

CLAYTON COUNTY PUBLIC SCHOOLS

WORLD LANGUAGES INFORMATION GUIDE

COMMITTED TO HIGH PERFORMANCE



OFFICE OF SECOND LANGUAGE LEARNING

TABLE OF CONTENTS

Benefits of Learning Languages	2
Benefits of Dual Language Immersion	3
Dual Language Immersion Articulation	4
World Languages Program Information.....	5
Georgia Performance Standards & Language Proficiency Levels	6
Oral Proficiency in the Workplace.....	9
Why Learn	10
Arabic	11
Chinese	12
French	14
Latin	16
Spanish	18
National Security Education Program	20
The Growing Importance of Foreign Language Skills in the U.S. Job Market, A Report	21
Glossary	22

BENEFITS OF LEARNING LANGUAGES

ELEMENTARY

- Young people are most open to learning about new languages and cultures.
- Early language study leads to long sequence programs and proficiency.
- Starting early facilitates addition of more languages.
- Language study helps children develop cognitive skills.

MIDDLE SCHOOL

- Language learning leads to greater understanding of different cultures.
- Increasing language proficiency opens more opportunities in secondary study.
- Language study enhances problem-solving and critical thinking skills.
- The skills required in learning a language transfer to other academic subjects and improved performance in those subjects.

HIGH SCHOOL

- Developing proficiency in other languages broadens career options.
- Skills in languages other than English make those not bound for postsecondary study more attractive employment candidates in a wide range of careers where communicating with diverse customers is necessary.
- Good language achievement enhances a student's college prospects and opens paths for a wider range of college-level fields of study.

COMMUNITY AND BUSINESS

- Solid language programs make the community and its schools more attractive to potential residents and employers.
- These programs contribute to a more diverse population and enhance the cultural experiences of all citizens.
- Offering language programs addresses the concerns and demands of parents in the community.
- Encouraging language learning helps develop a more valuable employment pool with contemporary skills.
- Broader language skills help to improve the community by minimizing language barriers and building cross-cultural understanding.

Source: <https://www.actfl.org/advocacy/who-benefits>

Benefits of Dual Language Immersion



- **Second Language Skills:** DLI students achieve higher proficiency in the second language than with traditional Foreign Language instruction. The model most frequently used in Georgia is the 50/50 model.
- **Cognitive Skills:** DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory, superior problem-solving skills as well as an enhanced understanding of their primary language.
- **Performance on Standardized Tests:** DLI students perform as well as or better than English-only students on standardized tests in English, including students from a range of socioeconomic and ethnic backgrounds, as well as with diverse cognitive and linguistic abilities.
- **Intercultural Competency:** DLI students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
- **Long-Term Benefits:** DLI students are better prepared for the global community and job markets in the 21st century.
- **Higher Attendance-Rates and Fewer Drop-Outs:** Students from DLI programs have higher attendance rates and lower drop-out rates compared to regular programs.

Source (adapted): Georgia Department of Education, World Languages and Global / Workforce Initiatives 2017. <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/World-Languages-and-International-Education.aspx>

Dual Language Immersion Articulation

K-5

- Provide instruction in core content areas at least 50% of instructional time
- Students develop biliteracy in L1 and L2

6-8

- Provide instruction in core areas at least 50% of instructional time
- Students earn 3 years of high school credit; completing language pathway
- Students develop biliteracy in L1 and L2

9-12

- Students in L2 AP language and AP literature courses will pass exams with scores of 4 or 5 to meet one of two criteria required for GA Seal of Biliteracy
- Students are able to enroll in a second world language to develop multiple language skills
- Students participate in L2 humanities course, if enrollment numbers permit to strengthen language development
- Dual enrollment & study abroad opportunities
- Students develop biliteracy in L1 and L2 and possibly L3

