



Global Language Project

Speak to Succeed: Hola! We Speak Spanish!

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What is Global Language Project?

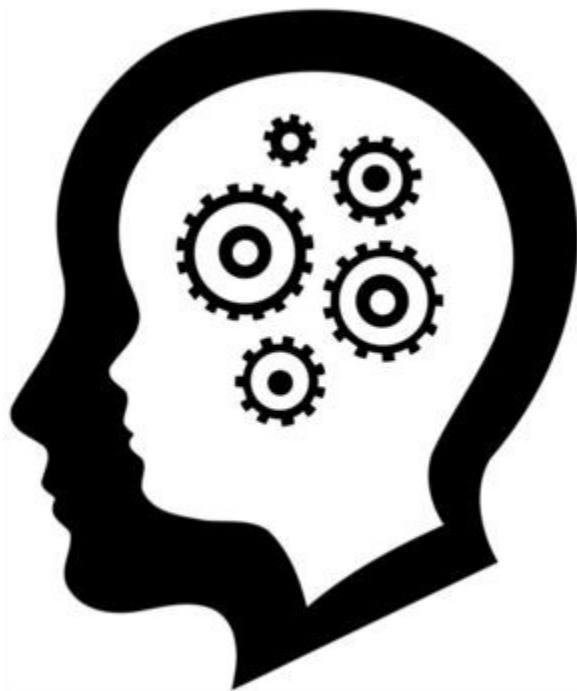
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- Global Language Project gives underserved public-school students the opportunity to achieve fluency in Mandarin, Arabic and Spanish so they can increase their future success in higher education and the job market.
- Global Language Project launched in 2009 with a language curriculum developed by alumna of Columbia University--Teachers College and New York University, teaching Mandarin and Spanish to third graders at P.S. 368 in Harlem.



Why Language Learning?

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Cognitive Development

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- Better academic performance
- Greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills
- Developing a sense of cultural pluralism
- Improvement in student self-concept

Global Workforce

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- “America needs employees who know foreign languages and cultures to market products to customers around the globe”

The US Committee on Economic Development

- “The need to increase the foreign language fluency and cultural awareness in America’s students is here”

US Secretary of Education Arne Duncan

- “Americans under 25 will have “little chance of being successful if they speak only one language.”

**Quintin E. Primo III, co-founder and chief executive of Capri
Capital Partners**

Our Programs

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Speak To Succeed:

- ❑ A structured, immersion-based language-learning curriculum that teaches critical-needs languages to underserved schoolchildren.
- ❑ Our target population begins in Kindergarten. This is unique to GLP, and especially critical in a time when foreign language programs are being cut.
- ❑ Our total immersion technique mimics the natural first language acquisition process.



Our Curriculum

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- On-going permanent programs are rigorous, with classes meeting for 90 minutes or more weekly. Students attend classes two to three days a week for the duration of the school year—30 weeks 60 + hours
- The curricular scope & sequence moves beyond the typical introductory basics so that students use the language as a vehicle for learning authentic academic content.
- The content of each unit serves to expand students' receptive and expressive proficiency and is integrated with grade level science (1st grade--pets) and social studies (1st grade-family) wherever possible.

