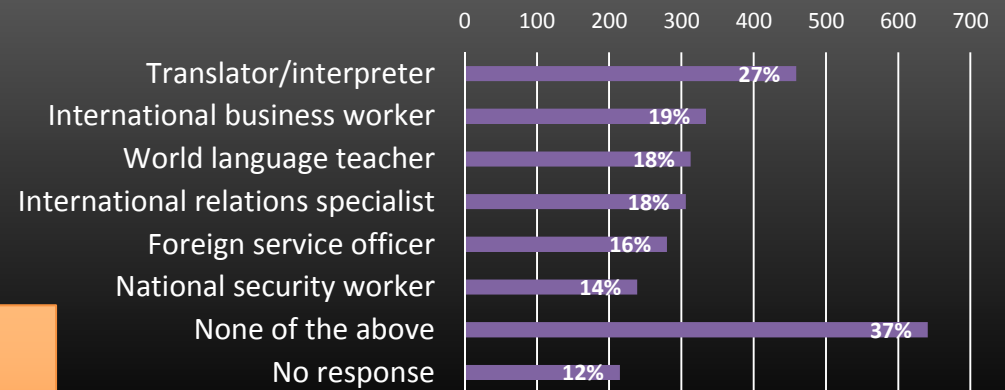
Approximately 1 in 4 student
participants were heritage
language learners



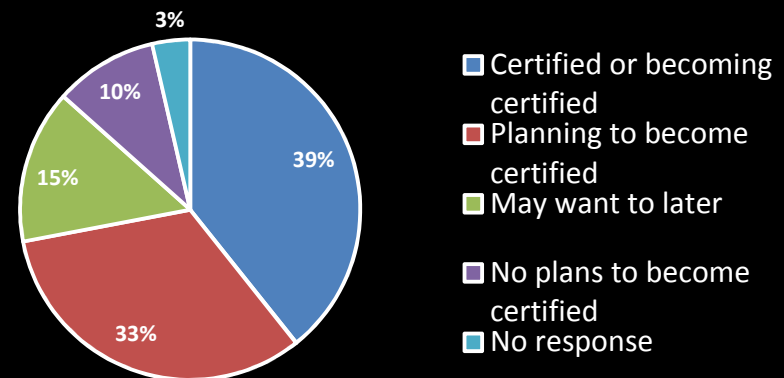
Dari, Hindi,
Persian,
Portuguese,
Urdu programs
>50% HLLs

Arabic, Chinese,
Korean, Russian,
Swahili, Turkish
programs
<20% HLLs

Students: Are you more interested in any of the following careers now than you were before your STARTALK program?



Teachers: Are you certified to teach a STARTALK language?





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STARTALK annual impact surveys: What impact are our programs having on the community?



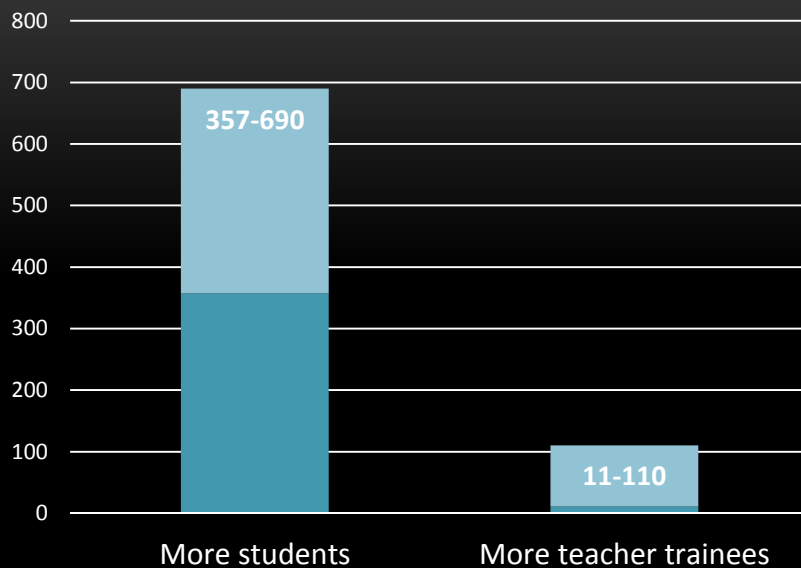
Learn how STARTALK programs are impacting their participants, their institutions, their communities, other critical language programs, and the field of language learning.