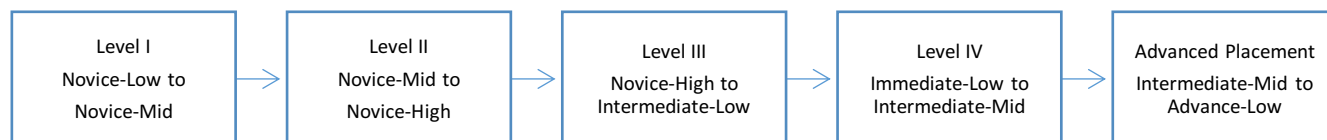
WORLD LANGUAGES PROGRAM INFORMATION

CCPS Course Offerings

- Elementary: Modern Languages – Exploratory
 - Offered during specials rotation (varies according to school schedule/staffing)
 - Provides exposure to the target language and cultures
- Middle School: Modern Languages and Latin
 - Offered as connections courses in grades 6, 7, and/or 8
 - Offered as year – long middle school courses
 - Offered as high school credit courses
- High School: Modern Languages and Latin – Course Sequence
 - Arabic (2019-2020)
 - Chinese I, I, III, IV, & AP Chinese Language and Culture
 - French I, II, III, IV, & AP French Language and Culture
 - Latin I, II, III, & AP Latin
 - Spanish I, II, III, IV, Spanish for Native Speakers I, Spanish for Native Speakers II, AP Spanish Language and Culture, & AP Spanish Literature and Culture
 - Georgia Virtual (American Sign Language, Chinese, French, German, Latin, Japanese, and Spanish)
 - Odysseyware online program (French I, II and Spanish I, II, III)



Modern Languages and Latin Proficiency Levels



Latin proficiency levels: Latin I – elementary reading and writing, Latin II – initiate and respond to more complex statements and commands, read Latin aloud and intermediate writing, Latin III/Advanced – read from authentic Latin prose or poetry texts and begin translating Latin passages.

- High school students need at least two Carnegie units in the same language emphasizing speaking, reading, listening, and writing for University System of Georgia college/university admission.
- Many colleges/universities in the U.S. require at least 3 Carnegie units (3 years) in the same language for admission.

Georgia Performance Standards & Language Proficiency Levels



A level is defined as a full academic year of world languages, which is equivalent to high school level courses

By the end of Level I, students will exhibit **Novice-Mid level** proficiency in speaking and writing and **Novice-High level** proficiency in listening, and reading

By the end of Level II, students will exhibit **Novice-Mid level** proficiency in speaking and writing and **Novice-High level** proficiency in listening and reading

By the end of Level III, students will exhibit **Novice-High level** proficiency in speaking and writing and **Intermediate-Low level** proficiency in listening and reading

By the end of Level IV, students will exhibit **Intermediate-Low level** proficiency in speaking and writing and **Intermediate-Mid level** proficiency in listening and reading

By the end of Level V, students will exhibit **Intermediate-Low level** proficiency in speaking and writing and **Intermediate-Mid level** proficiency in listening and reading

By the end of Level VI, students will exhibit **Intermediate-Mid level** proficiency in speaking and writing and **Intermediate-High level** proficiency in listening and reading