Learner Profiles

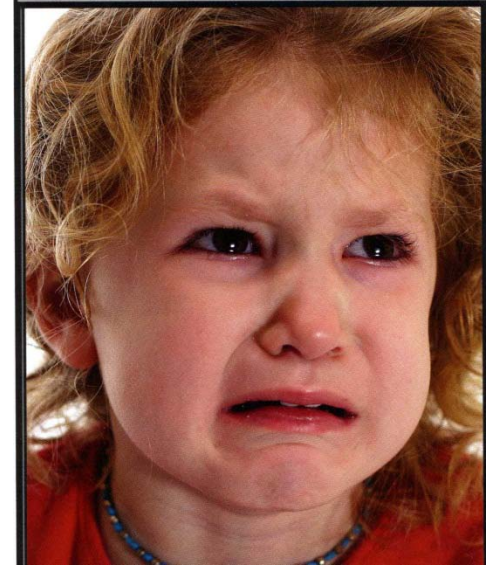
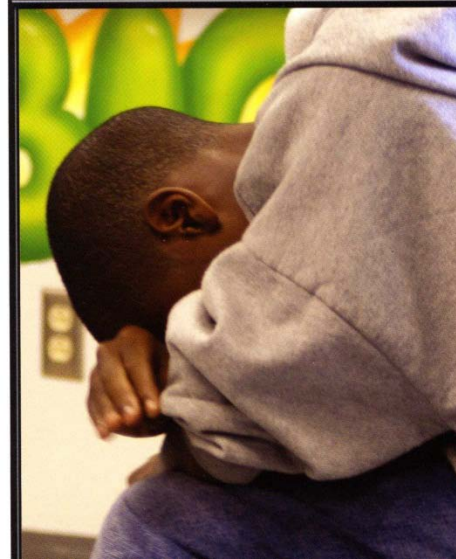
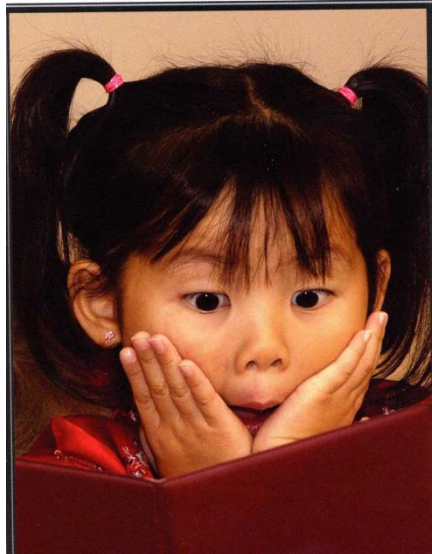
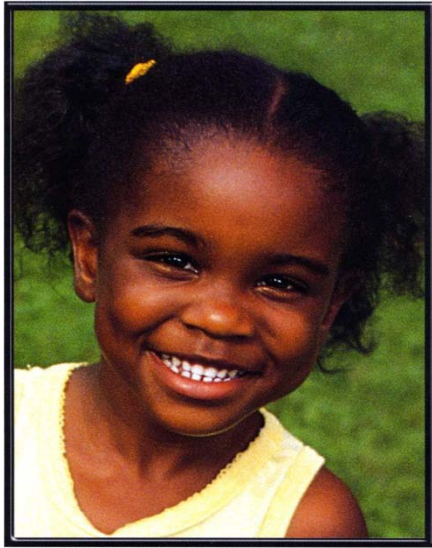
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- Learner #1
 - Age
 - Family history
 - Learning profile
- Learner #2
 - Age
 - Family history
 - Learning profile
- Learner #3
 - Age
 - Family history
 - Learning profile

Los Sentimientos

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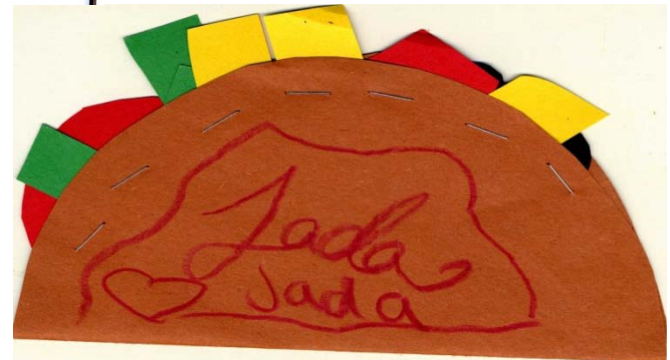
- ¿Cómo crees que se siente este niño/a?
- ¿Qué te hace sentir así?



Preparar un taco

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- Children learned how to prepare a taco.
- What is in a taco?