Survey of STARTALK Program Directors. Program Directors share their successes, and we document their impact on their communities and the field.

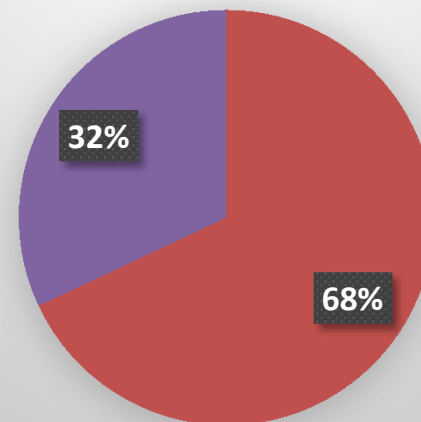


STARTALK 2016 PD impact surveys

Institutions that hosted STARTALK programs saw increases in enrollment in their academic-year programs



68% of teacher programs offered credit to their participants



45 STARTALK programs gave presentations at ACTFL, and **29** presented at other conferences

For more information: tinyurl.com/STARTALK2016ProgramImpact



STARTALK student and teacher impact surveys: What impact have our programs had on participants?



Collect information from STARTALK alumni about how their STARTALK experience has impacted their lives, their education, and their careers since their participation in STARTALK.

In 2017:

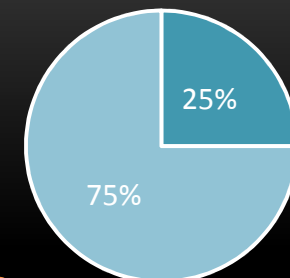
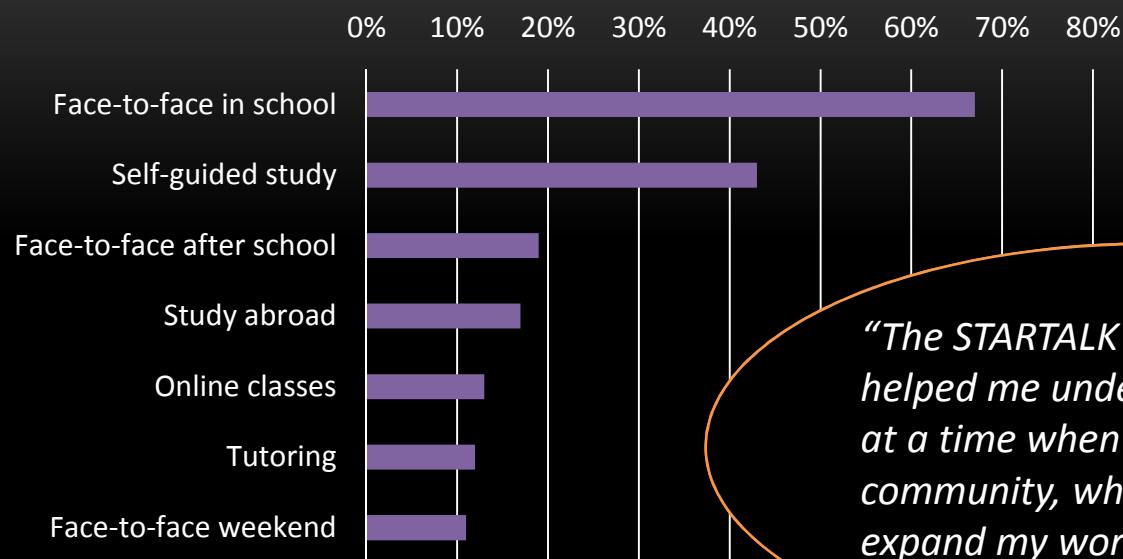
- 3,125 past **student** program participants from 2007–2016
- 1,297 past **teacher** program participants from 2007–2016



STARTALK 2017 student impact survey

64% of students continued studying their
STARTALK language. Of these...

