

*The Future of
Foreign Language Education
in the United States*



Edited by
TERRY A. OSBORN

Future Of Foreign Language Education In The United States

Fabrice Jaumont, Kathleen Stein-Smith



Future Of Foreign Language Education In The United States:

The Future of Foreign Language Education in the United States Terry A. Osborn, 2002-01-30 At the dawning of the 21st century foreign language education in the United States is experiencing a period marked by exciting possibilities. Theorists and practitioners embrace a move from a perceived position of teaching only the elite to a nationally initiated cross disciplinary and cross cultural orientation embodied in the latest standards. Given the presence of non English languages in all parts of the United States a growing number of scholars are beginning to examine the sociological context in which this educational endeavor is carried out noting that the figure of professional practice is inextricably linked to issues of cultural and academic context. Theory informed practice in the coming years therefore will include the challenge of examining a broad range of topics related to curricular and instructional principles and procedures. The text is intended to provide a collection of perspectives related to issues of pluralism and reform as they will influence theory informed practice of foreign language education in the coming century. Drawing from a variety of contributors from both inside and outside of foreign second language education this text brings the voices of scholars together focused on issues of contemporary consequence. The chapters center around a focusing theme in the form of the following question: How does the changing social and academic context of language education in the United States impact the future of our discipline.

The Gift of Languages Fabrice Jaumont, Kathleen Stein-Smith, 2019 The emergence of newer international standards and the focus on STEM education are transforming entire educational sectors. Yet as schools focus more attention to developing global competencies and 21st century skills in their pedagogy it has become critical to re engage educators and school communities with the goals of language education: multilingualism and multiliteracy while promoting interconnectedness, empathy and mutual comprehension among our youth. With this in mind it is important to understand the potential of multilingual education as it can serve our societies new expectations and provide the right tools for success to our younger generations.

The Gift of Languages: Paradigm Shift In U S Foreign Language Education explores the many advantages of multilingual education and sets the stage for a new paradigm in our approach to teaching and learning languages. The book touches on the issue of foreign language deficit in the United States and the changes that need to occur in our schools to better serve our children and our linguistic communities. The book also explores the growth of dual language education in recent years and explores the connection between both multilingual programming and solving the United States foreign language problem. The discussion on language education in the United States has never been neutral; moreover it has traditionally provided substantive direction and exerted significant authority over educational policy. Yet this debate needs to move towards viewing multilingual education as an essential approach for our society and as something that should be prevalent among educational policymakers. The audience for this book includes educators, language teachers, school leaders, school boards, program directors, scholars and policy makers particularly if they want to join forces in building the future of education and investing

in the multilingual capital of our nation This book is part of The Bilingual Revolution Series Praises We are at a critical point in our nation in which we can continue to hold on to our monolingual past or embrace a multilingual and more inclusive future The Gift of Languages helps us prepare and understand the necessary paradigm shift to adopt and implement a multilingual curriculum and mindset in our schools and communities Co authored by two pioneers and experienced experts in the bi and multilingual education space the book is a must read for educators policy makers community leaders students and interested parents who want to make meaningful changes now Andrew H Clark Ph D Chair Dept of Modern Languages as a nation we have not lived up to his words and actions Let us remind ourselves that we started out a linguistically and culturally diverse group of peoples that came together to build a strong nation over the years Linguistic diversity is the gift that our nation needs to give itself Francesco L Fratto President The Foreign Language Association of Chairpersons and Supervisors Mastering languages is essential for communicating with and understanding others respecting each other and appreciating our heritages and our roots The Gift of Languages offers an invaluable toolbox for policy makers educators families and students who are already working in the field of language and those who hope to create the kind of paradigm shift that the authors advocate The book provides cogent arguments in favor of expanded language learning at all levels and especially argues in favor of expanding the breadth and variety of multilingual educational opportunities already spreading in public school systems from Utah to Louisiana to New York and beyond The authors cite examples of the Bilingual Revolution already underway and provide the kinds of arguments and examples that resonate for educators and drive policy towards furthering the way we value language education in the United States The book is indispensable for anyone interested in the future of foreign language education Jane F Ross Ph D President and Founder French Heritage Language Program Over 60% of people on the planet are bilingual or multilingual which suggests that this is the norm for human beings and multiple studies demonstrate the cognitive social political and financial benefits of bilingualism Yet in the United States we regularly hear news stories about people being shamed bullied and sometimes violently harmed for speaking other languages even when they also speak English Accessibly written this book offers detailed arguments for both why and how the nation should embrace and promote linguistic diversity Options for adults are expertly addressed yet the authors invest even greater passion and detail in promoting early educational programs in which no child is left monolingual I can think of no better way to shift our nation s view of itself from English Only to English Plus and create a more inclusive society We need a roadmap and this book clearly lays out the territory and possible trajectories as it motivates us to make the journey Kimberly J Potowski Ph D Professor in the Department of Hispanic and Italian Studies University of Illinois at Chicago About the Authors Fabrice Jaumont is the author of The Bilingual Revolution The Future of Education is in Two Languages TBR Books 2017 which provides inspirational vignettes and practical advice for parents and educators who want to create a dual language program in their own school He has also published several books and articles on philanthropy higher education heritage