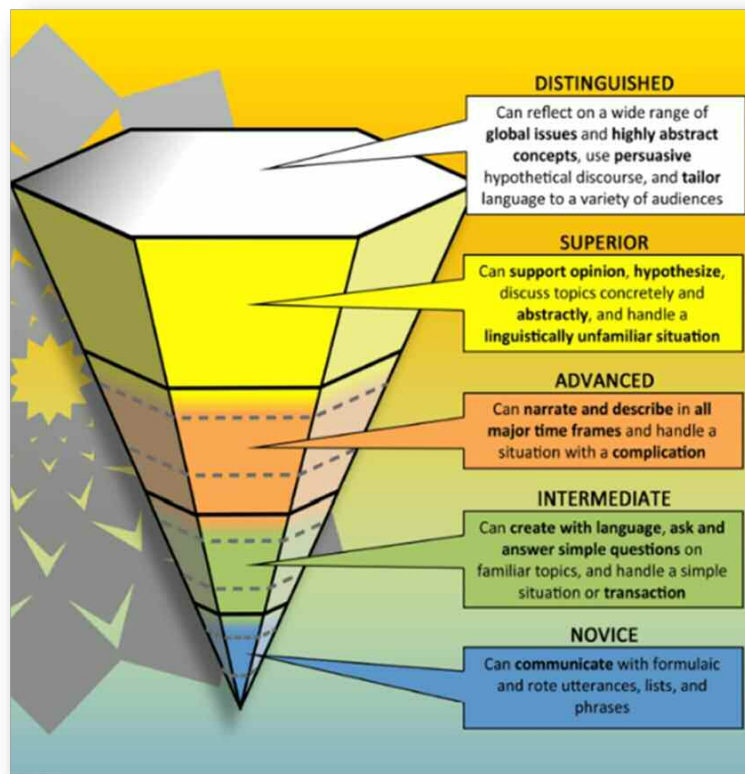
Note: It takes a long time to develop proficiency in a language. The time it takes to reach each level varies from individual to individual. There are many different factors that play a role in developing language proficiency such as where, how, when, and why a person learns a language.

Definitions of Proficiency Levels Speaking & Writing, ACTFL 2012

NOVICE Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

NOVICE Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

INTERMEDIATE Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.



INTERMEDIATE Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

ADVANCED Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

ADVANCED Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence
Intermediate Low	1			<ul style="list-style-type: none"> Language learners following an immersion language program in Grades K-6
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid				
Novice Low	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

www.actfl.org | facebook.com/actfl | @actfl



© 2015

WHY LEARN...

ARABIC
CHINESE
FRENCH
LATIN
&
SPANISH

What are the world's most spoken languages?

The world's **most widely spoken languages** by number of native speakers and as a second language, according to figures from UNESCO (The United Nations' Educational, Scientific and Cultural Organization -2014) are: Mandarin Chinese, English, Spanish, Hindi, Arabic, Bengali, Russian, Portuguese, Japanese, German and French.

ARABIC



Why Learn Arabic

Arabic connects you to hundreds of millions of speakers around the globe

Arabic, counting its many varieties, is the fifth-most spoken language in the world, with over 200 million native speakers of Arabic and more than 400 million total speakers of the language.

Arabic connects you to Arab-American communities

In the United States, more than one million Americans speak Arabic at home, making it the fastest growing second language in the United States since 2010. These 1 million are among an estimated 3.6 million Americans total of Arab origin. These people make up diverse communities that represent different religions (primarily Christian and Muslim), countries of origin, and cultures, including first-generation immigrants and families who have been in the United States for generations.

Arabic connects you to adherents of the world's third-largest religion

The Arabic language also holds special significance for Muslims around the world who make up 23 percent of the world's population. Although most of these 1.6 billion Muslims do not speak Arabic as a native language, many Muslims learn Arabic as a language of religious study and prayer.

Arabic is a bridge to international affairs and global politics

Arabic is one of the six official UN languages, and it is the official or co-official language of 27 countries. Developments in the Arabic-speaking world have played an outsized role in the news and diplomacy of recent events.



CHINESE – MANDARIN



Why Learn Mandarin Chinese

Relevance

The sheer size of China commands attention. It is the world's third-largest country and is home to 1.3 billion people, or one-fifth of the globe's population. It is the world's second-biggest economy after the United States and a major geopolitical player on the world stage.

Communication

Mandarin is currently spoken by nearly one-fifth of the world's population. Mandarin speakers can be found in Mainland China, Taiwan, and diasporic Chinese communities throughout Southeast Asia, North and South America, and Europe. Because China is one of the five permanent members of the United Nations Security Council, Chinese is also an official UN language (along with Arabic, English, French, Russian, and Spanish).