Word Bank: el taco, la carne, los frijoles, los chiles, la lechuga, el tomate, el queso,

Mi Familia

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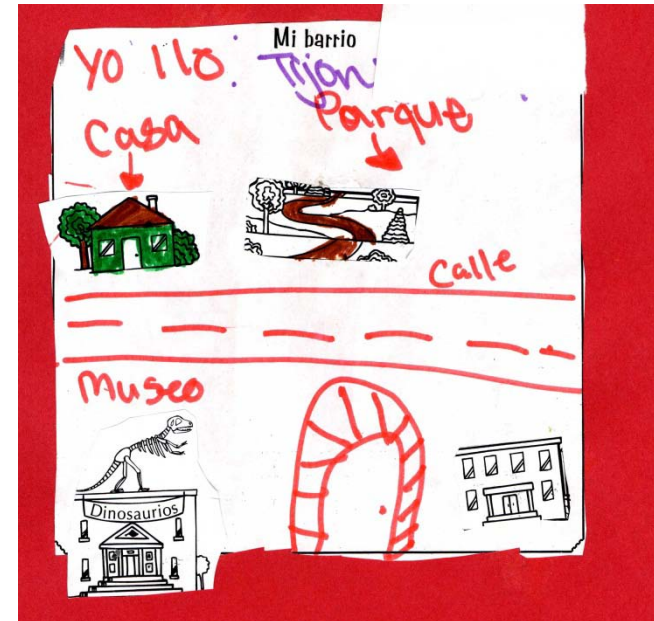
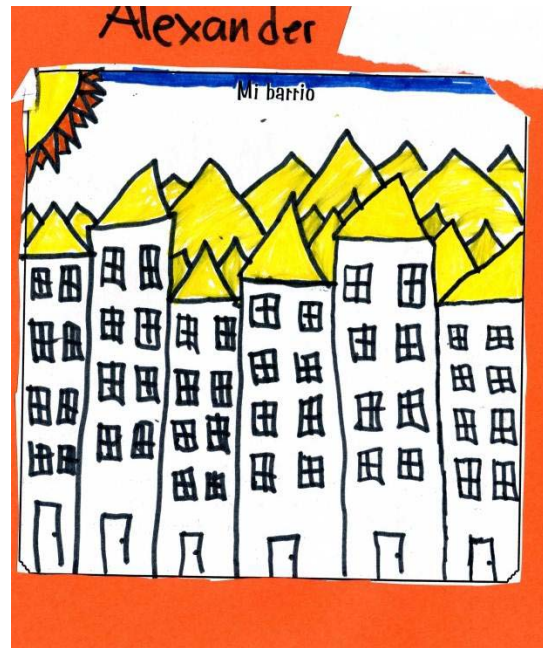
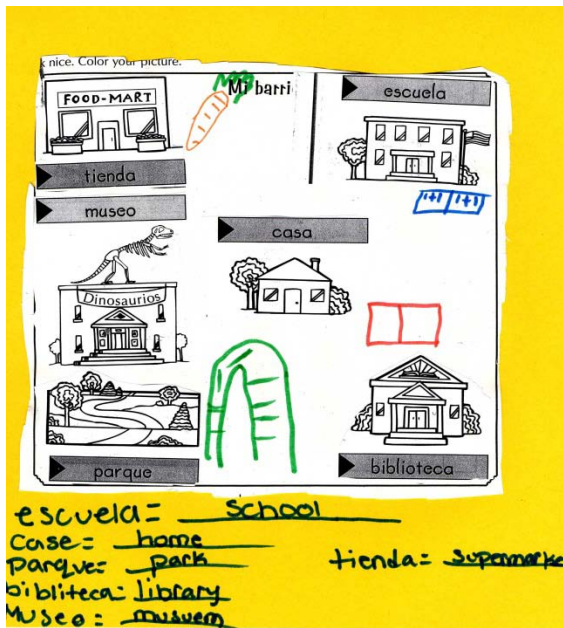
- Children learn the names of their family members.
- They created a family tree.



Mi barrio

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- Children learn words of places in their neighborhood in Spanish.

