

Advocacy 101: Advocating for World Languages to Decision Makers Beyond the Choir

ACTFL 2009

Anita Ratwik

Ratwi001@umn.edu

The handout for this session is an abbreviated and updated version of my earlier article
*--Making Connections with the World Community: Working at the Local Level and Beyond, Tying
Students of Color to the German Classroom--Making Connections through the Advocacy of World
Languages and German.* available at
http://www.ald.aatg.org/resources/makingconnections/advocacy_101/

Objective: To provide tools, information, suggestions, and resources for those advocating for the study of world languages.

Introduction

This handout is divided into four parts. Although these overlap with each other, they do provide some measure of arbitrary organization to this topic.

- I. Advocacy Begins in the Classroom
- II. Advocacy on the Individual Level
- III. Major Changes Impacting World Language Programs and Our Response to Them as Advocates
- IV. Resources and References

I. Advocacy begins in the Classroom

Absolutely key in advocating for world languages is the individual world language classroom. The experience people have had with the foreign language classroom in the past has created the foundation for their beliefs regarding world languages today. World language teachers may think that what happened in a classroom in the distant past is outdated as a reference point, but most people still cling to that outdated knowledge base.

What those of us within the world language teaching profession think is not relevant here. Almost every time we speak with legislators, administrators, and people in general, their first response is to refer to their own world language experience in a classroom, followed by that of their children. The impressions formed from the world language classroom thirty to forty years ago still remain the most common reference point for our audience, and we need to bear that in mind when addressing them. Too many times the classroom has not changed much between their school days, or that of their children, and today. This reference point frequently works against us, but it is our own profession and colleagues, and maybe even we, who are responsible for fostering this misperception.

As a profession, our own history and current situation contradicts what we preach today. We say *All* students should learn a world language, but when we look at our classes nationally, we see fewer students of color or students from diverse backgrounds in the beginning levels, and even fewer in advanced levels, than their numbers represent in the school student population. Our administrators know this and it hurts our credibility. It makes us appear to be relevant to a smaller number of students, i.e. less important, than

core school wide subjects. We have to prove to our administrators and parents that we are serious about teaching all students, in making changes, that we know how to and can accomplish this.

Hence the statement “Advocacy begins in the classroom!” The world language classroom will be the strongest and loudest voice for world languages, and it has to demonstrate how it can be a successful, relative, important and valued experience for all students.

II. Advocacy as an Individual

No matter what you are advocating or to whom you are advocating something, one must be aware of one’s own attitude and use just plain common sense. Put yourself in the position of your audience: what basic things make someone most effective in gaining your attention and support? The handout, “Tips for Advocating for World Languages,” available at (<http://www.mctlc.org/newvisions/advguide.html>) and in this handout, is the basis for this section and contains a summary of what we need to remember as we approach other people about world languages learning. Here are two additional tips.

- * When advocating for your issue, program, agenda, etc., find something that you and your audience agree on and work from there. If you cannot agree on whether or not to have a full time world language coordinator in your state, maybe you can agree on the importance of international education.
- Learn what “resonates” with your audience. What will hook them to your issue? You need to get their attention, for them to realize that your goal will also help *them* reach *their* goals. You need to know what their goals are, and demonstrate to them how what you want will help them meet their goals.
Example: If they want to raise their math test scores in their schools, start teaching world languages. Give them the information about the research results in Louisiana, (Article listed in Section IV) and/or the many other studies that show these results.

The range of people and situations we will be addressing have a broad spectrum of priorities and level of understanding regarding world languages and cultures. For example, materials aimed at parents of college bound students most likely would not be the same as for administrators in a district where raising test scores for all students is the top priority. Although some articles are useful for various people, you need to use reference and support materials that will address the priorities of your specific audience. Don't just try to convince them of your viewpoint, tell them why world languages will help them meet their priorities. Remember, this is not about you, but your audience.

The areas that currently seem to be the highest priority just now are, in varying order depending upon the audience:

1. Funding for world languages in our schools.
2. Developing cognitive abilities and raising test scores of all students
3. Developing skills to cope today and in the future with a multicultural society where we, the diverse constituents of this society, see each other as different.
4. Teaching skills that will enable our students to compete successfully in a global world when they leave school, i.e., a "world class education."
5. To learn world languages to meet the needs of our national security

just as "Sputnik" did in the 1950's.