Cultural Knowledge

Learning Chinese opens up a unique window into one of the world's richest and most ancient civilizations. As soon as you begin studying the Chinese language, you begin learning about Chinese history, cultural values, philosophical and religious beliefs, and aesthetic traditions. And the more proficient you become, the more you will be able to appreciate and understand China's past and present.

A Unique Skill

Chinese, for all its growing importance, still remains a rare language skill among Americans. In 2013, just over 60,000 American college students enrolled in a Chinese language program. In committing to study Chinese, you can look forward to being equipped with a still uncommon and highly valued second language skill.

Help Wanted!

招募中!

U.S. employers advertised over **3 times as many jobs** for Chinese language speakers in 2015 than in 2010.

在2010到2015年間, 美國雇主對具備中文能力員工的需求成長了兩倍多。

 **New American Economy**

Career Opportunities

Graduates with proficiency in Mandarin are well positioned for jobs in business, diplomacy, engineering, science, law, philosophy, political science, technology, finance, tourism, translation, teaching, and much, more.

In fact, a seminal study of languages in the U.S. jobs market found that Chinese is not only the most-requested language after Spanish by employers, but the language that has experienced the greatest growth in demand. Between 2010 and 2015, the number of job postings requiring Chinese language skills increased by 230 percent! In addition to working in a cross-border capacity, people who speak Chinese can support companies, nonprofits, and government agencies that market to and serve Chinese-speaking communities right here at home.

The United States has a significant Chinese-speaking population: approximately 3 million U.S. residents speak Chinese at home, almost two-thirds of which have limited English proficiency.

Uncle Sam Wants You

Like other non-Western languages that are deemed critical to U.S. national security, Chinese has been designated a Critical Needs Language. Numerous U.S. government agencies such as the Department of Defense, the Department of State, the NSA, USAID, Department of Commerce, and FBI actively seek employees proficient in Chinese for a wide range of jobs. Some of these agencies provide scholarships for students pursuing Chinese language studies as well as pay incentives for employees who bring Chinese skills to their job.



Adapted from John Carroll University, Chinese Studies Program

FRENCH



Why Learn French

Proficiency in French opens many doors to students throughout their academic and professional careers. France and the United States have long shared strong ties. These historical bonds have proven robust over the years and continue to unite both countries in the face of major global challenges. 9 million Americans claim French ancestry and French is currently spoken by 1.3 million people at home in the United States. French is also the second most commonly taught language in American schools after Spanish with over 1.2 million students.

The Language of Trading Partners

As the fifth global economic power, France shares a close business partnership with the United States: 2,800 French companies in the U.S. earn a combined 1.7 billion U.S. dollars annually in varied sectors such as technology, medicine, banking, defense, publishing and tourism. Outside of the European Union, the United States is the top consumer of products from France and the second supplier of products to France (after China).

Neighboring Canada has 9.2 million francophones, 6 million of whom live in Quebec. In fact, French-speaking Canada is the primary consumer of U.S. exports, far ahead of China. Through trade agreements such as NAFTA, more products are being marketed in Canada and companies need French-speaking employees who also have an understanding of cross-border cultural practices.

The Language of International Relations

French is one of the six official languages of the United Nations and, alongside English, one of the two working languages of the UN in New York and Geneva. Students interested in a career in journalism, diplomacy and international relations will present a linguistic advantage by speaking French.

The Francophone World

From Paris to Montreal, from Port-au-Prince to Dakar, French is truly an international language in the 21st century. French is the official language of 32 nations and is widely spoken in over 55 countries, across five continents. That translates to 220 million people around the world.

In Africa, French-speaking countries cover an area larger than the United States. For young Americans eager to contribute to the economic development of Africa or to support humanitarian efforts, by working in NGOs, French will be a necessary tool in these rapidly changing nations.

Investment Partners

French businesses have a notable presence in the United States, with over 3,600 affiliates and over 560,000 employees. In return, the United States is the top foreign investor in France, with a foreign direct investment stock of nearly 115 billion euros at the end of 2014. Over 2,700 American businesses operate in France and employ nearly 440,000 persons, making the United States the top foreign employer in France ahead of Germany.