languages cinema and the arts Fabrice Jaumont is Education Attach for the Embassy of France to the United States a Program Director for FACE Foundation in New York and the founder of New York in French He is also a Senior Fellow at Fondation Maison des Sciences de l Homme in Paris Fabrice Jaumont holds a Ph D in Comparative and International Education from New York University For more information visit the author s blog fabricejaumont.net Kathleen Stein Smith is the author of *The U S Foreign Language Deficit Strategies for Maintaining a Competitive Edge in a Globalized World* Palgrave MacMillan 2016 *The U S Foreign Language Deficit and How It Can Be Effectively Addressed in the Globalized World* A Bibliographic Essay Edwin Mellen Press 2013 and *The U S Foreign Language Deficit and Our Economic and National Security* A Bibliographic Essay on the U S Language Paradox Edwin Mellen Press 2013 Kathleen Stein Smith is Associate University Librarian at Fairleigh Dickinson University Chair of the American Association of Teachers of French Commission on Advocacy and member of the American Translators Association Education Pedagogy Committee She has taught foreign languages at high school and college level taught adult learners delivered TEDx talk on the U S foreign language deficit She holds a Ph D in Interdisciplinary Studies from Union Institute University For more information visit the author s blog kathleensteinsmith.wordpress.com

Foreign Language Education in America Steven Berbeco, 2016-04-08 Foreign language teaching in America today falls into three distinct fields of influence and interest public and private schools college and other post secondary programs and courses for adult learners At a time when academics and instructors in each of these fields seek to answer similar questions too few published resources recognize and address the parallels among them In response *Foreign Language Education in America* is an edited book with contributions that represent the diversity in foreign language education today including perspectives from elementary middle schools high schools university level courses summer programs federal government and international learning This is a practical guide to the state of the field that fills a much needed gap for scholars researchers administrators and practitioners who are looking for a resource that describes effective practices across the field

Lasting Change in Foreign Language Education John L. Watzke, 2003-03-30 *Lasting Change in Foreign Language Education* presents a historical account of foreign language in general education The author examines the struggle of this subject discipline to align with the changing mission of secondary education as it emerged as the predominant institution enrolling students in the study of second languages This 100 year history suggests trends persistent across major periods of reform to explain current problems in the expansion of learning opportunities in foreign language Included is a complete database of education statistics on foreign language education and national and state education law from 1899 to the present Analysis of this data is presented in multiple formats to describe the historical capacity of the education system to achieve reform A review of contemporary standards based education initiatives in states and school districts similarly serves to reflect how historical trends continue to restrict change Concise policy implications are suggested as a means to address historical precedence and the greater mission of general education

in the development of education policy and its transformation into practice Policy development must include a greater understanding of the historical development of foreign language in general education This vital link has been lacking in the past century as foreign language has struggled to realign itself with the changing mission of general education For example there are distinct curricular differences between a general education for all students and one for leadership and higher education Only the latter makes room for solid foreign language education In addition the study of foreign language has remained primarily a beginning level endeavor for the majority of students over the past century This trend results in significant pressure on the beginning level curriculum particularly during periods of reform to provide multiple academic outcomes in education

Chinese Language Education in the United States Jiening Ruan, Jie Zhang, Cynthia B. Leung, 2015-11-10 This book offers historical philosophical and sociocultural perspectives on Chinese language education for speakers of other languages with a special focus on Chinese language education in the United States It provides a comprehensive cross disciplinary look at changes in CFL CSL education over time in China and the U S and the philosophical political and sociocultural influences that led to these changes The essays address a wide array of topics related to Chinese language education including A historical overview of the field Theories that apply to CFL CSL learning Policies and initiatives for CFL CSL by the Chinese and U S governments Medium of instruction Curriculum and instruction for CFL CSL learners at K 12 and college levels Technology for CFL CSL education Chinese language learning for heritage learners CFL in study abroad contexts CFL teacher education and training This work is essential reading for scholars and students interested in gaining a greater understanding of Chinese language education in the two countries and around the world