6. To meet the world language requirements of secondary and post secondary schools.

What is the most important priority for the person or group you are addressing? To you? Find and use a quote or an article, which addresses this issue. You may use a quote and reference the source, hand out the whole article and highlight the most appropriate portion or develop your own library of background knowledge. Some resources at the end of this handout will be helpful to you.

There is a point that needs to be included when talking about advocating for world languages and for your own classes. It seems lately that when two or more language teachers get together their conversation revolves around a series of topics including cuts to language programs, how over worked and overwhelmed they are, and all the negatives to which their world language programs, and teachers have been responding. These topics either start or finish many conversations and usually end with an equally long list of "We can't do _____". Fill in the blank with whatever task, idea or plan of action was being put forth.

We cannot let ourselves be caught up in the futility of why something can't happen. If we start from this point, it will sap our energy, set up a defeatist attitude, and stop creative thinking in its tracks. It accomplishes nothing positive and is just plainly a "turn off." People really don't want to be part of such a conversation for very long and even steer clear of others who constantly focus on such topics. Marcia Rosenbusch, who initiated the idea for *New Visions*, now *New Visions in Action* (NVIA), says she started NVIA because she had heard one too many such conversations and decided it was time to do something more than just complain and not have a plan to change any of these issues. We need to learn from her.

Business people do not sit around a boardroom discussing why they can't do something. They discuss what they want to do, what needs to be done, and how they will do it. They create a strategy, they plan, and they move forward. They talk about what *WILL* happen and *HOW* they will do it.

It is about what you want to happen and what you will do to make it happen. If you find yourself thinking why it can't happen, you need to retrain yourself to focus on what needs to happen, what you want to do, and how you will do it. Frankly, we need our energy to go into creating change; we need to be aware of protecting ourselves and our colleagues from such defeatist conversations.

Grassroots advocacy by individuals working together is a very important powerful force. When individuals at the grassroots level work together, they accomplish what is much harder for just a handful of leaders to do. The larger the number of contacts with people, the more seriously and quickly decision makers will learn about and act on the issue being advocated. This is especially true with elected officials, who count on the good will of their constituents. If there are 100 people across a state contacting their legislators, they have a far better chance of being successful than just five of their leaders lobbying the legislators. Likewise, if there were 1000 world languages teachers across the US advocating to their congress people, we would see far more accomplished for world languages at the national level. Individuals are very important, especially when they are working together.

III. Major Changes Impacting World Language Programs, the People to whom we Advocate, and Our Response as Advocates to these Changes

There are a number of forces driving change in world language learning and education today in the U.S. This is a huge and complex topic.

Changes at the national level

Globalization

Within various professional communities such as within the government in Washington, D.C. and in businesses involved in exporting and importing, there is a growing awareness of the globalization of the world today. Global education, international education, other combinations of terms express this and the need for our students to be educated in such a way that they will be able to successfully make a transition into this world, and productively meet the needs of this global society in the 21st century.

Frequently there is no mention of world languages as part of global or international education. We have to make people aware of that connection. It is a “no-brainer” to us, but decision makers frequently make remarks about education for the 21st century, but then decide on changes appropriate if our schools were preparing students for life a hundred years ago. Frequently, these decision makers have grown up as monolinguals and have not seen the necessity for other languages. We need to continually reinforce the connection between global education and world languages.

International companies have typically hired native speakers or trained their own personnel. Companies such as 3M now also provide language lessons for the families of their personnel going abroad. Business has not looked on world language teachers as partners, but simply overlooked us because our students do not have the language skills or cultural knowledge they need. International business helps drive an awareness of globalism and has an impact on us daily, including on our pocketbooks, but we need to engage them as partners and work toward meeting their needs and those of our students. The trade deficit for 2008 was over \$673 billion dollars. This year’s, 2009, deficit is significantly lower with the recession, but is on track to be over \$350 billion, still a huge amount. The US needs to compete more effectively to decrease the deficit. We know that world language teachers are part of that change, but we need to convince the business sector of that.

National Security and Legislation

Departments of the U.S. government, i.e., the State Department, the Department of Defense, and the Commerce Department, are acutely aware of their need for people who have language capabilities and knowledge of the cultures of countries worldwide. The Department of Defense (DOD), and other departments can no longer meet their needs by recruiting college students and training personnel at their Language Institute in Monterey, California. In June 2005 they spearheaded a national conference in Maryland called the National Language Conference that brought the national leaders representing stakeholders together to start the process of identifying what needed to happen for the U.S. to develop greater language capability and awareness. The white paper from that conference is on the ACTFL and JNCL websites. It is influencing congressional legislation supporting funding and policies for world language learning in the US.