Adapted from Cultural Services of the French Embassy

LATIN



Why Learn Latin

Latin is the language that was spoken by the ancient Romans. As the Romans extended their empire throughout the Mediterranean, the Latin language spread. By the time of Julius Caesar, Latin was spoken in Italy, France, and Spain. Classical Latin—the language spoken by Caesar and Mark Antony—may not be anyone’s native language, but it continues to thrive in the modern world. Many other languages, such as Spanish, Italian, and French, evolved from classical Latin. These languages are called “Romance” languages, precisely because they developed from the language spoken by the Romans.

You should study Latin if:

You Are Interested in Classical Literature

A translation of the Aeneid can give you only a second-hand idea of what Virgil was trying to communicate; to fully appreciate the poem, you must read it in the language in which Virgil wrote it.

You Want to Improve Your English Vocabulary

Although English did not develop directly from Latin, English speakers borrowed many words from Latin. Some of these we use every day (“peninsula,” “university”) while others (“egregious,” “immaculate,” “inference”) are less common but no less integral to a strong vocabulary.

You Are Interested in Medicine, Nursing, or Law

Many medical terms and almost all legal terms are Latin words. Knowing the Latin meaning of “lateral” and non compos mentis will give you a competitive edge in these fields.

You Want to Know More About Life in Ancient Rome

There is no real English equivalent for Latin words like forum, patronus, and imperator. When you learn these Latin words, you also learn about the Roman political and social realities behind them. Language is an integral part of culture, so by learning Latin, you will learn about Roman culture and society.

You Want a Mental Challenge

Latin grammar is complex, and reading a Latin sentence can be like fitting the pieces of a puzzle together. People who enjoy math and music usually enjoy Latin because it requires some of the same intellectual skills as these disciplines.

You Are Considering Pursuing Studies in Ancient or Medieval History

Many prestigious graduate programs in these fields require their students to do research in Latin.



Adapted from Illinois Wesleyan University, Greek & Roman Studies

SPANISH



Why Learn Spanish

Spanish Is Now Part of Our Tapestry

In the United States, Spanish is rising ahead of any other non-English language at a rapid pace, with a steady flow of new immigrants from Latin America and growth in the already large Hispanic population. According to a Pew Research Center report, an estimated 38 million people in the United States speak Spanish as their first language, and analysts predict the Latino population will reach approximately 130 million in 2060—likely making it the largest Spanish-speaking country in the world. Proportionally, Hispanics are expected to rise from around 16 percent of the U.S. population in 2010 to 30 percent by 2050.

Now hiring!

Se buscan empleados!

U.S. job postings seeking Spanish speakers increased ~150% in 5 years.

Ofertas de empleo en los EE.UU. para hispanohablantes aumentó 150% entre 2010 y 2015.

 **New American Economy**

Spanish Is Everywhere

It's not only in the United States where Spanish is popular. There are some 400 million Spanish speakers worldwide, placing it second only to Chinese for total number of native speakers and the fourth-most commonly spoken language in the world. In Europe, Spanish is the second most popular second language, after English. Only Mandarin, English, and Hindi have more speakers. It is the third most commonly used language on the Internet, following English and Chinese. The sheer number of Spanish speakers and their rate of growth makes learning Spanish a smart choice.

Learning Spanish Will Help Your Career

With such a large Latino population in the United States and booming Latin economies around the world, employers are desperate for people who speak Spanish. There is a huge demand in the United States Spanish-speakers in nursing, construction management, and media, among many other sectors. Between 2010 and 2015, the share of jobs seeking Spanish speakers increased by 13 percent. Big corporations are realizing the importance of reaching a market that represents approximately 1.5 trillion annually. Meanwhile, Latin America saw a record \$179 billion of foreign direct investment in 2015 and companies everywhere are expanding.

Spanish Language Instruction Is Widespread and Accessible in Today's Schools and Universities

70 percent of high-school students and 52 percent of post-secondary students in language programs choose Spanish.