World Language Education as Critical Pedagogy Timothy G. Reagan, Terry A. Osborn, 2020-09-02 Accessible and cutting edge this text is a pivotal update to the field and offers a much needed critical perspective on world language education Building off their classic 2002 book *The Foreign Language Educator in Society* Timothy G Reagan and Terry A Osborn address major issues facing the world language educator today including language myths advocacy the perceived and real benefits of language learning linguistic human rights constructivism learning theories language standards monolingualism bilingualism and multiculturalism Organized into three parts Knowing Language Learning Language and Teaching Language this book applies a critical take on conventional wisdom on language education evaluates social and political realities assumptions and controversies in the field Each chapter includes questions for reflection and discussion to support students and educators in developing their own perspectives on teaching and learning languages With a critical pedagogy and social justice lens this book is ideal for scholars and students in foreign world language education social justice education and language teaching methodology courses as well as pre and in service teachers

Decolonizing Foreign Language Education Donald Macelo, 2019-01-10 *Decolonizing Foreign Language Education* interrogates current foreign language and second language education approaches that prioritize white western thought Edited by acclaimed critical

theorist and linguist Donaldo Macedo this volume includes cutting edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non standard language varieties through the reification of colonial languages Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL ESL EFL educators as literature or linguistic theory

The U.S. Foreign Language Deficit Kathleen Stein-Smith, 2016-08-24 This volume explores why Americans are among the least likely in the world to speak another language and how this U S foreign language deficit negatively impacts national and economic security business and career prospects Stein Smith exposes how individuals are disadvantaged through their inability to effectively navigate the global workplace and multicultural communities how their career options are limited by the foreign language deficit and even how their ability to enjoy travel abroad and cultural pursuits is diminished Through exploring the impact of the U S foreign language deficit the author speaks to the stakeholders and partners in the campaign for foreign languages offering guidance on what can and should be done to address it She examines the next steps needed to develop specific career pathways that will meet the current and future needs of government business and industry and empower foreign language learners through curriculum and career preparation

Language in the Twenty-first Century Humphrey Tonkin, Timothy G. Reagan, 2003 This work presents selected papers of the millennial conferences of the Center for Research and Documentation on World Language Problems Topics covered include interlingualism English as a global language the business of language endangerment and maintaining linguodiversity

Education for Sustainable Development in Foreign Language Learning María de la Fuente, 2021-11-29 This unique volume utilizes the UNESCO Education for Sustainable Development ESD framework to illustrate successful integration of sustainability education in post secondary foreign language FL learning Showcasing a variety of approaches to using content based instruction CBI in college level courses this text valuably demonstrates how topics relating to environmental social and cultural dimensions of sustainability can be integrated in FL curricula Chapters draw on case studies from colleges throughout the US and consider theoretical and practical concerns relating to models of sustainability based teaching and learning Chapters present examples of project problem and task based approaches as well as field work debate and reflective pedagogies to enhance students awareness and engagement with sustainable development issues as they acquire a foreign language Insights and recommendations apply across languages and highlight the potential contribution of FL learning to promote sustainability literacy amongst learners This text will benefit researchers academics and educators in higher education with an interest in Modern Foreign Languages sustainability education training and leadership more broadly

Tension and Contention in Language Education for Latinxs in the United States Glenn A. Martínez, Robert W. Train, 2019-10-08 Applying a critical lens to language education this book explores the tensions that Latinx students face in

relation to their identities social and institutional settings and other external factors Across diverse contexts these students confront complex debates and contestable affirmations that intersect with their lived experiences and social histories Martinez and Train highlight the pedagogic and ethical urgency of teacher responsibility learner agency and social justice in critically addressing the consequences constraints and affordances of the language education that Latinx students experience in historically situated and institutionally defined spaces of practice ideology and policy Reframing language studies to take into account the roles of power inequality and social settings this book provokes dialogue between areas of language education that rarely interface Through privileging the learner experience the book provides a window to the contested spaces across language education and generates new opportunities for engagement and action Offering nuanced and insightful analyses this book is ideal for scholars language researchers language teacher educators and graduate students in all areas of language education

Transforming Postsecondary Foreign Language Teaching in the United States Janet Swaffar, Per Urlaub, 2014-07-25 This volume addresses critical challenges and issues facing foreign language departments in colleges and universities across the U S It presents the insights of individuals who have built or are in the process of building foreign language curricula during a major transition period in postsecondary institutions The authors of this volume come from various language departments and institutional experience from across the U S including private and public postsecondary foreign language teachers researchers and administrators The chapters address issues and provide templates for curricular change at all learning levels The five sections of this book explore Changing Perceptions about Foreign Language Learning The Case for a Multi literacy FL Curriculum in Concept and Assessment Praxis Curricular Transformations Historical Hurdles and Faculty Heuristics Rethinking the Graduate Curriculum Foreign Languages Integration into the Interdisciplinary University This thought provoking and timely volume addresses the question of how historic and current disciplinary institutional and political conditions affect curricular transformation in collegiate foreign language programs Responding to the issues raised in the 2007 MLA Report this collection of nine essays presents a diversity of curricular models and approaches from different theoretical perspectives focusing on the integration of language and content The book will undoubtedly be of great interest to a broad audience such as foreign language educators curriculum designers administrators graduate students and researchers Nelleke Van Deusen Scholl Yale College CT USA