The Joint National Committee on Languages’ (JNCL) J. David Edwards, the chief lobbyist, is always in the middle of legislation regarding world languages in Washington. The updates, current news reports, and information are always on their website, listed in Section IV of this handout. It also includes information to help you. In spite of the needs identified by the Department of Defense, State Department, Commerce Department and the Department of Education, it takes a tremendous amount of lobbying for any of the congressional bills for money for world languages to pass and we need to be the advocates.

There is a disconnect in Washington, just as there is in our state legislatures, when it comes to understanding the needs, benefits, and funding of world languages learning. These need our help. Cynthia Wierzbicki, from JNCL, said in 2005 that just 50 letters to a legislator is considered a really good turn

out, and that often when they speak with congressional legislators, they are told that no one has contacted them about any of legislation for world language learning. We hear the same thing from our state legislators and in our school districts.

Education

Reforms in education have typically started at a national level, then spread. That has been the path of recent educational reforms also. One of the most profound changes in our profession has been the call to teach *ALL* students a world language. This goal is cited in the mission statement or position paper of numerous national organizations. It is also called for in the *No Child Left Behind Legislation* by being listed as a core academic subject.

Calls for equity in education and closing the achievement gap are also requiring changes in education. A colleague had been telling her school board and administrators for years that the schools in the poorest parts of their town also had the fewest world language programs. One day she plotted the world language offerings, by school, on a city map. When the administrators and board members saw that the world language offerings were clustered in the more affluent areas of the city, they were embarrassed. It had brought home the question of equity loud and clear. Such patterns of access to world language training are a question of equity and part of the achievement gap.

Part of educational reform is the move from teachers being responsible for what they presented their students, to being held accountable for what their students can do with the information taught, how well they perform on “the test.” Our entire profession is now organized around the performance of a student. All the pieces are coordinated—for students, ACTFL’s *Standards for Foreign Language Learning* in the 21st Century, ACTFL’s *Proficiency Guidelines*, and NAEP- *National Assessment of Educational Progress*, for student teachers, NCATE- *National Council for Accreditation of Teacher Education* and for current teachers, *National Board Certification* (NBC).

Changes at the state level

At the state level there are decisions that have an impact on our classrooms, many to a greater degree than changes at the national level. State educational funding cuts have hurt us deeply and most states will not increase taxes for schools. Emphasis on test scores and NCLB cut into world language programs, in spite of their being a core subject under NCLB. Legislators will not support adding more mandates to school districts or schools at this time.

The major changes impacting world languages are all interrelated and all of them have an impact on us. Nothing is isolated. The national level is saying one thing and pushing for more world languages. That requires us to deal with those changes, but then on the other hand at the state and local level, we have to fight to be taken seriously, as well as dealing with other challenges and changes from the state level. The changes we are now seeing in education are as big as those over a hundred years ago. This period of change will continue for years.

How people respond to change

There are many facets to advocating something to people. When we are addressing people to advocate for world languages, we are only a piece of their day, or their agenda, or their schedule, and usually not one of their priorities. We need to be aware of how they, too, are reacting to the many changes now occurring in education, because it will change how they respond to our issue when we speak with them.

We all react to change in different ways, for some it causes stress, for some it causes shock, fear. Some people embrace it and move forward. Many of the people in our audience will tend to react to current changes by being “chronically overwhelmed.” We need their support now and cannot wait until they are better able to deal with new ideas and change, but we also need to realize what is happening when we meet with such people. We need to keep our message simple, clear, direct, and find some point that will “resonate” with them.

IV. RESOURCES AND REFERENCES

How to Advocate: Helpful websites and articles promoting world languages learning

The following website, from Minnesota New Visions in Action includes many articles that are helpful in advocating for world languages, including the first four resources.

<http://www.mctlc.org/newvisions/legcontents.html>

1. Tips for Advocating for World Languages

<http://www.mctlc.org/newvisions/advguide.html>

2. *"Why Language Learning Matters"* by Miriam Met (2001) Educational Leadership. ASCD: Alexandria, VA. (<http://www.mctlc.org/newvisions/legcontents.html>)

3. *Louisiana Elementary School Foreign Language Study, Executive Summary'* (Fall 2004) in Learning Languages. National Network for Early Language Learning: Winston-Salem, NC.

http://www.mctlc.org/newvisions/Carolyn_Taylor_LAWL_study.pdf

4. *Foreign Language Education For ALL (!) Students*

(<http://www.mctlc.org/newvisions/legcontents.html>) item # 16

(<http://www.mctlc.org/newvisions/legall.html>)

5. *Possible Pitfalls in Planning Programs* by Carol Ann Pesola and Helena Curtain

<http://www.cal.org/resources/digest/0011planning.html>

6. *Promoting a Language Proficient Society: What You Can Do*

Authors: Marcos, Kathleen M.; Peyton, Joy Kneeft;

Gives list of things that people at all levels can do to promote world language learning, including how to write letters, speak with someone, etc.