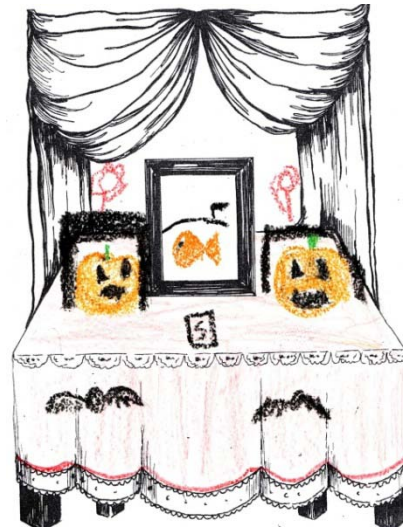


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El día de los muertos

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- Cultural understanding: Creating an altar to celebrate those we love



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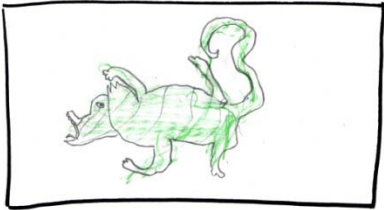
Las mascotas

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- Children's work: Which is your favorite pet?

Yo me llamo William

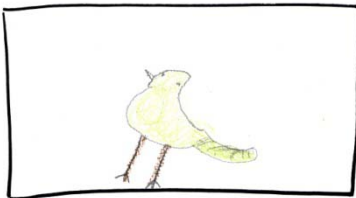
Mi mascota preferida
es un(a) lagartija.



Tiene plumas/escamas/pelo

Yo me llamo Asitazh

Mi mascota preferida
es un(a) paloma.



Tiene plumas/escamas/pelo

Yo me llamo Alex

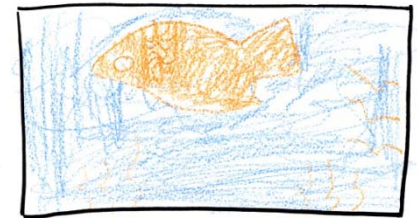
Mi mascota preferida
es un(a) culebra.



Tiene plumas/escamas/pelo

Yo me llamo Tijon

Mi mascota preferida
es un(a) pez.