25% of those currently
employed are working in a
language-related field

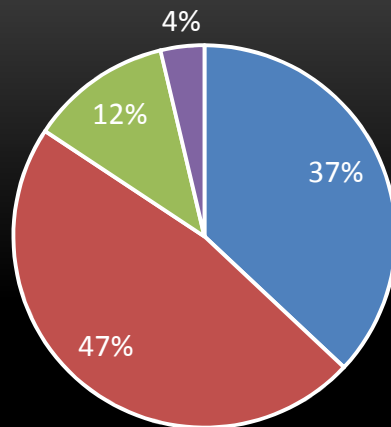


"The STARTALK program really helped me understand other cultures at a time when I was in a very insular community, which helped me to expand my worldview."



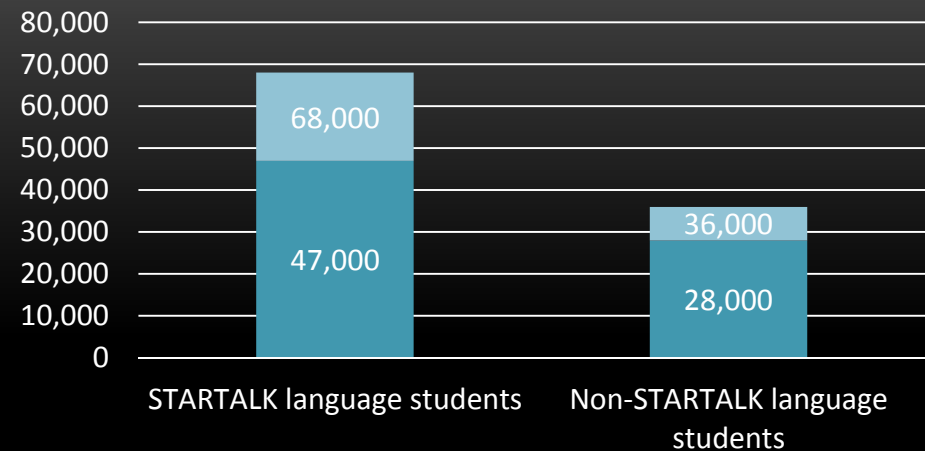
STARTALK 2017 teacher impact survey

Use of a standards-based and thematically organized curriculum



- New practice after STARTALK
- Increased use of the practice after STARTALK
- Already used before STARTALK; no change since STARTALK
- Did not use before or after STARTALK

Number of students taught by respondents in a single recent year



"STARTALK is the backbone of my professional development. I attended it yearly to refresh, reflect, and improve my teaching. It's also an important opportunity for teachers to share and learn from each other."



STARTALK school impact project:

What impact have our programs had on critical language programs in schools?