Available at <http://www.cal.org/resources/Digest/0001promoting.html>

7.. www.languagepolicy.org

Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS)

This national member organization promotes the idea that all Americans must have the opportunity to learn and use English and at least one other language. The JNCL-NCLIS website features information about pending legislation related to language learning and international studies, press releases on what is happening on Capitol Hill, funding opportunities and more. The site also includes information on mounting a letter writing and advocacy campaign for foreign languages.

8. National Network for Early Language Learning (NNELL) has a good section on advocating for elementary world language programs
www.nnell.org

9. *Annotated Bibliographies*

Research in Support of Elementary School Foreign Language Learning

The bibliography, compiled by Carol Ann Pesola and Helena Curtain, includes research that shows the benefits of early language learning. The bibliography is divided into two parts.

<http://www.yearoflanguages.org/i4a/pages/index.cfm?pageid=3653>

10. *The Effect of Second Language Learning on Test Scores, Intelligence and Achievement--An Annotated Bibliography*

Prepared by Elizabeth L. Webb, Program Specialist for Foreign Languages and International Education
Georgia Department of Education: Cooper, T. C. (1987). Foreign Language Study and SAT-Verbal Scores. *The Modern Language Journal*, 71/4, 381-387.

<http://www.uwyo.edu/fled/documents/FLAnnotatedBibliography.pdf>

11. *Finding Our Way with Words:*

Adapting to the global age means having a voice in it. Can America's schools break the language barrier
by Amanda Litvinov (October 13, 2008) National Education Association(NEA)

12. President Bush launches the National Security Language Initiative (NSLI)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4249>

13. US Department of Education, No Child Left Behind legislation lists foreign languages as a core subject. CORE ACADEMIC SUBJECTS- The term core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. TITLE IX –General Provisions, Part A – DEFINITIONS, Sec. 9101.DEFINITIONS, # (11) <http://www.ed.gov/legislation/ESEA02/pg107.html#sec901>

14. American Council on the Teaching of Languages and Cultures *2005-2015: Realizing Our Vision of Languages for All* Audrey L. Heining-Boynton, Editor, Available at bookstores. ISBN 0-13-196347-3

15. Center for Applied Linguistics / Report *FOREIGN LANGUAGE TEACHING: What the United States Can Learn From Other Countries* Ingrid Pufahl, Nancy C. Rhodes, and Donna Christian

Summary <http://www.cal.org/resources/digest/0106pufahl.html>

16. The National Centre for Languages

http://www.cilt.org.uk/home/valuing_languages/business_case.aspx

Go the bottom of the page and click on *Talking World Class* for information on the impact of language skills on the UK economy. Their observations are also valid for the US.

17. Center for Economic Development - Education for Global Leadership: The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security which focuses on improving language and international education in the U.S. for all students.

http://www.ced.org/images/library/reports/education/report_foreignlanguages.pdf

Summary: http://www.ced.org/images/library/reports/education/summary_foreignlanguages.pdf

18. Association for Supervision and Curriculum Development (www.ascd.org)
Educational Leadership, (Their journal) Vol. 62, No. 4, December 2004 /January 2005. Articles by Sandy Cutshall

(<http://www.ascd.org/SearchResults.aspx?s=Cutshall&c=2&n=10&p=0>)

(http://www.ascd.org/publications/educational_leadership/dec04/vol62/num04/toc.aspx)

19. North Carolina State Board of Education “*Balanced Curriculum*” Paper

<http://www.ncpublicschools.org/curriculum/downloads/balancedcurriculum.pdf>

20. The Asia Society/ www.asiasociety.org

International Education, *States Prepare for the Global Age*

Language Learning in the United States: How We're Doing

<http://www.asiasociety.org/education-learning/world-languages/in-american-schools/language-learning-united-states-how-were-doin>

Improving Students' Capacity in Foreign Languages

<http://www.asiasociety.org/education-learning/world-languages/in-american-schools/improving-students'-capacity-foreign-language>

Are Young Americans Losing their Competitive Edge in the Global Economy?