Adapted from Amanda Macias and Gus Lubin for Business Insider

The National Security Education Program

The primary mission of NSEP is to develop a pipeline of foreign language (world languages) and culture expertise for the U.S. federal government workforce.

The David L. Boren National Security Education Act of 1991 mandated that the Secretary of Defense create and sustain a program to award scholarships to U.S. undergraduate students; fellowships to U.S. graduate students; and grants to U.S. institutions of higher education. These awards are for study or program development in languages and regions critical to national security. Based on this legislation, the National Security Education Program (NSEP) was established.



Commitment to Public Service

The goal of NSEP is to enhance the capacity of the federal sector to deal effectively with the challenging global issues of the 21st century. NSEP David L. Boren Scholars and Fellows, Flagship Fellows, and EHLS Scholars represent a vital pool of highly motivated individuals who wish to work in the federal national security arena.

NSEP emphasizes study of non-Western European languages critical to U.S. national security, such as Arabic, Chinese, Hindi, Indonesian, Korean, Russian, and Turkish. NSEP award recipients, at both undergraduate and graduate levels, represent outstanding students and high aptitude language learners who have demonstrated prior and ongoing commitment to language study and a motivation to learn languages well outside the boundaries of Europe and Latin America. They are likely to have some prior experience in the language and are also likely to continue their language study following their NSEP supported program.

NSEP Preferred Languages -The list reflects a need for more than 60 languages.

Albanian	African Languages (all)	Akan/Twi	Amharic
Arabic (all dialects)	Armenian	Azerbaijani	Bahasa
Bambara	Belarusian	Bengali	Bosnian
Bulgarian	Cambodian	Cantonese	Croatian
Czech	Gan	Georgian	Haitian
Hausa	Hebrew	Hindi	Hungarian
Japanese	Javanese	Kanarese	Kazakh
Khmer	Korean	Kurdish	Kyrgyz
Lingala	Macedonian	Malay	Malayalam
Mandarin	Moldovan	Pashto	Persian
Polish	Portuguese	Punjabi	Romanian
Russian	Serbian	Sinhala	Slovak
Slovenian	Swahili	Tagalog	Tajik
Tamil	Telegu	Thai	Turkmen
Turkish	Uighur	Ukrainian	Urdu
Uzbek	Vietnamese	Wolof	Yoruba
Zulu			

A report released in March 2017, *Not Lost in Translation: The Growing Importance of Foreign Language Skills in the U.S. Job Market* report, demonstrates that not only are language skills an asset for employment but that the demand for bilingual workers in the United States has **MORE THAN DOUBLED IN RECENT YEARS.**

KEY FINDINGS

== THE DEMAND FOR BILINGUAL WORKERS IS RISING.

While U.S. employers posted roughly 240,000 job advertisements aimed at bilingual workers in 2010, that figure had more than doubled by 2015, growing to approximately 630,000. The share of postings seeking bilingual employees also increased, with the portion of online listings targeting bilingual individuals rising by 15.7 percent in the same time period.

== EMPLOYERS ARE INCREASINGLY LOOKING FOR WORKERS WHO CAN SPEAK CHINESE, SPANISH, AND ARABIC.

Employers posted more than three times more jobs for Chinese speakers in 2015 than they had just five years earlier. During the same time period, the number of U.S. job ads listing Spanish and Arabic as a desired skill increased by roughly 150 percent.

== SOME EMPLOYERS HAVE PARTICULARLY STRONG DEMAND FOR BILINGUAL WORKERS.

More than a third of the positions advertised by Bank of America in 2015 were for bilingual workers. At the health insurer Humana, meanwhile, almost one in four online posts asked for such skills—including almost 40 percent of the company's listings for registered nurses.

== THERE IS A GROWING NEED FOR BILINGUAL WORKERS AT BOTH THE LOW AND HIGHER-ENDS OF THE SKILL SPECTRUM.