National Defense Education Act United States. Congress. House. Committee on Education and Labor, 1961

Language Program Vitality in the United States Emily Heidrich Uebel, Felix A. Kronenberg, Scott Sterling, 2023-11-09 The perception of a permanent enrollment crisis in US postsecondary foreign language education has shaped our profession s image for an entire generation of educators Over the past 30 years this crisis rarely invited self examination or inspired creativity Instead it was routinely attributed to external factors shrinking budgets unsympathetic administrators disengaged students This volume is refreshingly optimistic After providing a nuanced picture of the complex enrollment situation and focusing on perceptions of

language education among undergraduate students the volume features an inspiring panorama of successful models that revitalized language programs at a wide range of institutions The diversity of approaches to post secondary language education in the United States featured in this volume highlights that there are no simple one size fits all solutions To be transformational initiatives need to be intimately calibrated to the evolving needs and desires of our institutions most important stakeholder the student Per Urlaub Massachusetts Institute of Technology MA USA *Proceedings of the Education Congress* ,1920

The Routledge Handbook of Language Program Development and Administration Alan V. Brown, Cori Crane, Beatrice C. Dupuy, Estela Ene, 2025-06-30 Second language program development and administration is a long standing area within the larger field of applied linguistics In many ways it is the quintessential applied linguistics field as it crosses disciplinary boundaries while balancing the rigors of scholarly inquiry with the demands of practical application without losing sight of concrete learner outcomes The Routledge Handbook of Language Program Development and Administration provides a scholarly rigorous yet practically relevant treatment of issues implicated in program development and administration with 52 chapters written by leading scholars in the field Authors not only address the theoretical underpinnings of their respective topics but also provide actionable evidence based recommendations concerning eminently practical matters In this way the volume provides both novice and experienced language program administrators with important guidance on how to think about the work that they do and how best to go about it while also validating language program administration as a scholarly area of inquiry The Routledge Handbook of Language Program Development and Administration is essential reading for practicing second language program administrators at the post secondary level in service and pre service second language instructors graduate students in applied linguistics and even upper level undergraduate education students considering second language teaching as a future career Chapters 9 and 11 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

[Taking Stock of German Studies in the United States](#) Rachel J. Halverson, Carol Anne Costabile-Heming, 2015 Despite cuts in the past decade enrollments in US German programs have increased modestly a fact that surely has to do with the importance of Germany and its language on the world stage The contributors to this volume examine the factors shaping German language study in the new millennium highlighting how creative innovative inspired approaches have allowed German to weather many of its challenges The volume will be of interest to scholars teachers and students of German who are committed to invigorating its study in the United States

Critical Issues in Foreign Language Instruction Ellen S. Silber, 2013-09-13 First Published in 1991 This is Volume 22 of the Source Books on Education series Politically speaking the study of foreign languages and cultures helps maintain a strong competitive position in an increasingly global marketplace It was hard to imagine in 1957 that the launching of a Soviet rocket would push the United States into its greatest investment ever in foreign language education As

American policy makers attempted to play catch up with our brothers and sisters behind the iron curtain this country infused federal dollars into extensive foreign language teacher training and the creation of new foreign language educational programs As suddenly as federal support was given however so was it taken away and its withdrawal was responsible for one of the darkest periods in the history of foreign language education in America Drawing on the expertise of a number of the nation s most experienced and creative foreign language educators this volume edited by Ellen S Silber addresses some of the crucial problems we face in foreign language education today Resources in Education ,2001-10 Literacies in Language Education Kate Paesani,Mandy Menke,2023-04-01 A practical and innovative guide to emphasizing literacies development when teaching world languages Literacies in Language Education introduces multiliteracies pedagogy which focuses on critical engagement with texts intercultural understanding and language proficiency development Kate Paesani and Mandy Menke seasoned workshop leaders and multiliteracies scholars define what the approach is its benefits and how to create curricula grounded in it In addition they explain how to use the approach at all levels of language education and offer ideas for teacher professional development each key components of pedagogical change Melding text and language oriented learning goals the authors embrace an expanded understanding of literacy to capture the dynamism of language and its contexts of use the importance of preparing students to interact with the range of texts they will encounter in their academic workplace and personal lives and the multicultural and multilingual landscape of secondary and postsecondary language classrooms Literacies in Language Education presents teachers with a tested approach for increasing learners proficiency and cultural awareness along with practical implementation methods This book provides teachers and program administrators with immediate steps to take toward designing and implementing a literacies approach in any language class and curriculum Published in partnership with CARLA

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