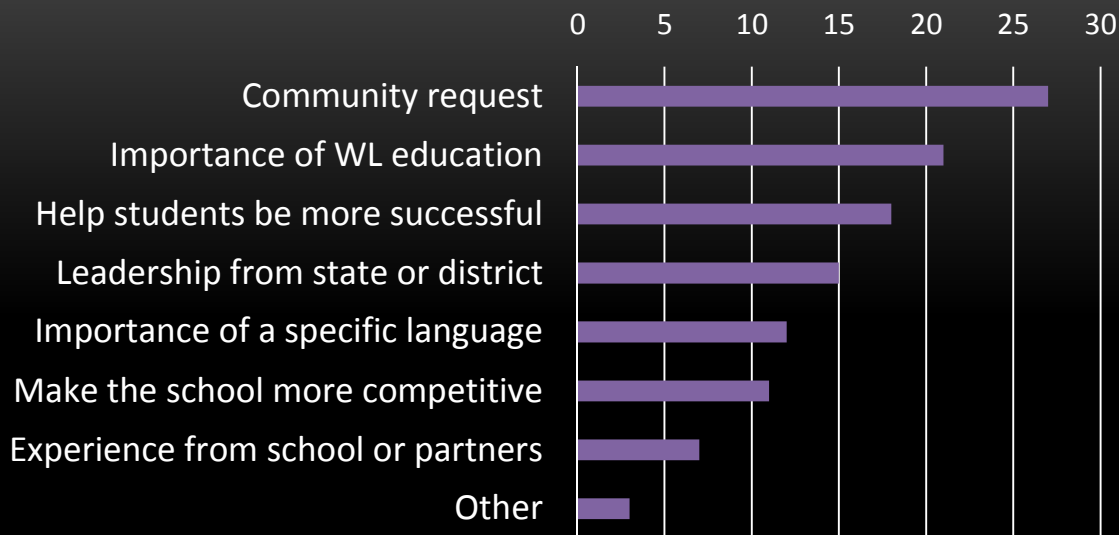
Track the impact of STARTALK on in-school academic year programs in STARTALK languages, following up on reports from STARTALK program directors.

Between 2016 and 2017, we contacted over 200 schools and asked them to complete a detailed survey about their programs: their origins, teachers, students, influence of STARTALK, and program evolution.



STARTALK school impact project: K–12

Motivation for starting a program in a LCTL



Types of relationship between
STARTALK and the founding of the
in-school program:

- STARTALK generated interest in learning the target language
- STARTALK helped persuade decision makers
- STARTALK was a seed that became a regular program
- New program gained program implementation skills from STARTALK
- Program received help from STARTALK personnel
- Program benefitted from the experience of a STARTALK teacher



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NEED FOR LANGUAGE LEARNING



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Need for globally competent professionals



Purpose: To quantify the demand from employers for early-career hires with language and culture skills.

Partners: JNCL-NCLIS, Michigan State University

Recruiting Trends Survey (MSU)

Module added in 2014 with questions about language and culture skills.

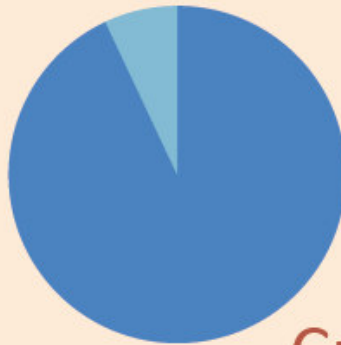
Respondents: 2,101 HR professionals who recruit on college campuses.

Information collected on economic sectors, corporate tasks, and college majors recruited.



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Need for globally competent professionals



93% of respondents value employees who are able to work effectively with customers, clients, and businesses from a range of different countries and cultures.

Language Skills



66% of respondents reported identifying foreign language skills as part of the hiring process



41% of respondents reported a hiring preference for multilingual applicants

Culture Skills



34% of respondents reported a hiring preference for candidates with multicultural experience



22% of respondents reported a hiring preference for candidates with international experience

For more information: tinyurl.com/LgDemandInfographic



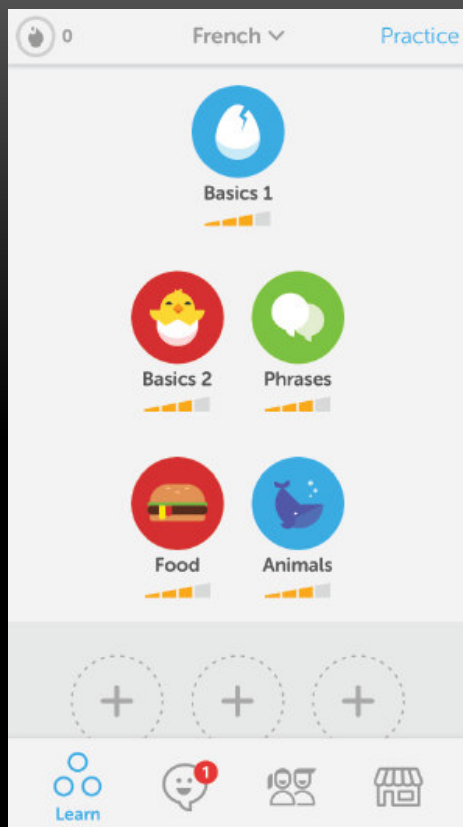
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LANGUAGE LEARNING TECHNOLOGY