<http://www.asiasociety.org/education-learning/learning-world/are-young-americans-losing-their-competitive-edge-global-economy>

21. Educating Leaders for a Global Society <http://www.internationaled.org/educatingleaders.htm>

<http://www.internationaled.org/statespreparefortheglobalage.htm>

22. National Association of Secondary School Principals – NASSP Bulletin, January 2000, “Foreign Language for a Global Tomorrow” The entire issue is dedicated to promoting world language learning.

(http://www.nassp.org/s_nassp/sec_abstracts.asp?CID=42&DID=42)

23. COUNCIL FOR BASIC EDUCATION NEWS RELEASE

Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools

<http://www.menc.org/documents/legislative/AcademicAtrophy.pdf>

24. National Association of School Boards of Education

“*The Complete Curriculum*” *Ensuring a place for the arts and foreign languages in American's schools* (October 2003)

<http://www.menc.org/documents/legislative/CompleteCurriculumSummary.pdf>

25. NAFSA, Association of International Educators -

Securing America's Future: Global Education for a Global Age November 2003 Can be downloaded at http://www.NAFSA.org/public_policy.sec/public_policy_document/study_abroad_1/securing_america_s_future



Minnesota New Visions

TIPS FOR ADVOCATING FOR WORLD LANGUAGES

<http://www.mctlc.org/newvisions/advguide.html>

PREPARATION (the nitty gritty)

Before standing in front of the person or people you wish to influence in favor of world languages, it would be helpful for you to reflect upon some things. For example, how will you be seen by the people you want to influence? If you truly want to affect change, you need to think before you leap. When someone has tried to influence you, what impressed you positively? Negatively? How knowledgeable and organized were they when they spoke? Were they respectful or condescending or demanding as they spoke? How do you want people to see you?

Consider the following aspects of your credibility as you launch your advocacy campaign. (*Note: these are not necessarily listed in order of importance*).

- Your credibility is crucial to the impact you will have.
- You need to be seen as someone whose information is accurate and can be trusted, not one who exaggerates or is misleading.
- You need to be a person others can work with, not a pain in the posterior.
- You need to be respectful of those to whom you are speaking, to their face and behind their backs. Being angry, demanding or insulting will get you one audience and a sigh of relief when you leave. That is not helpful to you or anyone else coming after you. We can all be tenacious and still be courteous. If you were in the other person's shoes, how would you like to be treated and addressed?
- Your remarks need to be well thought out and organized. Your concern needs to be clearly stated, as does the result you want to happen. If you ramble on or needlessly repeat yourself, you will lessen your impact on your audience and give the impression that you have not thought this out very well.
- You need to follow up as soon as possible on anything you have said you will do or provide. These are all pieces which contribute to your credibility and reputation.
- You are part of an organization. Teachers need to be seen as team players who are not interested **ONLY** in world languages. You need to know the broader goals of your school and district and how world languages will help your school and district reach those goals. You will need to do your homework here. What are your district's goals and how will world languages help the district meet them? What other information should the decision makers know in order to make an informed decision regarding world languages? Parents are not held to this expectation. As part of an organization, teachers need to know and work up the chain of command with requests; parents do not have to. Unless you are sure that your district has other expectations,

teachers need to speak first with their department chair, then with their principal, site council, area superintendent, superintendent and as a last resort, the school board members. If a group of teachers from various schools are working together, start at the level above the schools, for example. Parents can start right at the board if they want to but the school principal would probably appreciate being approached before speaking with the school board.

TEACHERS

- Your broader reputation is very important as an advocate. Are you seen as a conscientious teacher who works to keep up with changes in the field and the needs of your students? A problem solver who thinks of the whole school? Or someone who does only as much as needs to be done but no more? A team player or a loner? It makes a difference when asking people to listen to you.
- Be aware that the people to whom you are speaking will have a different reference point than you do. Parents are not expected to be advocating for all children but just for their own. Teachers typically speak about students in their content area and/or the content area. For example, district personnel will be looking at the needs of all children in the district, not just about a content area and how it affects some of the students.

MAKING YOUR PRESENTATION

We mentioned several things to keep in mind above, including, being knowledgeable, well organized, courteous, as brief as possible and stating clearly what actions you want.

In addition to keeping your comments well organized, you may want to write them down and be able to leave a copy or distribute copies to those you are addressing as well as copies of any additional information you want them to have.