Fifteen of the 25 occupations (60 percent) with the highest demand for bilingual workers in 2015 were open to individuals with less than a bachelor's degree. These included jobs as tax preparers, customer service representatives, and medical assistants. Meanwhile, looking at the "prestige" of individual positions—an academic stand-in for income level—the fastest growth in bilingual listings from 2010 to 2015 was for so-called "high prestige" jobs; a category including financial managers, editors, and industrial engineers.

== SOME STATES HAVE PARTICULARLY HIGH DEMAND FOR BILINGUAL WORKERS.

Despite being home to 12.4 percent of the overall U.S. working-age population, California accounted for 19.4 percent of all job ads seeking bilingual workers. Arizona displayed similar trends—accounting for just 2 percent of working-age adults, but 4 percent of bilingual job listings. Our analysis found that seven states—including Colorado, Oregon, and Texas—had considerably higher demand for bilingual speakers than would be expected based on their share of the working-age population overall.

FROM "NOT LOST IN TRANSLATION," NEW AMERICAN ECONOMY, MARCH 2017

Complete report: http://www.leadwithlanguages.org/wp-content/uploads/2017/02/NAE_Bilingual_V6.pdf

GLOSSARY OF LANGUAGE PROGRAM TERMS	
50/50 program	An immersion program where approximately 50 percent of the school day and the curriculum is taught in the target language, and the other 50 percent is taught in English.
articulated language program; articulation	A sequence of courses, aligned to proficiency goals, which ensure continuity, frequency, and appropriate intensity over an extended period of time and transition from one level or grade to the next.
cultural competence	The ability to interact effectively with people of different cultures.
critical languages	Less commonly taught languages considered by the U.S. government to be essential for diplomatic and/or economic relations. Also known as critical need languages.
global competency skills	Students possessing these skills can: investigate the world beyond their immediate environment; recognize their own and others' perspective; communicate their ideas effectively with diverse audiences; and translate their ideas and findings into appropriate actions to improve conditions.
immersion programs	Elementary or middle-school language programs which teach general academic content in the target language, where language proficiency is a parallel outcome. The target language is the medium for content instruction rather than the subject of the instruction. Literacy in both the native and target languages are developed in parallel. Individual districts design programs with specific but differing percentages of English and target language instruction in a school day or week.
L1	A speaker's first language; also called the native language.
L2	A speaker's second language. See <i>target language</i> .
less commonly taught languages	Any language represented less regularly in U.S. K-12 language programs. A distinguishing term to set these languages apart from more commonly taught languages such as Spanish or French, among others.
native speakers	Students who consider the target language to be their first language (L1). They tend to be biliterate as well as bilingual and to use the language extensively outside the classroom.
one-way immersion	An immersion program where students are learning the second language (L-2) as a new language. Students may not have prior exposure to the second language. See <i>immersion programs</i> .
proficiency	The ability to use language in real-world situations, spontaneous interactions, and unrehearsed contexts.
proficiency target	Reasonable expectations of language use for assessment at different levels of study.
target language	The language being studied; the second language (L2).
two-way immersion	An immersion program where approximately half of the students have a second language – L2 (as the target language that is taught) and approximately half do not have proficiency in the second language. See <i>immersion programs</i> .



Clayton County Public Schools

Board of Education Members

Dr. Pamela Adamson, Chair

Mary Baker, Vice-Chair

Dr. Alieka Anderson

Ophelia Burroughs

Mark Christmas

Jessie Goree

Judy Johnson

Michael King

Benjamin Straker, Sr.

Dr. Morcease J. Beasley
Superintendent of Schools

Dr. Sandra Nunez
Deputy Superintendent

Dr. Chantal Normil
Director

The Clayton County Board of Education does not discriminate on the basis of sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976), age (Title XXIX of the Age Discrimination Act of 1967), religion, race, color, national origin (Title VI and VII of the Civil Rights Act of 1964), or disability (Section 504 of the Rehabilitation Act of 1973).