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Duolingo pilot study



70+ language courses across 25+ languages
200 million active users
Estimated value \$700 million

Research questions:

1. How successful is Duolingo at fostering persistence in language learning?
2. How does the experience compare to other language learning experiences?

24 participants agreed to use Duolingo on their own schedule for 12 weeks, logging their time and completing a brief weekly journal reflection.



Duolingo pilot study: Preliminary results

+

Positively evaluated features

- Ability to repeat lessons
- Focus on vocabulary building and pronunciation
- Game aspect
- Acceptance of multiple possible translations
- User-friendly interface
- Reminders from the app to practice

-

Negatively evaluated features

- Skepticism about the usefulness of the placement test
- Missing foundational lessons if placed too high by placement test
- Focus on seemingly unimportant vocabulary
- Lack of explicit grammar instruction
- Focus on memorization without context



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Efficacy testing for an English pronunciation app



- Color Vowel system
- Repetition
- Gamification

A group of over 200 participants (US and abroad) was recruited to participate in the pilot test.

Purpose: To determine whether an app produced by the company Blue Canoe is effective in improving English pronunciation in L2 English speakers.

We are expecting data from Blue Canoe within the next month.

bluecanoelearning.com



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TEACHING METHODS



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Language immersion work

Purpose: Help schools and districts strengthen their language immersion programs and document their achievements.



- NFLC offered a professional development event in 2017 for 20 new and experienced language immersion teachers.
- We are helping to support the development of new two-way immersion programs.



- Help analyze their assessment data to interpret it and document it for internal purposes, potential parents, and donors.
- Document their instructional and administrative practices to benefit other language immersion programs.

We have been building relationships and applying for PD and research grants in collaboration with these and several other local school districts and individual charter schools.



Language immersion work



Research project to address:

- Equity of access
- Increase access to language immersion for all students

Report to appear later this year.



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Teacher Effectiveness for Language Learning



About The TELL Project:

Developed in 2010, intended to clearly define the characteristics and behaviors exhibited by effective world language teachers.

- 7 domains
- Specific criteria within domains
- Growth plans
- Self-assessments

ENVIRONMENT

THE LEARNING
EXPERIENCE

COLLABORATION

PLANNING

PERFORMANCE &
FEEDBACK

PROFESSIONALISM

LEARNING TOOLS



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Teacher Effectiveness for Language Learning



ENVIRONMENT

THE LEARNING
EXPERIENCE

About The TELL Project:

LE4 I ensure that students receive comprehensible input.

- I ensure that at least 90% of what I say and/or materials I share with my students are in the target language.
- I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
- I use a variety of strategies to make language comprehensible.
- I clarify what I say in a variety of ways.
- I frequently check for understanding in a variety of ways throughout the lesson.
- I consciously monitor how much I say in order to maximize student opportunities to produce language in each lesson.
- My students have adequate opportunities to process language (input) before being expected to produce language (output).

- Specific criteria within domains
- Growth plans
- Self-assessments

LEARNING TOOLS



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Teacher Effectiveness for Language Learning



Framework refresh in progress – with input from language learning experts

Upcoming research projects:

- Who is using the TELL framework in their teaching? How do they see TELL as affecting their teaching and their students?
- Can we find measurable effects of teachers' use of the criteria in the TELL framework on student outcomes?



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Comments or questions?
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