Anticipate questions you might be asked and have answers. What would you ask if you were hearing this? Watch body language, your own and that of the people you are addressing.

When a decision maker has done something which supports language learning, write a thank you to them.

If you are trying to influence a group or board, it is up to you to find out when the group meets, no one will call you, that is up to you. You don't want to miss a crucial meeting because you missed the schedule.

Advocating for something is a slow process, rarely does anything happen quickly. Don't get discouraged or impatient. Don't take it personally.

As important as what you are advocating is to you, there may be a time when you have to let go and walk away from a situation. Life goes on, sometimes you will have to also.

That said, good luck. There is no better time to start than now.

RESOURCES FOR PUTTING TOGETHER A PRESENTATION

The following section of resources is intentionally broad. The spectrum of people and situations we will be addressing also have a broad spectrum of priorities and levels of understanding regarding world languages and cultures. For example, materials aimed at parents of college bound students most likely would not be the most helpful for administrators in a district where raising test scores for all students is the top priority. Although some articles could be useful for various people, you need to use reference materials that will appeal to the priorities of your audience. Don't just try to convince them of your viewpoint, tell them why world languages will help them meet their priorities.

Current priorities for many schools include:

1. Developing cognitive abilities and raising test scores of all students, especially those not headed to college;
2. Developing skills to cope today and in the future with a multi-cultural society and people who are perceived to be different than us;
3. Teaching skills which will enable our students to compete successfully in a global world and global economy when they leave school, i.e.. a "world class education";
4. To learn world languages to meet the needs of our national security (e.g. the response to terrorism after 9/11 and the competition with the Soviets during the Cold War);
5. To meet the world language requirements of secondary and post secondary schools.

Consider which of the priorities listed above are important to the person or group you are addressing and which are important to you. Use the resources and background information (<http://www.mctlc.org/newvisions/prresources.html>) included in the New Visions website to put together your advocacy campaign for world languages.

What Teachers Can Do To Advocate for World Languages

National and State Level

1. Create a calendar—do one thing a month to advocate for world languages
2. Make a list of your congressional and state legislators, with their addresses
3. Create a sample letter to which you can make quick appropriate changes and mail off quickly throughout the sessions, as needed.
4. Invite a legislator or administrator or decision maker to visit your class. Develop relationships with all your legislators.
5. Join and be active in MCTLC and ACTFL.
6. Work together on an advocacy project. Check out the 2005 Year of Languages (now 2006: Discover Languages, Discover the World) website for ideas. (www.yearoflanguages.org)
7. Your ideas _____

Local Level

1. Contact service groups and solicit their support for world languages and international education.
2. Develop ties with local businesses that export/import and see how you can help one another.
3. Your ideas _____

School/Classroom Level

1. Welcome/recruit/retain all students to your classroom.
2. Develop a curriculum that addresses the needs of all students and enables them to be successful. Model this attitude for administrators, other teachers, counselors, students and parents. Convey that all students need world languages.
 - Develop an action research project based on your class
 - Videotape yourself and students during the class.
 - See how you can benefit/make use of new state programs for your professional development.
3. Invite legislators, decision makers, administrators to your classroom. Sell world language learning.
4. Develop a service learning project that will highlight use of world languages
5. Be a team player.
6. Your ideas _____

Tips for Advocates

http://ald.aatg.org/resources/makingconnections/advocacy_101/advocacy_101.pdf

Know What You Want Your Audience to Remember: This is the most important item you need to figure out

Be Brief and to the Point: Be as concise as you can when explaining complicated points. Make every statement count.

Be Accurate: Your audience need to know they can depend on your information; don't exaggerate the consequences or the benefits.

Don't Fudge: If you don't know the answer, say so, then go and find it.

If You Promise Something, Follow Through: Even if you think they won't remember and don't really care.

Be Polite and Respectful: Don't argue, just make your points. Be on time for meetings and don't overstay your appointment time.

Listen to their Concerns: Respond politely, ask questions to clarify. Find a solution if possible.

Compromise if You Can: If you can make a friend by agreeing to a small change, do it.

Never Threaten: No matter how mad someone makes you or how disappointed you are in someone's actions.

Be Appreciative: When a decision maker has done something which supports language learning, write a thank you note to them.

Be Able to Move On. Do not become so emotionally involved with an issue that it becomes harmful to you emotionally or to your relationship with others. Life goes on whether you have been successful or not.

Your Credibility is Crucial. Your Reputation is All You Have
What will they take away from their encounter with you?

Anita Ratwik
Ratwi001@umn.edu