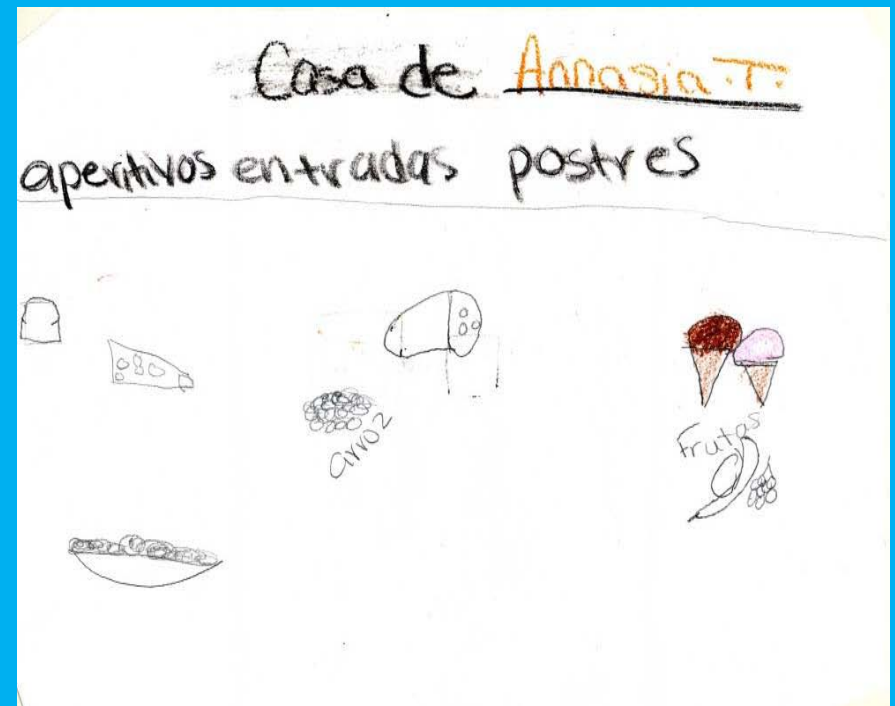
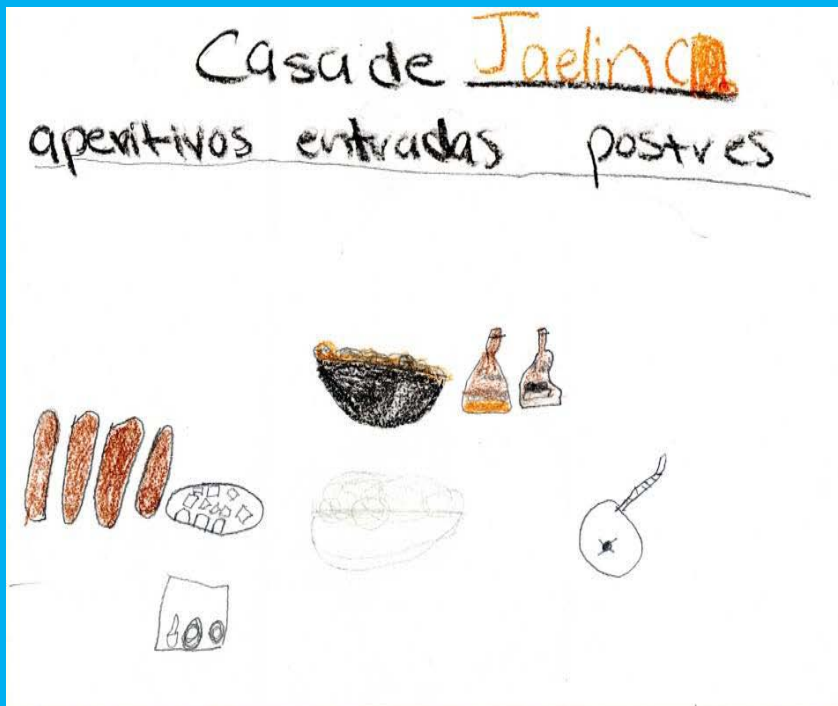


Tiene plumas/escamas/pelo

Las Comidas y Las Bebidas

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- Children learn about food and drink in Spanish.
- Children created their own restaurant menu.



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Proven Model

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Academic Excellence

- 94% of students increased their target language proficiency by one level on the Student Oral Proficiency Assessment (SOPA)

Behavioral Impact

- Students achieved 32% higher rate of school attendance than general school population and also had increased class participation and positive self-concept.

A Social Venture Model that Enables Growth

- In less than the one year, the program has grown from serving 20 students in one school to serving 260 kids.



Highlights from the Annotated Bibliography

- see GLP website for pdf

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- 1) Curtain, H. & Dahlberg, C. (2008). Languages and Children--Making the Match: New Languages for Young Learners, Grades K-8 (4th Edition).

This book is the field standard in methodology and program design of early foreign language learning in elementary schools.

- 2) The Council of Chief State School Officers (November 2006). Global Education Policy Statement.

This statement describes the challenges recognized and recommendations made by these officers in order to prepare our children for what they will encounter in the world and for what kind of global society they will inhabit and create. (Language study to begin in 3rd grade!)

- 3) MacIntyre, P. (2007). *Willingness to Communicate in the Second Language: Understanding the Decision to Speak as a Volitional Process*. The Modern Language Journal, 91, iv.

The author describes a study that examines participants' willingness to communicate (WTC) using L2 and the factors that contribute to it. These factors include the speaker's level of extroversion, his or her familiarity of the situation, and reaction of native speaker to the attempt being made.

- 4) Margarita, E. (2003). Implementing Successful FLES Programs. Williston Park, NY: Margarita Publications.

The author documents eleven school districts on Long Island that implemented FLES programs. She describes the characteristics of the ideal FLES programs and shares the results of interviews with teachers and their assessments of FLES students. Instruments that aid in program evaluation (FPEI are included).

Questions – Clarification- Feedback

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